



NOTRE DAME
CATHOLIC PRIMARY SCHOOL

School Policies

Bullying Policy
Catholic Education Dispute and Complaints Policy
Enrolment Policy
Health Policy
Homework Policy
Mobile Phone Policy
Pastoral Care
Philosophy of Early Childhood Education
Privacy Policy
Safe Arrival and Departure of Students
School Fee Collection Policy
School-Parent Communication Policy
Student Uniform Policy
Student Engagement Policy
Student Use of Information & Communication Technology

BULLYING POLICY

RATIONALE

The Notre Dame Catholic Primary School community respects the rights of its students to be free from all forms of bullying and are committed to providing a safe environment for all students.

PRINCIPLES

Through our shared vision and whole school policy we are committed to addressing all incidents of bullying. At Notre Dame Catholic Primary School we aim to ensure that all students are valued and that engaging in bullying behaviour is unacceptable.

Disregarding bullying behaviours or participating as a bystander is unacceptable. It is the responsibility of all community members to ensure our safety, security and respect for all individuals.

The process (action plan) will target individuals engaging in bullying and any bystanders.

At the classroom and playground level, teachers will endeavour to educate students about appropriate and acceptable social behaviour.

At the school community level, issues of bullying will be addressed by relevant students and staff and where necessary, the School Leadership Team.

Resistance to behaviour change and repeated offending will require the school's discipline procedures to be enforced.

WHAT IS BULLYING?

Bullying is seen as a behaviour by one or more persons, which is used to intimidate, exclude, frighten or dominate others. An individual or a group can carry out bullying.

FORMS OF BULLYING

Bullying can take many forms including:

PHYSICAL

- Hitting, punching, tripping.
- Kicking, biting.
- Negative body language.
- Damaging someone's property.
- Stealing someone's property.

VERBAL

- Making hurtful and racist comments/jokes, name calling.
- Commenting on social and/or family backgrounds.
- Picking on others.

SOCIAL

- Deliberately ignoring or avoiding.
- Excluding from the group.

EMOTIONAL

- Spreading rumours, gossip.
- Taking or damaging property.
- Sending hurtful notes.
- Attempting to intimidate, threaten or belittle.
- Forcing an individual to do something he/she doesn't want to do

SIGNS OF BULLYING

Signs of being bullied may be:

- Feeling frightened, angry or embarrassed.
- Finding it hard to concentrate on school work.
- Not wanting to come to school.
- Not getting along with others.

STUDENT ACTION PLAN

If you think you are being bullied.....

Ask yourself - was it deliberate? Yes or No

If yes follow these steps:

- Ignore the behaviour and show it doesn't upset you.
If the behaviour continues...
- Tell the individual/s engaging in bullying behaviour to stop it.
If the behaviour continues...
- Move to a safe area.
If the behaviour continues...
- Tell another student around you that you are being bullied.
If the behaviour continues...
- Tell a staff member.

BYSTANDER ACTION PLAN

If you think someone is being bullied.....

Ask yourself – does this look or sound like a bullying situation? Yes or No

If yes follow these steps –

- Tell the person who is bullying to "Stop it."
- Offer friendly help to make the individual/s feel safe.
If the behaviour continues...
- Take the individual/s to a staff member and report what you saw or heard.

SCHOOL ACTION PLAN

- A staff member will assess the situation and speak with the students involved.
If necessary...
- Class discussion about bullying will be included in general teaching lessons across learning areas such as Religious Education and Health
If necessary...
- Refer to the Leadership Team who will take appropriate action and make contact with parents if necessary.

PARENTS' ROLE

Parents can help by:

- Showing an interest in your child's school, social, sporting and cultural life.
- Having a warm and friendly home environment where your child is encouraged to bring friends home.
- Developing your child's self-esteem by offering encouragement, saying and doing positive things, nurturing their positive qualities and valuing them for who they are.
- Teaching children to respect differences and be tolerant.
- Setting a good example, as role models, when resolving your own conflicts.
- Discussing school expectations about behaviour and how best to deal with bullying.
- Assisting your child to understand and practice the strategies stated here.
- Being observant and looking out for telltale signs that something is wrong.
- Informing the school if you become aware of any bullying incident so that it can be stopped.

CATHOLIC EDUCATION DISPUTES AND COMPLAINTS POLICY

How to Deal with a Dispute or Complaint in a Catholic School

This information is provided as an overview of the process to be utilised in Catholic schools in the resolution of a dispute or complaint that may arise from time to time.

The Catholic Education Commission of Western Australia (CECWA), Dispute and Complaint Resolution Policy was implemented in First Term 2002 and provides a process that must be followed by all Catholic schools when addressing issues of dispute or complaint.

The Dispute and Complaint Resolution Policy is consistent with the accountability requirements under the *School Education Act (1999)*.

The Dispute and Complaint Resolution Policy has been developed on the following basis:

- The principles of the policy are based on the Church's social teachings and the principles of natural justice eg. the right to be heard and the right of responses etc.
- The need to resolve the dispute or complaint initially at the school level before involving the Director of Catholic Education.

In the case of a dispute or complaint arising that directly relates to an existing CECWA policy, the procedural aspects of this policy shall be followed eg. student enrolment.

In the case of a dispute or complaint resulting from an employment related issue, the prescribed provision of the relevant Enterprise Bargaining Agreement or Award shall be adhered to.

A copy of the policy and guidelines is available upon request.

Overview of Procedures

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.

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.

ENROLMENT POLICY

Notre Dame Catholic Primary School is a parish school and exists to further the mission of the Church. It is not a private school. In meeting the Mandate of the Bishops, at Notre Dame Catholic Primary School we attempt to make Catholic education available to all Catholic children, in so far as possible. Preference is given therefore, to Catholics who witness the Catholic faith in their home and who participate regularly in the life of a worshipping community.

An application for enrolment form must be completed, as fully as possible, for every child enrolled. Provision for bookings for children to be enrolled in future years is available. However, before an application can be considered, the following conditions must be met:

- Parents/guardians are required to complete, in full, the enrolment form.
- Parents/guardians must provide Birth and Baptismal Certificates, Parish Priest reference and immunisation records
- Parents/guardians attend an interview with the Principal.

During the interview:

- The Catholic/religious focus and priority of the school is outlined.
- The learning/social and any specials needs of the child/ren are discussed.
- Parents/guardians must be prepared to accept the conditions of enrolment fully in respect to each and every child.

Whilst an offer of a position is at the discretion of the Principal, the Principal takes into consideration the following:

- applicants whose parents have demonstrated a concern for the religious development of their child.
- applicants who, in the estimation of the Principal, are likely to benefit most from enrolment at the school.

Priority is given to applicants in the following order in accordance with Catholic Education Commission policy:

1. Catholic students from the Notre Dame Parish with a Parish Priest reference.
2. Catholic students from outside the parish with a Parish Priest reference.
3. Other Catholic students
4. Siblings of non-Catholic children currently at the school
5. Non-Catholic students from other Christian denominations
6. Other non-Catholic students

The final result of the interview is at the discretion of the Principal who is responsible for implementing the school enrolment policy. No correspondence will be entered into concerning the reasons for decision regarding offers of places.

ENROLMENT PROCEDURE

Once a position has been offered, parents/guardians are required to complete and return the **Confirmation of Enrolment Form** to the Administration Officer with originals of the student's Birth Certificate, Baptism Certificate, Parish Priest reference, immunisation records, and any court order pertaining to the custody of the child (if applicable), together with the non-refundable application fee of \$35.00. Further information regarding your child's placement will be forwarded once this confirmation of enrolment has been received.

HEALTH POLICY

IMMUNISATION

The immunisation status of each child will be checked upon entry into Pre-Kindergarten, Kindergarten, Pre-Primary and Primary School.

MEDIC ALERT

The parent of any child with a serious medical condition requiring urgent medical attention needs to contact the school administration and fill out the necessary documentation. The Principal and class teacher need to also be notified.

MEDICATION

As a result of the increased number of children in schools being prescribed medications on a long and short-term basis, the educational, medical and legal authorities are continually up-dating their recommendations on practices and procedures for administration of medication in schools.

In line with the Catholic Education Office policy, all decisions regarding the storage and administration of medication will be the responsibility of the Principal.

1. **Non-Prescriptive Pain Suppressants**

Non-prescriptive pain suppressants (Aspirin, Panadol, etc) will **not** be administered by staff without the written permission of the student's parent/guardian. The parent/guardian is responsible for the supply of any medication. It should be noted that aspirin may only be administered to students with a medical practitioner's written instruction because of the possibility of the development of Reye's Syndrome (a potentially fatal disease in childhood). (*Handbook for Catholic Schools – Policy 5-G2*)

2. **Prescribed Medication**

The misuse of prescribed medication can place the user in a serious, and in some instances life-threatening, situation. Bulk quantities of medication will not be left on the school premises and all medication will be removed from the school premises at the end of the year. Parents/guardians must provide written authority for school staff to administer the prescribed medication. The authority form must be renewed at the beginning of each year and updated by the parent as required during the year.

- Parents/guardians are responsible for advising the Principal, in writing, of any specific requirements when administering the medication. This should include details from the medical practitioner regarding the circumstances for use.
- School staff will only administer medication in accordance with the medical practitioner's instructions. No medicine can be administered by staff unless taken from the labelled packet or medicine bottle issued by the medical practitioner.
- The Principal must ensure that a student's medical condition and the medication for that condition are brought to the attention of the relevant staff.

(*Handbook for Catholic schools – Policy 5-G3*)

3. Storage of Medication

The prescribed medication will be stored in the school office or in the case of Pre-Primary children, in the Pre-Primary. Access will be restricted to authorised personnel.

(Handbook for Catholic Schools – Policy 5-G3)

Parents/guardians must ensure sufficient quantities of medication are supplied. All medication sent to the school must be in the labelled packet or medicine bottle issued by the medical practitioner. This must clearly show the:

- name of medication
- student's name
- dosage
- frequency of dosage

4. Students are **not** to carry medication around in their pockets or leave medication in their bags or desks because of the likelihood of other children having access to the medication.

COMMUNICABLE DISEASES

Parents are requested to inform the school if a child has had a communicable/infectious disease and is required to observe the exclusion from school period. Public Health Department recommendations for most common infectious diseases are listed below.

Disease	Period of Exclusion
Chicken Pox	Until scabs are healed
Conjunctivitis	Until discharge from eyes has ceased
Diphtheria	Until medical certificate of recovery NB Contacts excluded also
German Measles	Until at least 4 days after onset of rash
Glandular Fever	Until child is well
Hand, Foot & Mouth Disease	Until all blisters have crusted
Head Lice	Until treatment has commenced
Hepatitis A	Until medical certificate of recovery is received
Hepatitis B & C	Not necessary
Measles	At least 4 days after the onset of the rash
Mumps	At least 9 days after onset of symptoms
Ring Worms	Until the day after treatment has commenced
Scabies	Until mites and eggs are destroyed.
Whooping Cough	For 2 weeks from onset of illness or for 5 days after starting antibiotic treatment

SICK STUDENTS

Parents will be contacted if the child is unable to continue with school work. Parent's emergency contact details need to be kept current in case their child is sick or injured at school. Please do not send children to school if they are unwell as this results in your child being upset and spreads the illness and infection to other students and teachers.

SCHOOL CHILDREN INSURANCE

All children attending Notre Dame Catholic Primary School are covered by a 365 day, 24 hour, Accident Insurance Scheme (CCI). This cost is included in the annual school fees. Please contact the School Office during school hours for further information.

HOMework POLICY

The overall aim of assigning homework is to enhance the extent to which each child benefits from the school's educational programme. The purpose of homework is to:

1. Revise and reinforce class content.
2. Develop responsible home study techniques.
3. Provide opportunities to complete unfinished class work.
4. Provide further opportunities for teacher evaluation.
5. Keep parents informed of content taught and child's progress.

Homework should be relevant, and the tasks to be accomplished will be carefully and clearly defined for the students. Teachers need to be aware of family commitments that may prevent children from completing their homework on occasions. Homework should not be used as a punishment.

YEAR LEVEL TIME ALLOCATION FOR HOMEWORK

Junior Primary	15 to 30 minutes
Middle Primary	30 to 45 minutes
Upper Primary	45 to 60 minutes

STUDENT RESPONSIBILITIES

- Informing parents of set tasks
- Managing time to complete tasks
- Completing work to the best of their ability
- Returning tasks to school as required

PARENT RESPONSIBILITIES

- Providing a suitable environment that encourages the completion of homework
- Supervision of homework
- Assist with time management and establishing a consistent homework routine
- Inform the teacher of child's inability to complete homework (i.e. note)

Oral reading and reading for enjoyment should be seen as part of daily homework.

MOBILE PHONE POLICY

RATIONALE

Mobile phones have become an important and invaluable part of our modern lifestyle. The school understands there are times when possession of a mobile phone can provide a sense of safety and security while travelling to and from school. Given the primary school setting we should consider their use in this context.

AIMS

- The school aims to provide a happy, safe and stimulating learning environment for all students.
- The purpose of this policy is to ensure that mobile phone usage does not disrupt this learning environment.
- To clarify the responsibilities of students with regard to mobile phones

GUIDELINES

- In general, students should not bring valuable items to school as they can be easily lost or stolen which can be distressful for a primary age child. **While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school, Notre Dame Catholic Primary School discourages students from bringing mobile phones to school.**
- Students remain responsible for all their personal effects whilst at school. When students enter the grounds the school takes no responsibility for mobile phones. Mobile phones are brought to school entirely at the owner's risk. The school accepts no responsibility for replacing lost, stolen or damaged phones.
- There are no reasons why a student needs to have in their possession or use a mobile phone during the school day. Mobile phones are to be turned off or in silent mode and kept in the child's school bag.
- Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child can be reached quickly and assisted in any appropriate way.

SANCTIONS

The following sanctions will apply to students who fail these guidelines:

- The mobile phone will be confiscated (handed back to student or parent at the end of the day)
- Communication with parents regarding mobile phone use at school

PASTORAL CARE POLICY

RATIONALE

Pastoral Care in a Catholic School is informed by and given its spirit by the school's place as a part of the evangelical ministry of the Church. Notre Dame Catholic Primary School is, in essence, the face of Christ for its community and its pastoral role needs to infuse every aspect of its operation and its relationships.

Jesus' example is the model of the human person to which we aspire. As members of Notre Dame Catholic Primary School, staff, children, parents and the wider community should support one another as we strive to become more like Jesus Christ, who is our role model and mentor.

God's love for us is revealed as we, members of this Catholic school community, develop relationships, which exhibit empathy, compassion and forgiveness. Our role is to assist parents, as first educators of their children, in the Catholic education of their children. We appreciate the special pastoral circumstances of our community, and mobilise resources, personnel and programs that attempt to meet the needs of students, staff and families.

DEFINITIONS

Pastoral Care in Catholic Schools means enhancing the dignity of each person. It is concerned with maximising learning and growth to enable all to become inner-directed, contributing members of God's creation.

(Ref: Framework for the Development of Pastoral Care in Schools)

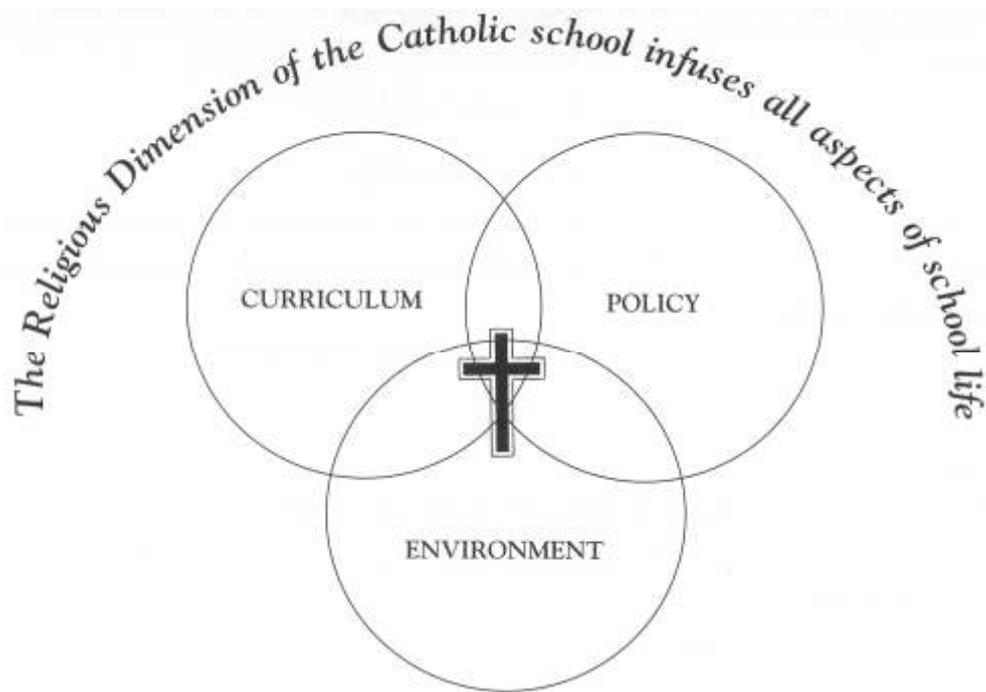
Pastoral Care involves the development of wholesome and empathetic relationships within the school community.

"Pastoral Care is the integration of the academic, social emotional, physical and spiritual dimensions of a school's energy so that an atmosphere of care prevails within the school community. Each member of the school community – parents, students and staff, is invited to become more fully human. Pastoral care is developing empathetic relationships so that the people in the school community are nurtured into wholesome maturity. Pastoral care is an expression of the philosophy and vision of the school." (Treston K. *Pastoral Care for Schools*)

PRINCIPLES OF PASTORAL CARE

Notre Dame Catholic Primary School strives to:

- Provide a safe and supportive school environment that encompasses a curriculum and a set of policies and practices based on the Gospels.
- Enable students to attain the beliefs, values, attitudes, knowledge, skills and practices that will enable them to achieve Christ's vision of the human person.
- Ensure that the care and development of each person takes place within the Catholic faith community
- Be concerned with the nurturing and well-being of all who impact on the school community.



Environment

- Prayer life of school
- Catholic traditions embraced
- Sacraments valued
- Catholic identity of school
- Quality and style of leadership
- Strategic planning involving consultation, involvement, participation and ownership
- Pastoral care of staff, students and the wider community
- All school personnel conversant with policies, programs and procedures

Policies & Practices

Students:

- Behaviour Management Practice
- Bullying Policy

Staff:

- Employment, professional and faith development
- Induction Policy
- Mentoring programmes for graduate teachers

Community:

- Reporting & Communication
- Parent Involvement
- Privacy Policy

Management:

- Allocation of resources
- Enrolment Policy
- Uniform Policy
- Crisis Management Plan
- Management of Confidential Information Policy

Curriculum

- Individual needs catered for
- Provision of an adaptable and flexible curriculum
- Appropriate methods of assessment, evaluation and reporting
- A curriculum infused by the principles of Catholic Social Justice teachings
- Programmes to teach resilience



At Notre Dame Catholic Primary School, our staff support one another as we strive to become more like Jesus Christ, our model, through:

- Staff accepting the responsibility that each is a leader and professionally serving the children and the wider school community.
- Access to the Leadership Team to assist staff who experience personal and professional problems should the need arise.
- Staff working collaboratively to provide pastoral care to each other when needed
- Providing a network for constructive advice and communication and by generously sharing talents and time with others.
- Staff working collaboratively on major events or times of heavy workload, by sharing responsibility amongst different staff members.
- Being responsible for organising, developing and coordinating different learning areas and special initiatives.
- Welcoming new staff and offering an *Induction* programme to assist in settling into the school.
- A mentoring programme for beginning or inexperienced teachers.
- Recognising the contribution of each staff member through public and private affirmation.
- Sharing of faith through staff prayer and liturgies.
- Opportunities for spiritual and personal growth each year.
- Undertaking staff meetings, workshops, Religious Education in-services, Staff Masses and professional development courses.
- Sharing of knowledge from professional development or experiences in the classroom to others at staff meetings.
- Celebrating birthdays and recognising significant birthdays (decades) including acknowledgment in the weekly Staff News.
- Making time to get to know each other in a social setting.
- Being sensitive to the events going on in each other's lives and being ready to listen, offer help and share the load.
- Celebrating our achievements and affirming each other for a job well done.



Notre Dame Catholic Primary School parents are recognised as the primary educators of their children. Staff and parents are both committed to the education of the children. A spirit of co-operation is required for successful educational partnership.

- Parents and family members are encouraged to attend school Masses and other liturgical celebrations.
- Praying as a school for family members who are seriously ill or who have passed away.
- Assisting parents in the development of their children's Sacramental preparation through meetings.
- Providing information to parents at the beginning of the school year on the routines and expectations for the year.
- Information session held for new parents of children entering Kindergarten.
- Providing parent workshops
- Inviting parents and family members to contribute their gifts and talents through PALS @ Notre Dame.
- Reporting regularly through interviews and school reports to parents – formal reports in Terms 2 & 4, Interviews at the end of Term 2 and informal reporting through meetings on request.
- Consultation and collaboration with parents on intervention plans for children at risk.
- Phone calls and notes to give positive feedback.
- Being kept informed via a weekly newsletter which is posted on the website, can be printed or emailed to parents.
- Providing a school website that reflects current news events in our school, notes, calendar, forms etc. to keep parents up-to-date.
- Encouraging parents to attend assemblies and other school functions and end of year concerts
- Encouraging parents to be active participants in the Parent Representative Council
- Social gatherings – BBQ's, dances, morning teas, busy bees
- Fund raising events
- Establishment of Class Parent Representatives
- Access to a Notre Dame Care group for families in need
- A Social Worker is available to provide information and assist in supporting families experiencing difficulties



Notre Dame Catholic Primary School recognises that we live in a community beyond the school grounds. Therefore it is vital that the wider community is viewed as part of the children's education and, as such, children wherever possible, should be involved in events that occur at the Church and local level.

- Encourage students and their families to strengthen links to their home Parishes
- Informal visits by our parish priest to the classrooms, staffroom and community and staff social gatherings
- Inviting our parish priest to our celebrations, staff functions and community events.
- Support Church initiatives
- Celebrate key Church feasts and solemnities
- Developing awareness of the community by involvement in various projects, events and community service.
- Staff attendance at the Commissioning Mass at the commencement of each school year
- Participating in sporting and cultural activities with other schools.
- Aboriginal and Torres Strait Islander studies as part of the school curriculum
- Cultural studies as a part of the school curriculum
- Cultural celebrations such as Harmony Day and Naidoc Week
- Inclusion of guest speakers when appropriate
- College students involvement at school e.g. Instep students, work experience
- Student Teachers from University
- Utilizing various services such as library, dental clinics and community nurse.
- Allow dance / drama / sports after school with other community members and organizations on school grounds out of school hours
- Information regarding the school available to wider community via the school website
- Involvement in external competitions e.g. Performing Arts

PHILOSOPHY OF EARLY CHILDHOOD EDUCATION

RATIONALE

We believe that all children have the right to a safe and nurturing environment, where their capabilities are recognised and strengthened. Our educational philosophy is based on developmental learning, inclusivity and the Catholic ethos.

BELIEFS

Notre Dame Catholic Primary School early childhood educators believe that:

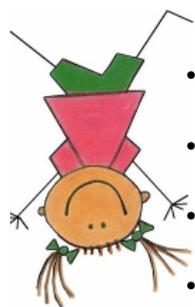
- Parents are the child's first and most influential educators.
- Families are central to a child's education, so active participation of parents and others will contribute greatly to the child's learning and development.
- Education is directed to the development of the child's personality and abilities, of respect for his or her parents, for human rights, for the natural environment and for his or her own cultural and social identity and values and those of others.
- A stimulating, secure environment maximizes the child's early learning.
- The child needs to develop respect, compassion and empathy for others.
- Early childhood educators model behaviours by demonstrating respect and esteem for children, parents, colleagues, families and communities, as well as openness to different ideas, perspectives and ways of encouraging expression.
- Play is the tool by which young children learn.
- The skills and understanding covered during early childhood provide children with the building blocks for future learning.



CURRICULUM

The Early Childhood curriculum and pedagogy is based on the belief that:

- Play-based experiences are meaningful, and through active exploration, a child gains confidence, learns strategies for thinking and reasoning and develops working theories for making sense of the natural, social, physical and material worlds.
- Responsive and reciprocal relationships between adults and children support the child's cognitive and social/emotional development.
- A child learns best when he/she is engaged in tasks that are interesting, make sense, connect with and value previous experiences and add depth, meaning and joy to learning.
- Quality early learning experiences provide a significant basis from which foundations of literacy, numeracy, learning, behaviours and future life opportunities can be developed.
- Learning opportunities need to be tailored so that they are relevant to the individual child, acknowledge and engage with specific cultural background and respond to special or additional needs.



PROGRAM

The Early Childhood Education Program is viewed as a learning journey and is built upon throughout the early years. Teachers plan according to domain outcomes that are introduced in Kindergarten and extended throughout Pre-Primary.

The domains are:

- Creative
- Physical
- Knowledge of the World
- Literacy
- Numeracy
- Cognitive development
- Religious Education



Play experiences are important for the development of:

Cognition: As children are encouraged to explore and manipulate objects and materials in their environment, cognitive skills are developed and challenged. Children gain confidence as they experience fun and success in play. This increased confidence encourages children to further explore their world and to seek out even more challenging activities. Ideas and concepts expressed by children during play increase and become more complex as their play skills increase and become more complex.

Language Development: Play is also important for the development of children's language skills. Children experiment with language during play and use words to express their thoughts and ideas. As children become more sophisticated in their play skills, their language development becomes equally sophisticated. Children use language during play to solve problems and to communicate their needs.

Social Development: During play, children are provided with opportunities for social interaction with peers. Children learn the importance of social rules and how to get along with others through play. It is during this social interaction that children learn to express and control their emotions and to resolve conflicts with others.

Physical Development: A child's motor development becomes increasingly more advanced through the physical activity that play naturally provides. Fine motor skills are developed through the manipulation of toys and materials. Large motor skills are developed through fundamental movement skills.

EARLY CHILDHOOD EDUCATION IN KINDERGARTEN

In Kindergarten we begin from what the child's prior experiences and further develop each individual socially, emotionally, cognitively, physically and spiritually.

Through many play opportunities children learn how to become assertive and resilient to various social situations, as well as becoming problem solvers and independent learners. We endeavour to support each individual child to grow to their full potential; providing them with plenty of opportunities to play, explore and learn.

Children learn to adapt to routines, transitions and procedures throughout the day and take part in making decisions about activities they would like to do, which makes learning fun.



EARLY CHILDHOOD EDUCATION IN PRE-PRIMARY

Pre-Primary builds on the experience of Kindergarten. We endeavour to provide a learning environment that focuses on the development of the whole child through structured and unstructured learning experiences.

Many opportunities are provided for the children to explore a wide variety of materials, through hands-on purposeful and free-play activities. Learning is related to real-life experiences as much as possible so children see it as worthwhile and transferable. Learning is for life.

Children learn to appreciate the gift of our talents from God through many 'God talks', liturgies and prayers. Self-esteem is enhanced through positive reinforcement in a stress-free classroom. Respect, responsibility and independence are nurtured in a supportive, caring environment.

Programs are planned to be appropriate for the age of the Pre-Primary students and are implemented with attention to the different needs, interests and developmental levels of the children.

EARLY CHILDHOOD EDUCATION IN YEAR ONE

Children draw upon prior knowledge, skills and experiences gained in Kindergarten and Pre-Primary in order to attain new information relevant to their academic progress. Partnerships with parents and caregivers continue to be an essential component of the classroom community and, in doing so, supports the development of the child.

Play is used to stimulate, engage and motivate students as well as allow them to demonstrate their understanding in a range of contexts. Play, in Year One, encourages students to work positively within a group and therefore continues to develop social skills and competencies. It is flexible and plays an integral role in teaching problem-solving skills and promoting resilience as tasks become increasingly complex throughout their schooling. Play-based experiences, in conjunction with formal lessons, promote optimum academic achievement because it integrates with open-ended tasks.

Year One is the beginning of their formal learning journey and during this time students will gain knowledge of the world and its practices.



PRIVACY POLICY

RATIONALE

Notre Dame Catholic Primary School requires information about students and their families in order to provide for the education of these students.

Notre Dame recognises the significance of protecting the information it holds.

The *Privacy Amendment (Private Sector) Act 2000* amends the *Privacy Act 1988* to direct the manner in which private sector organisations, including Catholic Schools and systems, manage the personal and sensitive information of individuals.

The purpose of the new provisions is to ensure that organisations which hold information about people handle the information responsibly. They aim to establish a nationally consistent approach to the management of personal information. The *Privacy Act* governs how private sector organisations handle personal and sensitive information.

DEFINITIONS

Personal Information

Information which can identify an individual.

Sensitive Information

Information about a person's religious and political beliefs, sexual preference, racial or ethnic origin, membership of political associations, philosophical beliefs, criminal records or health information.

PRINCIPLES

1. Notre Dame Catholic Primary School has a responsibility to use and manage personal and sensitive information collected in accordance with the Privacy Act 1988.
2. Notre Dame Catholic Primary School has a responsibility to inform individuals of the purpose of collecting personal and sensitive information.
3. All information is collected for the primary purpose of the Catholic education of the students.

PROCEDURES

1. The type of information Notre Dame Catholic Primary School collects and holds includes personal information, including sensitive information about:
 - Students, parents/guardians and their families before, during and after the course of a student's enrolment at the school
 - Applications for employment, staff members, volunteers and contractors
 - Other people who come into contact with the school
2. Notre Dame Catholic Primary School will generally collect personal information held about an individual by way of forms filled out by parents or students, face-to-face meetings and interviews and telephone calls. On occasions, people, other than parents and students, provide personal information. In some circumstances, Notre Dame Catholic Primary School may be provided with personal information about an individual from a third party e.g. a medical report or reference from another school.

3. Notre Dame Catholic Primary School will use personal information it collects, including sensitive information, for the primary purpose of collection, and for such other secondary purposes which are related to this primary purpose, or for which consent has been given.
4. In relation to personal information of pupils and parents/guardians, a school's primary purpose is to enable the school to provide schooling for the pupil. This includes satisfying both the needs of the pupil and the needs of the parents/guardians throughout the whole period the pupil is enrolled at Notre Dame Catholic Primary School.
5. The purposes for which Notre Dame Catholic Primary School uses personal information of students and parents/guardians include:
 - keeping parents/guardians informed about matters related to their child's schooling, through correspondence, newsletters, Notre Dame Catholic Primary School web page
 - general day-to-day administration of the school
 - caring for students' spiritual, educational, social and medical well-being
 - seeking donations and marketing for the school
 - satisfying the *Catholic Education of Western Australia* and the school's legal obligations and allowing the school to discharge its duty of care.
6. In some cases where a school requests personal information about a pupil or parent / guardian, if the information requested is not obtained, the school may not be able to enrol or continue the enrolment of the pupil.
7. In relation to personal information of Employment applications, staff members and contractors, Notre Dame Catholic Primary School's primary purpose of collection is to assess, and if successful, engage the applicant, staff member or contractor, as the case may be.
8. The purposes for which Notre Dame Catholic Primary School uses personal information of employment applicants, staff members and contractors include:
 - Administering the individual's employment or contract as the case may be
 - Insurance
 - Satisfying the *Catholic Education of Western Australia* and the school's legal obligations, e.g. in relation to child protection legislation.
9. Notre Dame Catholic Primary School also obtains personal information about volunteers who assist the school in its functions or conduct associated activities to enable the school and the volunteers to work together.
10. Notre Dame Catholic Primary School treats marketing and seeking donations for the future growth and development of the school as an important part of ensuring that the school continues to be a quality learning environment in which both pupils and staff thrive. Personal information held by the school may be disclosed to an organization that assists in the school's fundraising, for example, the Parent Representative Council.
11. Parents, staff, contractors and other members of the wider school community may, from time to time, receive fundraising information. School publications, like newsletters and magazines, which include personal information, may be used for marketing purposes.
12. The Privacy Act allows each school, being legally related to each of the other schools conducted by the CEO of WA to share personal (but not sensitive) information with other schools conducted by the CEWA. Other schools may then only use this personal information for the purpose for which it was originally collected by the CEWA. This allows schools to transfer information between them, for example, when a pupil transfers from a CEWA school to another school conducted by the CEWA.
13. Notre Dame Catholic Primary School may disclose personal information, including sensitive information, held about an individual to:
 - Catholic Education of Western Australia
 - Government Departments
 - Anyone who has received authorisation to have such information disclosed to them

14. Notre Dame Catholic Primary School will not send personal information about an individual outside Australia without obtaining the consent of the individual (in some cases this consent will be implied) or otherwise complying with the National Privacy Principles.
15. Notre Dame Catholic Primary School staff are required to respect the confidentiality of pupils' and parents' personal information and the privacy of individuals.
16. Notre Dame Catholic Primary School endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by Iona by contacting Administration at any time.
17. Personal information will not be stored longer than necessary.
18. Under the Commonwealth Privacy Act, an individual has the right to obtain access to any personal information which Notre Dame Catholic Primary School or the CEWA holds about them and to advise the CEWA or the school of any perceived inaccuracy. There are some exceptions to this right set out in the Act. Pupils will generally have access to their personal information through their parents, but older pupils may seek access themselves.
19. To make a request to access any information Notre Dame Catholic Primary School or the CEWA holds about you or your child, please contact the school's Principal in writing.
20. Notre Dame Catholic Primary School may require verification of identity and specifics of information required. A fee may be charged to cover the cost of verifying the application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the school will advise the likely cost in advance.
21. Generally, Notre Dame Catholic Primary School will refer any requests for consent and notices in relation to the personal information of a pupil to the pupil's parents. Notre Dame will treat consent given by parents as consent given on behalf of the pupil and notice to parents will act as notice given to the pupil.
22. Parents may seek access to personal information held by Notre Dame Catholic Primary School or the CEWA about them or their child by contacting the Principal. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the school's duty of care to the pupil.
23. Notre Dame Catholic Primary School, at the Principal's discretion, and at the request of a pupil may grant that pupil access to information held by the school about them, or allow a pupil to give or withhold consent to the use of their personal information, independently of their parents. This would normally be done only when the maturity of the pupil and/or the pupil's personal circumstances so warranted.
24. At Notre Dame Catholic Primary School
 - access to computerised records is restricted through the use of a password entry and levels of access.
 - student files are housed in secure cabinets in the schools's secure storeroom
 - internal modifications may not be made to personal information held either in computerised records or in the hard copy files unless authorised specifically by the Principal or the person to whom the Principal has formally delegated such authority.

Enquires: All enquiries regarding the Privacy Policy of Notre Dame Catholic Primary School and its management of personal information should be directed to the Principal.

SAFE ARRIVAL AND DEPARTURE OF STUDENTS POLICY

RATIONALE

Notre Dame Catholic Primary School believes all members of the school community play an important role in ensuring our students arrive at, and depart from school in the safest possible way. Notre Dame Catholic Primary School has, therefore, developed a policy to safeguard students when arriving and departing the school grounds.

PRINCIPLES

1. Notre Dame Catholic Primary School staff owes a duty of care to their students.
2. Notre Dame Catholic Primary School provides a supportive and safe environment for all.
3. Students are valued members of our school community.
4. Parents are an important part of our school community and play an essential role in ensuring students arrive at, and depart from school safely.

ORGANISATION

Early Childhood Policy (Pre-Kindergarten, Kindergarten and Pre Primary):

- All children in Pre-Kindergarten, Kindergarten and Pre Primary must be collected from class by a parent, or by an adult who has been given permission by the parent to do so.

Street Parking Signs:

- Parents are advised that there are no parking signs on the northern side of Daly Street and no parking signs on Oswell Street (both sides). These regulations must be obeyed at all times. Drivers not adhering to these signs are liable to be fined by the City of Belmont Rangers.

Designated Drop Off and Pick Up Areas:

- **Drive Through:**

This is for parents who wish to pick up their child/ren without parking. Students will be supervised by a staff member to ensure they are collected safely by the child's parent or someone the parent has given permission to, at the end of the school day. The drive through:

- Is located in the Church car park – enter from Gilroy St and exit into Daly St (one way traffic only).
- Operates in the mornings unsupervised by staff.
- Is available from 3.00pm to 3.15pm in the afternoons. Parents will need to collect children from the office after this time.

PLEASE BE AWARE THAT THE DRIVE THROUGH IS ALSO A CAR PARK FOR PARENTS WISHING TO COLLECT CHILDREN. PLEASE BE PATIENT AND COURTEOUS AT ALL TIMES. A SPEED LIMIT OF 10KMH APPLIES AT ALL TIMES.

- **Parking:**

For parents wishing to collect their child/ren from the classrooms, the following parking is available:

- Bays on the southern side of Daly Street may be used by parents to park.
- The Church car park near the school oval may be used by parents to park their car. If using this car park parents must alight from their car and walk to the child's classroom. Children are not permitted to walk through the car park on their own.
- Disabled parking is located in the Church car park and the Administration car park. Only cars with ACROD permits have access to these bays.

IN ALL INSTANCES, PLEASE PARK IN MARKED BAYS ONLY. THERE IS NO PARENT PARKING IN THE ADMINISTRATION BLOCK CARPARK UNLESS VISITING THE OFFICE.

Cycling/scootering to and from School:

- Children riding to and from school on either bikes or scooters are a parent's responsibility.
- It is recommended that children under the age of ten years should not ride to school independently. It is recognized that younger children do not have fully developed peripheral vision and hearing and do not fully comprehend the traffic code.
- Riders should walk bikes/scooters across Daly Street and when on the school grounds.
- Riders enter the school grounds through the Daly Street gate and walk their bikes/scooters to the bike rack.
- Riders must give way to pedestrians at all times.
- It should be noted that the wearing of bike helmets (clipped on) is a State Government regulation.

Walking to and from School:

- Children walking to school are a parent's responsibility.
- All students walking to or from school, with or without a parent / guardian are to enter or exit via the Daly Street gate.

SCHOOL FEE COLLECTION POLICY

RATIONALE

Notre Dame Catholic Primary School, Cloverdale has responsibility to make a Catholic education available to all Catholic students whose parents seek a Catholic education for them, insofar as this is possible, while embodying the Church's special preference for the poor and disadvantaged. Parents are asked to make a commitment to support Catholic education financially by paying fees. This policy is formulated in accordance with the Catholic Education Commission of Western Australia. The Bishops of Western Australia have approved the collection of school fees from parents as a necessary contribution to the costs of delivering a Catholic education.

DEFINITION

For the purpose of this policy school fees shall be considered to be tuition fees, levies and other charges (eg. excursions, amenities, book hire etc.)

PRINCIPLES

1. The School Board has the responsibility for the financial management of the school and consequently, is responsible for the collection of school fees.
2. The collection of school fees shall be approached in the spirit of Christian charity and justice. The School Board shall actively pursue the collection of school fees where parents have the capacity to pay fees.
3. Families with limited financial resources and means tested family concession card holders (HCC or PCC) have an entitlement to claim some form of fee concession. Requests for fee concessions shall be treated with dignity, compassion and confidentiality.

PROCEDURE

1. Annual fees and charges including: maximum increases shall be set by the School Board in accordance with CECWA advice provided during the budget process each year.
2. On application for enrolment, parents shall be provided with the school's fee policy. This includes details of any additional charges and information relating to the school's fee concession policy. (Any clarification needed by the parents about the school's fee policy can be given at the initial enrolment interview.)
3. The level of sibling discounts shall be determined by the School Board.

CEO Recommendations:

1 st child	0%
2 nd child	20%
3 rd child	40%
4 th child & beyond	100%

4. Kindergarten fees shall be charges as a proportion (e.g. 0.6 FTE) of the respective first child full time tuition fee.
5. School fee accounts are distributed over an annual billing cycle.
6. Parents experiencing difficulty with payment of school fees are requested to discuss the matter with the Principal as soon as possible. If parents have a Health Care Card, or need to see the Principal in relation to their school fees, an appointment is required to make necessary arrangements. These appointments are strictly confidential and the arrangements agreed to must be renewed at the beginning of each school year.
7. Where parents have ignored all reasonable attempts to negotiate a fee repayment strategy and further action is required, parents are notified that the services of a debt collection agency or solicitor will be engaged to recover outstanding fees.

SCHOOL-PARENT COMMUNICATION POLICY

RATIONALE

In keeping with our school mission, *Notre Dame Catholic Primary School* is a welcoming faith community committed to empowering and challenging individuals to reach their potential, every effort is made to maintain an open line of communication between home and school to assist in achieving this. Trust, truth and openness is seen as a two way process, to be advocated by all parties in the best interest of all members of the school community.

PRINCIPLES

1. Trust, truth and openness are a responsibility of all to ensure open lines of communication.
2. Notre Dame Catholic Primary School respects the parent(s)/carer(s) rights as prime educators of their children and policy and practices of Notre Dame celebrates families as valued and active partners in students' experiences of schooling.
3. The school provides a wide range of opportunities for meaningful collaboration which engages, recognises and respects the role that parents /carers play in the education process.
4. Communication from the school, both formal and informal, is characterised by transparency, consistency and diversity and provides frequent opportunities for feedback.
5. A comprehensive range of means of communication are employed to ensure all parents/carers have appropriate access to staff.
6. Parents/carers have a responsibility to ensure they are open and honest with the school in providing up-to-date information regarding their child.

PROCEDURES

OPPORTUNITIES FOR MEANINGFUL COMMUNICATION

Notre Dame Catholic Primary School prides itself on providing opportunities for open communication between the school and parent community. These opportunities are outlined but not limited to the following:

Parent/Teacher Information Evenings

At the beginning of each school year, a Parent/Teacher Information Evening is held. The purpose of this is to inform parents/carers of the expectations for children in each of the different year levels.

Term 2 Parent/Teacher Interviews

All parents/carers engage in an interview with their child's classroom teacher(s). Interviews will be held before or after school towards the conclusion of Term 2. The purpose of these interviews is to provide parents/carers with timely, meaningful and comprehensive information on student achievement and progress. They also foster the partnership between school and home to support the student's learning and progress. Bookings will be completed online.

Teacher and Parent/Carers Interviews

Formal opportunities for communication between the school and parents/carers exist throughout the year. The Principal and teachers are available to answer any queries regarding a student's education, but an appointment must be made so that a mutually convenient time can be arranged.

Website

Parents/carers are encouraged to refer to our school website on a regular basis. The website contains relevant information pertaining to students. The newsletter can be downloaded weekly, a calendar of school events is maintained, policies, notes and forms can be downloaded and information on the school and parent groups obtained.

Newsletter

A weekly newsletter is published on the school website.

Class Assemblies

Assemblies are another way through which parents are informed about the happenings in the classroom and what children are learning. School assemblies, at which classes present items and merit certificates are given to students, are held on Fridays at 8:50am. The dates for these assemblies are on the school calendar and in the school newsletter. Attendance by family members at assemblies is strongly encouraged.

Masses/Liturgies

Praying as a community is an important part of the Catholic identity of Notre Dame Catholic Primary School. As such, the students and their family members gather for Mass or Liturgy regularly. Pre-Primary to Year 2 students celebrate a Liturgy of the Word once a term. A class Mass is prepared by the students in Years 3-6 each term and a whole school Mass is celebrated at the beginning and end of each term. A morning tea for the parish and school community is held after each Mass.

Sacramental Programmes

The school and the parish support parents in the sacramental and faith development of their children through the sacramental programmes. The programme commences with a Commitment Mass for all sacraments. Children are prepared for the Sacrament of Penance (Reconciliation) in Year 3, the Sacrament of Eucharist (Holy Communion) in Year 4 and the Sacrament of Confirmation in Year 6 and parent meetings are held during this preparation. Information on the scheduling of these meetings can be found in the term planners and the meetings are advertised in newsletters and on the website in the run up to the meetings.

Volunteers Thank You Morning Tea

Towards the conclusion of the school year, parents/carers who have assisted in the school are invited to attend a *Thank You Morning Tea*. It is an opportunity for the Principal and staff to thank parents for their hard work and support throughout the year.

Notes and Letters

Notes and letters can be sent by both parents and the school. They can be an effective way to communicate information. Letters can be formal, i.e. class notes regarding an excursion or informal notes.

Formal Reports

Written reports are sent home to parents/carers twice a year, at the conclusion of Terms 2 and 4.

Parents Assist Learning @ Notre Dame (PAL Program)

The staff of Notre Dame Catholic Primary School recognises the value of utilising the skills and talents of volunteers in the classroom. Throughout the year there are numerous opportunities for parents/carers to become involved in school programmes. Some examples may include rosters in the Kindergarten and Pre-Primary, reading in junior grades, help on excursions, organising costumes for concerts etc. Any quality interaction with others in the course of day to day living requires respect for their dignity and privacy. This is of particular importance for any person involved in the welfare and education of children. It is for this reason that any volunteer in our school is asked to sign a confidentiality form.

Surveys

There are occasions when parents/carers are asked to complete surveys and to provide feedback to the school. We encourage parent to participate when these opportunities arise.

PARENT BODIES WITHIN THE SCHOOL

School Board

The objectives of the Notre Dame School Board are to assist the Principal in general management of the school and in formulating policy consistent with Catholic Education philosophy.

The Board meets regularly during the academic year, liaises closely with the Principal and interacts as needs arise with other members of the school community.

The Board comprises of the Principal, an executive committee and other committee members as elected at the AGM.

Parent Representative Council (PRC)

The PRC supports the Catholic ethos, Christian community spirit and educational programs of the school. It consists primarily of all parents and carers of pupils enrolled at Notre Dame Catholic Primary School and forms an integral part of the life of the school.

The primary role of the PRC is to build community within the school and to raise funds to support the educational, social, emotional and physical needs of the students enrolled in the schools. It provides an outlet for parents/carers to meet other parents, to hear about school issues and to network. It gives people a very real opportunity to become involved in a "hands on" way in the schooling of their child.

PARENT RESPONSIBILITIES

Parents/carers have a responsibility to ensure that they are open in their communications with the school. It is essential that they keep contact details and information about their child current.

Late Passes

If a student arrives at school after 8.30am, a parent/carer must come with the child to Administration and fill in a late slip. The student will then need to give this form to the class teacher to indicate that they have advised the front office of their arrival.

Collection of Children for Appointments

Parents/carers are encouraged to make appointments for their child out of school hours wherever possible. However, if a student must leave the school grounds during school hours, a parent/carer must first come to Administration and sign the child out. Office staff will arrange to have the child called to the office. If the child returns to school, the parent/carer must fill in an arrival form to acknowledge that the student has returned to school.

Visitor's Badges

All visitors to the school, including parents/carers, are required to report to Administration. They must sign the "Visitor's Sign In/Out Book" and they will receive a visitor's badge that must be worn during their stay. Students are encouraged to report anyone on the school grounds without a visitor's badge; therefore, it is important that the badge is worn and visible.

Absences

If a student is absent for any reason, parents/carers are asked to ring Administration on 6272 7100 before 9am. A signed note explaining the absence is required as soon as the student returns to school. This will be recorded on the school's Register of Attendance. Parents may email the school on the morning of the child's absence but a signed note must be presented to the school on the child's return.

Emergency Contacts

Current students are provided with a *Student Family Form* at the commencement of the school year and new students, upon arrival during the school year. In an emergency, the parents/carers are always the first contact. When the school is unable to contact the parents, the school will then phone the emergency contacts. Therefore, it is crucial that the individuals listed as the child's emergency contacts are not the parents/carers and phone numbers are kept up-to-date.

Permission to Go Home with Other Parents

Where a child needs to depart the school grounds with an individual other than the child's parents/carers, written permission is required, which may be in the form of an email.

Excursions and Extra-Curricular Activities/Events

Students will not be able to participate in excursions or extra-curricular activities/events unless written permission has been received by the class teacher. This can be by either a fax or note (handwritten or typed) but must include a parent/carer's signature. Emails will be accepted.

Medical Conditions and Forms

If a student requires medicine whilst at school or suffers from a medical condition, parents must complete and return forms that can be requested from the Office. For detailed information about the *Administration of Medication and Provision of Health Care to Students*, parents/carers should refer to the school Health Policy which can be viewed on the school website and in the Parent Handbook.

All of these forms must be returned to Administration for processing. It is the responsibility of parents/carers to keep Administration informed of any changes to a child's medical status and contact details.

Custody Issues

Under the Family Law Court Act, Notre Dame Catholic Primary School will action any Court Order according to the directives given. It is imperative that parents/carers provide a copy of the Order to the Principal, and an appointment be scheduled to discuss the requirements of the school.

STUDENT UNIFORM POLICY

RATIONALE

Notre Dame Catholic Primary School is a two stream co-educational facility catering for students and their families from Pre-Kindergarten to Year 6. Our school name, Notre Dame, stands for Our Lady, Mary our Mother. Under her guidance, we strive to develop Christian values within our students and foster life-long learning with a vision of a positive future. An outward sign of belonging to this community is the wearing of the school uniform that bears the school crest and motto.

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school.

Our school uniform not only provides a sense of belonging and pride of association in students at Notre Dame Catholic Primary School but also promotes the safety and security of students by allowing for the ready identification of students as belonging to our school. Equality is fostered through this Uniform Policy, common to all students.

PRINCIPLES

The Uniform Policy operates within the guidelines determined by the Catholic Education of Western Australia in the *Handbook for Catholic Schools*.

1. At Notre Dame Catholic Primary School the obligation of students (Years 1 – 6) to wear a uniform is provided for in the contract between parent and school at the time of enrolment.
2. In cases of genuine financial hardship parents/carers may apply for assistance with the supply of uniform.
3. Should an unusual situation occur when a child is temporarily unable to wear a uniform / or part of, a note from a parent / carer must accompany the child.
4. The Uniform Shop will provide a service to the school community as long as the school has the resources for its smooth functioning. Whilst the Uniform Shop should be economically viable, it must not be motivated by profit.
5. Any price changes to the uniform will be made on the recommendation of the Uniform Shop Manager with the approval of the Principal.
6. The Uniform Shop will not refund or exchange uniform items that have been worn and/or are not in their original condition, with clothing tags attached. Uniform items must be returned within 7 days of purchase. Please retain your receipt as proof of purchase.
7. Where items are faulty, it will be returned to the uniform supplier for credit approval.
8. The Uniform Shop will not offer the sale of second-hand uniforms on a consignment basis.
9. Should changes be made to the Notre Dame School uniform, it will be a consultative process between the Principal, School Board, staff and parent body. Final decision about changes to the school uniform rest with the Principal.

ORGANISATION

Our uniform is a sign of our community and all children in Year 1 to 6 are expected to support it. Parents and staff are expected to monitor and maintain the correct wearing of the school uniform and insist on the maintenance of high standards of personal presentation.

General Standards and Expectations

Uniforms:

1. Summer uniform is worn in Terms 1 and 4, winter uniform in Terms 2 and 3. A transition period of two weeks will be given between the seasons to assist parents in the changeover. Children are to wear the school sports uniform on the day they have Physical Education or Sport.

2. At all times, children are expected to be well-presented in their uniform. Uniforms are to be clean, pressed and in good condition. Shoes are to be kept polished and white sport shoes kept clean.
3. Students are expected to take pride in their personal appearance and to be neatly attired. Shirts to be tucked in, shorts and skirts are to be worn sitting on the waist. Uniform dresses and skirts are to be worn at or below knee length. Each student is expected to be properly attired in full school uniform whilst at the school, travelling to and from school and when representing the school at external functions and events.
4. The school follows the Cancer Foundation's recommendations that the school hat must be worn all year round during recess and lunch times and all outdoor activities.
5. If the student is unable to wear the correct uniform on a particular day, a note explaining the reason needs to be given to the class teacher on the day.

Hair:

Boys:

1. Hair should be well-styled, brushed, neat and clean.
2. If the fringe is below eyebrows it's too long.
3. Hair is to be neatly groomed and off the collar.
4. Unruly or uncombed hair is not permitted.
5. Artificial colours and highlights are not permitted.
6. No extreme hair styles such as mullets, ratstails, undercuts, mohawks, extra long fringes or any other non-conventional style cut are allowed. What is natural and conventional is at the discretion of the Principal.

Girls:

1. Hair should be well-styled, brushed, neat and clean.
2. Hair should be tied back and clipped off the face if the length sits on the shoulder. Navy blue, red or white elastics, ribbons, scrunchies or plain headbands are only to be worn.
3. Artificial colours and highlights are not permitted.

Special consideration will be given to cultural requests. This will be at the Principal's discretion.

Jewellery/Makeup:

1. It is recommended that no jewellery be worn at school for safety and security reasons. A wristwatch, a cross or Christian medal are acceptable. Only one pair of plain sleepers or studs is permitted. Medic alert bracelets are permitted to be worn.
6. Makeup and nail polish is not to be worn. Students are not to graffiti or draw on hands or any body part. Students who contravene these rules will be asked to remove the make-up, nail polish or graffiti at school.

Parents will be notified of uniform infringements by the class teacher. Parents are expected to support the school by correcting the uniform infringement within the week. Students who do not have the correct uniform may be excluded from school events.

UNIFORM REQUIREMENTS

1. SUMMER UNIFORM

- 1.1 The summer uniform is to be worn in Terms 1 and 4.
- 1.2 For girls, this consists of the school check summer dress, white school socks and black polished lace up shoes. The check summer dress is to be worn at or below knee length.
- 1.3 Boys wear school white shirt short sleeve with logo pocket, navy school shorts (from the Uniform Shop), and black polished lace up shoes, navy school socks.
- 1.4 The navy school jumper may be worn with the summer uniform.
- 1.5 Girls are permitted to wear navy blue, red or white hair elastics, ribbons, scrunchies or headbands in their hair. Hair accessories that make a fashion statement are not acceptable.

2. WINTER UNIFORM

- 2.1 The winter uniform is to be worn in Terms 2 and 3.
- 2.2 Girls wear the school tartan skirt, white school shirt with logo pocket, school tie, and navy school jumper. White school socks are to be worn with black polished lace up shoes. Navy stockings are optional. The tartan skirt is to be worn at or below knee length.
- 2.3 Navy school pants (from uniform shop) are available for girls to wear as an option with navy school socks and black polished lace up school shoes. *The skirt* remains compulsory for formal occasions.
- 2.4 A school scarf is optional for girls to wear with the winter uniform.
- 2.5 Boys wear navy school pants (from uniform shop), white school shirt with logo pocket, school tie, and navy school jumper. Navy school socks are worn with black polished lace up shoes.

3. SPORTS UNIFORM

- 3.1 The sports uniform consists of navy school tracksuit top and pants, navy school sports shorts, school polo sports shirt and white school socks.
- 3.2 Students sport shoes are to be predominantly white with non-marking soles.
- 3.3 It is compulsory to wear the navy school hat while participating in Physical Education classes and other outdoor lessons.

4. OTHER UNIFORM REQUIREMENTS

- 4.1 The navy school hat is to be worn whenever students are engaged in activities outside.
- 4.2 Students are required to use the Notre Dame Catholic Primary School bag.
- 4.3 All items of the school uniform must be clearly labelled with the student's name.
- 4.4 On casual dress days, students are required to dress appropriately for the day's program and activities. Details regarding these activities will be available prior to the event.
- 4.5 Students cycling to and from school are required to wear a helmet. These should be secured to the bike and stored in the bike area. Appropriate wet weather clothing would be required.

UNIFORM REQUIREMENTS

Uniform	Summer	Winter
Boys School Uniform	<ul style="list-style-type: none"> ▪ White shirt short sleeved with school logo ▪ Navy school shorts ▪ Black lace up school shoes with navy school socks ▪ Navy school hat 	<ul style="list-style-type: none"> ▪ White shirt long / short sleeved with school logo ▪ Navy school pants ▪ School tie ▪ Navy school jumper ▪ Black lace up school shoes and navy school socks ▪ Navy school hat
Boys Sports Uniform	<ul style="list-style-type: none"> ▪ School polo sports shirt ▪ Navy school sports shorts ▪ White sport shoes with white school socks ▪ Navy school hat 	<ul style="list-style-type: none"> ▪ Navy school tracksuit top and pants ▪ School polo sports shirt ▪ Navy school sports shorts ▪ White sport shoes with white school socks ▪ Navy school hat
Girls School Uniform	<ul style="list-style-type: none"> ▪ School check summer dress ▪ Black lace up school shoes with white school socks ▪ Navy school hat 	<ul style="list-style-type: none"> ▪ School tartan skirt ▪ White shirt long/short sleeved with school logo ▪ Black lace up school shoes ▪ Navy tights or white school socks ▪ School tie ▪ Navy school jumper ▪ Navy school hat ▪ Optional – navy school pants ▪ Optional – school scarf
Girls Sport Uniform	<ul style="list-style-type: none"> ▪ School polo sports shirt ▪ Navy school sports shorts ▪ White sport shoes with white school socks ▪ Navy school hat 	<ul style="list-style-type: none"> ▪ Navy school tracksuit top and pants ▪ School polo sports shirt ▪ Navy school sports shorts ▪ White sport shoes with white school socks ▪ Navy school hat

STUDENT ENGAGEMENT POLICY

RATIONALE

*Guided by Our Lady, in a culture of service,
Notre Dame Catholic Primary School
is a welcoming faith community
committed to empowering and challenging
individuals to reach their potential.
As a Catholic community, we promote Gospel values
and strive to develop life-long learners
who actively contribute to society.*

At Notre Dame Catholic Primary School, we emphasise the importance of the development of the whole person and the implementation of student engagement strategies which promote the dignity of all.

In accordance with our mission statement, our aim is to develop responsible Australians who consciously attempt to live gospel values in their everyday relationships. Recognising the uniqueness and dignity of each person, Notre Dame Catholic Primary School seeks to educate each child within a framework of Catholic values in an atmosphere of trust, openness and truth, characterised by:

- An ethos centred on the person of Jesus and the values exemplified in the gospel
- An emphasis on the development of high quality interpersonal relationships
- A curriculum that caters for all learners
- A high level of cooperation and collaboration among staff, parents and students
- A non-discriminatory organisational and administrative procedure
- Regular opportunities for the monitoring and review of school practices, policies, plans and procedures; and
- A clearly stated and consistently implemented school behaviour management plan which encourages students to make choices and accept responsibility for their own behaviour

PRINCIPLES

1. All members of our school community have rights which need to be respected and responsibilities to themselves and others
2. All Staff are responsible for implementing the Student Engagement Policy
3. The school's Student Engagement Policy assists staff in meeting their duty of care towards students
4. All members of our school community – staff, students and parents play a role in the behaviour management of students
5. Students are given opportunities to reflect on their behaviour
6. Respect is central to the way we interact with each other. Respect of self and others is essential to maintaining positive relationships

BELIEFS

We, at Notre Dame Catholic Primary School, recognise the importance of the whole community and particularly, the role of parents in the education of our children. As a community, we hold the following set of beliefs:

FOR OUR CHILDREN

- We believe in fostering a nurturing environment in which each child feels special and grows in self-esteem.
- We believe and accept the cultural values of each individual and create an environment in which people are respected and supported.
- We believe that all children can learn and deserve equal access to a full education.
- We believe that love of learning should be nurtured as a lifelong process.
- We believe that critical thinking skills should be taught to enable children to resolve conflicts, make decisions, and identify and solve problems.
- We believe in fostering resilience in our children.
- We believe that we should all appreciate differences and celebrate our diversity.
- We believe in acknowledging and recognising the different cultural backgrounds of our children and wider family.

FOR OUR TEACHERS

- We believe in challenging our young people to live the 'dream' of Jesus and become prophets of their own existence.
- We believe in providing a welcoming, supportive and nurturing environment, embracing Gospel beliefs and values.
- We believe in being professional, organised and punctual.
- We believe in sharing new beginnings and opportunities that lead to positive, constructive change and life-long learning.
- We believe in facing challenges with confidence and solving problems in a positive manner.
- We believe in sharing our faith, gifts and talents.
- We believe in open and honest communication.
- We believe we should never underestimate the influence we have on the lives of the children in our care.
- We believe in having high expectations for our students.
- We believe in a spirit of service that permeates our school life, investing excellence in all we do.
- We believe in being adaptable and flexible.

FOR OUR SCHOOL COMMUNITY

- We believe as a Catholic family, we will share new beginnings and opportunities that lead to positive, constructive change and life-long learning, with Our Lady as our guide.
- We believe in acting with love.
- We believe that in working together we nurture and support both staff and families to develop a sense of belonging.
- We believe that community participation in our school should be encouraged.
- We believe that mutual respect, trust, citizenship, and good communication with the community are vital.
- We believe that when parents are involved in their children's education, students, teachers and parents all benefit.
- We believe in a willingness to help others.
- We believe in using our gifts and talents to make a difference.
- We believe all people should be accepted regardless of colour, gender and ability.

RESPONSIBILITIES

These beliefs guide us in how we act. Through these beliefs we, therefore, have the following responsibilities:

OUR STUDENTS HAVE THE RESPONSIBILITY TO:

- ensure that their behaviour is not disruptive to the learning of others
- ensure that the school environment is kept neat, tidy and secure
- ensure that they are punctual, polite, prepared and display a positive manner
- behave in a way that protects the safety and well-being of others
- follow school rules

OUR STAFF HAVE THE RESPONSIBILITY TO:

- model respectful, courteous and honest behaviour
- ensure that the school environment is kept neat, tidy and secure
- establish positive relationships with students
- ensure good organisation and planning
- report student progress to parents
- consistently implement school policy

OUR PARENTS HAVE THE RESPONSIBILITY TO:

- ensure that their child attends school
- ensure that their child is provided with appropriate materials to make effective use of the learning environment
- support the school in providing a meaningful and adequate education for their children
- support the school in the management of disruptive students
- provide information about children or circumstances, that may impact on learning to the school
- respect the professional knowledge of staff

CORE VALUES

At Notre Dame Catholic Primary School, we advocate the following core values. They are based on Gospel Values and best express the beliefs we hold that guide us in the way we think and act.

INTEGRITY

With Christ as our guide, our community strives to gain strength in its conviction to seek truth and contribute to a better school, a better society and a better world.

EXCELLENCE

With Christ as our guide, our community strives to do everything to the best of our ability by using our gifts and talents.

JUSTICE

With Christ as our guide, our community commits to living justly by treating one another fairly, recognising and celebrating diversity and engaging in action for social justice.

COMPASSION

With Christ as our guide, our community reaches out to others by being caring and understanding to all who are in need. We strive to be aware of others and respond with sensitivity and respect at all times.

COURAGE

With Christ as our guide, our community stands up for its beliefs by meeting life's challenges with optimism. We are empowered to make choices that reflect the innate goodness of God regardless of consequence.

INNOVATION

With Christ as our guide, our community encourages creativity in others and pursues alternative solutions. We aspire to be enterprising and open-minded in the human endeavour of life-long learning.

SCHOOL RULES

Our school rules are:

1. **Respect all members of the Notre Dame Catholic School community by using good manners and thinking of others.**

We show this by:

- Saying 'hello', 'good morning' etc. to everyone we meet for the first time in the day
- Using people's names when addressing them
- Keeping eye contact when speaking with other people
- Using 'please' and 'thank you' at all times
- Knocking on the door before entering a room, making eye contact and saying 'excuse me (name of the person) may I...'
- If arriving late, excusing ourselves, apologising and offering a reason for being late (Excuse me, Mrs... I'm sorry, I'm late. I had an appointment this morning).
- Respecting other people's personal space
- Taking off our hats when we're inside a classroom or at assembly

2. **Play cooperatively and include all class mates in games to help prevent bullying.**

We show this by:

- Playing non contact games only
- Considering the safety of others by not using equipment inappropriately or in out of bound areas
- Playing in rostered areas only
- Alerting teachers on duty to any rules that are being broken
- A restorative practice approach to playground incidents
- Discussion: By means of 'Walk and Talk' to reflect on inappropriate behaviour

3. **Take pride in your school by wearing the correct uniform and always trying your best**

We show this by:

- Wearing our uniform appropriately at all times – ties straight, socks not rolled down
- Following the 'No Hat, Play in the Shade' policy
- Being responsible for our jumpers, track suits etc. if we take them off

4. **Use your own and others' property with care and respect**

We show this by:

- Using sports equipment appropriately
- Only using equipment if permission is given
- Always asking permission to use someone's property

5. **Take care of the school environment and keep all areas clean and tidy**

We show this by:

- Eating food in designated areas
- Being seated while eating
- Picking up rubbish if we see it lying on the ground
- Placing our own rubbish in the bin
- Keeping our bags tidy

STUDENT BEHAVIOURAL EXPECTATIONS

In line with CEO policy, where a child chooses not to display the appropriate behaviour, the following consequences **may be** given for inappropriate classroom or playground behaviour.

- Time out in own classroom
- Time out in a buddy class
- Detention
- In-school suspension
- Out of school suspension
- Exclusion

Inappropriate behaviour, consequence and a record of any contact made with parents or guardians must be recorded as a pastoral care note on SEQTA providing a comprehensive overview of the student.

RESTORATIVE PRACTICES

Our school believes that restorative practices equip staff with the tools to effectively deal with behavioural issues. These practices encourage respect, inclusion, accountability and responsibility for the whole school community. Building positive relationships and encouraging personal accountability for behaviour are key aspects of this practice. These can be fostered by the following key skills; active listening, problem solving, listening to and expressing emotion, taking ownership of problems and learning from experiences.

Staff are equipped with resources to implement restorative practices in the classroom and in the playground. In addition, Appendix B provides support material on areas for discussion that promote the key skills listed above.

Appendix A

CORE VALUES AND VIRTUES

The Core Values of the school are based on Gospel Values and best express the beliefs we hold that guide us in the way we think and act. The Virtues are specific behaviours or personal characteristics that allow us to live and act as God intended. Each virtue is closely linked to the core values of Notre Dame Catholic Primary School.

INTEGRITY

With Christ as our guide, our community strives to gain strength in its conviction to seek truth and contribute to a better school, a better society and a better world.

Honesty

Honesty is important because it builds trust. When people are honest, they can be relied on not to lie, cheat or steal. Being honest means that you accept yourself as you are. When you are open and trustworthy, others can believe in you.

Truthfulness

Truthfulness is being honest in your words and actions. You don't tell lies even to defend yourself. Don't listen to gossip or prejudice. See the truth for yourself. Don't try to be more than you are to impress others. Be yourself, your true self.

EXCELLENCE

With Christ as our guide, our community strives to do everything to the best of our ability by using our gifts and talents.

Commitment

Commitment is caring deeply about something or someone. It is deciding carefully what you want to do, then giving it 100%, holding nothing back. You give your all to a friendship, a task, or something you believe in. You finish what you start. You keep your promises.

Determination

You focus your energy and efforts on a task and stick with it until it is finished. Determination is using your will power to do something when it isn't easy. You are determined to meet your goals even when it is hard or you are being tested. With determination we make our dreams come true.

JUSTICE

With Christ as our guide, our community commits to living justly by treating one another fairly, recognising and celebrating diversity and engaging in action for social justice.

Service

Service is giving to others, making a difference in their lives. You consider their needs as important as your own. Be helpful without waiting to be asked. Do every job with excellence. When you act with a spirit of service, you can change the world.

Unity

Unity helps us work and live together peacefully. We feel connected with each other and all living things. We value the specialness of each person as a gift, not as a reason to fight or be scared. With unity we accomplish more together than any of us could alone.

COMPASSION

With Christ as our guide, our community reaches out to others by being caring and understanding to all who are in need. We strive to be aware of others and respond with sensitivity and respect at all times.

Kindness

Kindness is showing you care or doing some good to make life better for others. Be thoughtful about people's needs. Show love and compassion to someone who is sad or needs your help. When you are tempted to be cruel, to criticize or tease, decide to be kind instead.

Gentleness

Gentleness is moving wisely, touching softly, holding carefully, speaking quietly and thinking kindly. When you feel mad or hurt, use your self-control. Instead of harming someone, talk things out peacefully. You are making the world a safer and gentler place.

COURAGE

With Christ as our guide, our community stands up for its beliefs by meeting life's challenges with optimism. We are empowered to make choices that reflect the innate goodness of God regardless of consequence.

Honour

Honour is living by the virtues, showing great respect for yourself, other people and the rules you live by. When you are honourable, you keep your word. You do the right thing regardless of what others are doing.

Understanding

Understanding is using your mind to think clearly, paying attention to see the meaning of things. An understanding mind give you insights and wonderful ideas. An understanding heart gives you empathy and compassion for others. Understanding is the power to think and learn and also to care.

INNOVATION

With Christ as our guide, our community encourages creativity in others and pursues alternative solutions. We aspire to be enterprising and open-minded in the human endeavour of life-long learning.

Creativity

Creativity is the power of imagination. It is discovering your own special talents. Dare to see things in new ways and find different ways to solve problems. With your creativity, you can bring something new into the world.

Enthusiasm

Enthusiasm is being cheerful, happy and full of spirit. It is doing something wholeheartedly and eagerly. When you have a positive attitude. Enthusiasm is being inspired.

Appendix B

CREATING A RESTORATIVE CULTURE WITHIN THE SCHOOL COMMUNITY

The following key skills;

- active listening,
- problem solving,
- listening to and expressing emotion,
- taking ownership of problems and
- learning from experiences

assist in the effective implementation of restorative practices and building a restorative culture in the school community.

Careful consideration should be taken when interacting with students whose actions contravene the school rules or the desired behaviour of a member of the school community.

In order to create a restorative culture, students need to feel that they are heard and that their concerns, problems and feelings are being taken seriously. Through this philosophy we want to encourage students to express their feelings in a safe environment and constructive way rather than in an impulsive manner using hurtful words or actions. Students need to be taught that feelings are not behaviours, they are not right or wrong, they are merely feelings. Behaviours that hurt other people, often driven by one's feelings, are never okay.

Students can be supported in the following ways;

- If the student is visibly angry allowing them the space to take some control of the situation and/or their feelings is of vital importance.
- Actively listening to the student and giving them the opportunity to verbalise their feelings can engage them to rectify their actions.
- Allowing the student to hear the affect that their actions have had on another student may encourage empathy for their situation, it is important for all parties involved to have the opportunity to be 'heard'
- Providing the student with the opportunity and/or equipping them with the skills to attempt to rectify or repair their mistake or error of judgement makes them more responsible for their actions.
- Acknowledging desired behaviours and actions as well as acknowledging the struggle to make the right choice empowers students to continue to make good choices into the future.

Important words and phrases that encompass restorative practices

"Can you tell me what you are feeling"

"I understand that you are angry and upset but is there anything you could or should have done differently?"

"I can see that you are very upset / hurt / angry would you like a few minutes to calm down and think about what has happened."

"What are some whys you could solve this problem peacefully?"

"I am confident that you have been taught lots of strategies at Notre Dame to solve this problem in a peaceful way. What are options do you have?"

"It is never ok to hurt someone at Notre Dame Catholic Primary School"

“Do you think that this actions meets with the expectations that we have for the children at Notre Dame Catholic Primary School”

“Do you think that your actions reflect the school values?”

“I am proud of you for supporting your friend who was being treated unfairly. You should be proud of yourself too because you are being the Notre Dame Superhero we are looking for”

“I am sure that it took a lot of strength to walk away from that situation, congratulations on using such fantastic self-control”

“How did you feel when he/she did that to you?”

“Is there anything you could do to fix this situation?”

“Is there anything you could do to make this right or to repair some of the hurt feelings that you have caused by your actions?”

STUDENTS' ACCEPTABLE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Information and Communication Technology (ICT) is utilised in schools for learning, teaching and administration. The availability of such resources provides the opportunity for schools to help students develop their full potential. ICT provides significant educational value but can pose risks regarding safety and personal reputation.

Acceptable use shall include, but is not limited to:

- gathering, organising, creating and sharing appropriate information for educational purposes
- encouraging collaborative projects and resource sharing
- any other tasks that are for educational or related purposes or that support and promote the school and its ideals.

Unacceptable use shall include but is not limited to:

- accessing networks without proper authorization.
- transmitting or deliberately accessing, creating and/or receiving material that is inappropriate or offensive.
- infringing a person's copyright or other intellectual property rights
- discriminating against a person on the basis of, for example, sex, race, religion, disability or age
- dealing with a person's personal information in a way that breaches privacy laws
- defaming, harassing or bullying another person
- being contrary to school rules or policy
- bringing the school or Catholic Education into disrepute.

Unacceptable use of ICT constitutes a serious breach of school rules and possibly the law and may result in a student losing the right to use ICT resources for a period of time and/or the application of other sanctions.

The emphasis is on educating students, at a developmentally appropriate level, about ICT, its applications, protocols, safety and digital citizenship. This educative process is integrated into all areas of the school curriculum.

Students are to be made aware of the following guidelines (at a developmentally appropriate level) by their class teacher, and review frequently, to ensure appropriate use of the ICT by students attending Notre Dame Catholic Primary School.

The school will ensure that students:

- are supervised when using the Internet
- have a clear understanding that there are sites that should not be visited
- will not copy or print articles without permission from a teacher

The student will:

- check with the teacher before going to a site or link if uncertain about that site
- search only the relevant topic
- not deliberately access offensive or inappropriate information
- not use the Internet to send or receive a message that is inconsistent with the school's code of conduct and standards
- not divulge personal or school details of any kind without permission of the teacher
- be required to follow the copyright rules for all information used

Teachers and parents need to support one another to encourage the students to use the Internet in an appropriate manner.

Consequences for inappropriate use:

The use of ICT in a school is a privilege, not a right, and inappropriate use will result in temporary or permanent cancellation of this privilege. In addition, further disciplinary action may be imposed.

STUDENTS' ACCEPTABLE USAGE POLICY

Guidelines and Conditions for Appropriate Use of the Internet

The following guidelines have been decided upon to regulate the use of the Internet by students attending Notre Dame Catholic Primary School.

Notre Dame Catholic Primary School cannot control all of the information available on the Internet and is not responsible for other people's actions or the quality and content of information available.

The school will ensure that students:

- are supervised by a member of staff when using the Internet
- will have a clear understanding that there are sites that should not be visited
- will not copy or print articles without permission from a teacher

The student will:

- check with the teacher before going to a site or link if uncertain about that site
- search only the relevant topic
- not deliberately access offensive or inappropriate information
- not use the Internet to send or receive a message that is inconsistent with the school's code of conduct and standards
- not divulge personal / school details of any kind without permission of the teacher
- be required to follow the copyright rules for any information used

Teachers and parents need to:

- support one another to encourage the students to use the Internet in an appropriate manner
- be advised that inappropriate use of electronic information can be a violation of local, state, federal and international laws. Violations can lead to prosecution

Consequences for inappropriate use:

The use of the Internet in a school is a privilege, not a right, and inappropriate use will result in temporary or permanent cancellation of this privilege. In addition, further disciplinary action may be imposed.

Access to the Internet is conditional on this contract being signed by the student, parent and class teacher.

I have read and understood this contract and agree to these guidelines and consequences.

Student's Name: _____ Signed: _____ Date: _____

Parent's Name: _____ Signed: _____ Date: _____

Teacher's Name: _____ Signed: _____ Date: _____

These forms will be kept on file for ongoing use of the Internet for Years 3-6 and will be kept in the Assistant Principal's office. Every child in Years 3-6 is required to sign a form. New forms and signatures will only be required in the future by incoming Year 3 students and students new to the school. All other children who have current permission will be updated on correct usage at the beginning of each new school year.

K – YEAR 2 GUIDELINES

USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

PRINCIPLES

1. **Notre Dame Catholic Primary School** has made rules about how students use Information and Communication Technology (ICT) so that they can use it in the best way. Students must follow these rules and listen to their teacher so that ICT can be used to explore, create and communicate with others and learn about the world in which they live.
2. **Notre Dame Catholic Primary School** has made rules about using ICT so that everyone at the school is safe and happy. Students can use ICT only if they look after it and follow all the rules about the use of ICT.
3. **Notre Dame Catholic Primary School** can check all ICT used in schools to make sure students are following the school rules. This includes digital devices provided by students and families.

PROCEDURES

1. Students shall obey all of the school rules regarding ICT and take good care of all equipment.
2. Students shall only use the applications recommended by their teacher during school time. Students will not access other applications during school time or bring any applications from home to install on school devices. Students will not access applications installed on student or parent owned devices, other than those recommended by the teacher, during school time.
3. Students shall go only to sites on the Internet that a teacher has said they can use. If students find anything on the Internet that makes them feel bad or uncomfortable they must immediately inform their teacher or another adult.
4. Students shall only send emails with their teacher's permission. Everything a student writes in an email or through the Internet must be their best work that they would be proud to show to their parents. A student will not use email or the Internet to annoy, bully or frighten anyone.
5. People who put information on the Internet for students to read own that information. If students use anything from the Internet in their own work they must check with their teacher before they copy it to make sure they have the owner's permission to copy it.
6. Students shall never tell anyone via email or the Internet their name, address, telephone number or any other private information. Students shall not send their photograph to anyone without checking with their teacher and having a permission note from their parents. Students shall not share any other student's private information with others.

YEAR 3 – YEAR 6 GUIDELINES

USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

PRINCIPLES

1. At **Notre Dame Catholic Primary School** ICT is utilised for educational purposes only.
2. At **Notre Dame Catholic Primary School** ICT is a tool to support learning. Access to ICT can be removed if school rules are broken. Students using ICT must not break State or Commonwealth laws (a summary of these laws is an attachment to this Policy and forms part of this Policy).
3. The school has the right to check all written, graphic, audio and other materials created, produced, communicated, stored or accessed on ICT by students, including emails. This applies to school, student and family owned devices being used at school.
4. Students shall be made aware that access to ICT, particularly the internet, email and social media can expose them to inappropriate material or potential harm.

PROCEDURES

1. Students understand that at **Notre Dame Catholic Primary School** ICT is utilised to support learning. Inappropriate or unlawful use of ICT will result in a loss of access to digital devices.
2. The acceptable and unacceptable use by students of the ICT are listed below.

Acceptable use shall include but is not limited to:

- following teachers' instructions
- accessing only the information the teacher has agreed to
- being polite and courteous when emailing and interacting on social media
- researching information for a topic or assignment given by the teacher
- correctly acknowledging the work of others according to copyright laws
- respecting the privacy of others including other students and staff members
- Informing the teacher if you are concerned that you have accidentally accessed inappropriate material
- handling all ICT equipment with care.

Unacceptable use shall include but is not limited to:

- using ICT without permission or without supervision by a teacher
- visiting any site that has not been approved by the teacher
- using the internet to access offensive or inappropriate information
- interfering with emails or files belonging to others
- disclosing passwords, usernames and other confidential information to other students
- downloading anything without the teacher's permission
- sending a personal photograph without the written permission of a parent/caregiver
- sending or receiving a message which has a false name or has used another's name without permission
- sending an email or posting to a social media site with the intent to bully, frighten, annoy or upset a person
- accessing applications installed on student or parent owned devices, other than those recommended by a teacher, during school time.