Mission Statement

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.
Dear Parents

Welcome to Notre Dame Catholic Primary School. We are proud of our school and hope that the information at this site will help you learn more about us.

The time your child will spend in primary education is a most significant period in your child's life and in the life of your family. We trust that your association with the school will be both happy and rewarding.

Notre Dame Catholic Primary School was established in 2010 through the amalgamation of Holy Name School in Carlisle and Notre Dame School in Cloverdale and the newly built school was opened on its current site in 2011. Through the amalgamation of the two schools Notre Dame shares the charism of both the Presentation and Mercy Order of Sisters founded by Nano Nagle and Catherine McAuley respectively. Our school motto ‘Founded on Faith’ calls us to bear witness to Jesus Christ through Mary, his mother, whose inspiration is pivotal to both Orders of Sisters, their founders and our school.

We acknowledge parents as the first and most significant educators of their children and recognise the unique contribution made by parents to the life of the school and to the learning of the children. At Notre Dame, staff, students and parents work together in a spirit of Christian cooperation in the task of enabling our children to reach their full potential. We believe that this common vision allows the best interests of the child to be served at all times. The constantly evolving learning programme we offer at our school attempts to address the needs of all students and aims to provide a broad range of educational experiences so that every child can enjoy achievement and success within a happy and supportive environment. Through this learning programme, the development of the whole child – spiritually, intellectually, emotionally, physically and socially is fostered.

At Notre Dame Catholic Primary School we celebrate the relationships that exist between all members of our school community and recognise the contribution made by all.

I trust that your association with our school will be both happy and rewarding.

Darryl Winsor
Principal
NOTRE DAME CATHOLIC PRIMARY SCHOOL
BELIEF STATEMENTS

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 school community, we hold the following 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.
At Notre Dame Catholic Primary School the following core values 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 convictions 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.
We, in Catholic Education, seek to create environments that enhance learning, nurture young people and empower them to live the Catholic faith in the spirit of Jesus Christ by:

- Developing a hunger for the learning adventure.
- Challenging each other to seek truth and justice for all, especially the most vulnerable. (2014)
- Capturing the joy in the mystery of the created Universe.
- Embracing the diversity of the Earth and all its people.
- Walking together in a spirit of reconciliation and forgiveness.
THE PRESENTATION AND MERCY CHARISMS
Notre Dame Catholic Primary School – a melding of rich traditions
In May 2008, after approval was given by His Grace Archbishop Hickey, feasibility studies on the amalgamation of Holy Name School, Carlisle and Notre Dame School, Cloverdale commenced. In November 2008, the director of CEO Ron Dullard, announced to both communities that in consultation with the Archbishop, it had been decided that the amalgamation would go ahead and that a new school would be built on the Notre Dame site. A decision to keep the name Notre Dame Catholic Primary School was made by Archbishop Hickey in November, 2009.

The communities of Holy Name, Carlisle and Notre Dame, Cloverdale have been bequeathed rich customs and traditions by the orders that have founded each school. Notre Dame School was established in 1961 by the Presentation Sisters and until 2008, when the first lay principal was appointed, the sisters have had a vital presence in the school. Holy Name Convent School was opened in February 1938 by the Sisters of Mercy who administered at the school until the late seventies when, in keeping with the times, a lay principal was appointed.

History of the Presentation Sisters
Nano Nagle was born in Ballygriffin, County Cork, Ireland in 1718. Her ancestors were among the Norman invaders who arrived in Ireland in 1169. The Nagles once owned extensive lands but much was forfeited because they retained their Catholic faith during times of religious persecution. During these times, the Penal Laws forbade Catholics to teach or tutor so Nano was educated at an illegal ‘hedge school’. In her early teens, Nano was smuggled abroad to France where she lived with relatives. Here she attended a Benedictine convent school – her first acquaintance with nuns. Her French relatives were wealthy and Nano enjoyed a busy social life.

Nano returned to Ballygriffin when her father died. Shortly after, she went to live in Dublin with her mother and sister. Here she became aware of the intense poverty in the city and helped the poorer people in whatever way she could. She returned to France intending to become a nun, but she remained in the convent as a novice only for a short while. On her return to Ireland, Nano went to live in Cork with her uncle who was a lawyer. She took up works of charity, caring for the sick and elderly people in their homes. She travelled the city streets with her lantern to light her way at night. It was said that there was not an attic or tenement room in Cork that she did not know.

On her journeys through the city streets Nano became very aware of the plight of the children, particularly the girls. Many were undernourished and forced to do the most menial work to survive. Many too, were ill-treated and abused. Nano secretly rented rooms in various parts of the city and started classes for these children. Her uncle, the lawyer, was appalled when he discovered what she had done, realising the implications if it became known to the authorities. But he agreed with her and helped her financially.

Finding her workload increasingly difficult and anxious for it to continue, she made a plea to the Ursuline Sisters from France for help. The sisters came to Cork at her request and built a convent for themselves with money donated by the Nagle family. However the Ursulines’ rule of enclosure forbade them to work outside the convent and they could not take on the schools or care for the sick and elderly in their homes. Father Moylan, a parish priest and good friend asked her to consider founding her own congregation, without a rule of enclosure.
On Christmas Eve 1775, Nano and three companions founded the Society for Charitable Instruction of the Sacred Heart of Jesus. They lived in a cottage near the Ursuline’s convent. They began to build a convent nearby and in 1780, moved in. When seeking approbation for their rule they were advised to change their name, and in honour of the Virgin Mary’s presentation of herself for service in the Temple of Jerusalem, they chose the title ‘Presentation Sisters’.

On 26 April 1784, Nano Nagle collapsed on a Cork street while doing her rounds. She died soon afterwards, aged 66.

**Presentation Sisters in Western Australia**

The first Presentation Sisters arrived at Geraldton on 6 July 1891 in response to a call from Bishop Gibney. The nine members of the Presentation party accompanied by Father Patrick Horgan sailed from Cork on 21 May 1891 and took up residence in the Mercy and Josephite Convents that had already been established. Branch houses were soon established over a wide area of the North West with the sisters answering calls of assistance from many isolated communities. Between 1902 -1970 twenty branch houses had been opened in the mining and pastoral regions of the North West.

In 1900, five sisters answered a call to come to the south west of Western Australia from Hay in New South Wales. These sisters came to Southern Cross in 1900, Collie in 1902, Cottesloe in 1905 and to Mosman Park in 1907. Bishop Gibney who was then the Bishop of Perth, remarked that the site in Mosman Park, situated on a rise with the Swan River on one side and the ocean on the other, reminded him of the isle of Iona, and he hoped that this, too, would become a centre of learning and a centre from which the Gospel would be spread. As one of the founding sisters was Sister Columba, it was decided an appropriate name for the College would be Iona. Mother Angela Treacey, much loved by her community, was appointed head of the new foundation, and on the day the Sisters took up residence at Iona, the Bishop signed a statement authorizing Iona as the Mother House for the Presentation Sisters.

**Presentation Sisters Today**

Today, there are over 3500 sisters ministering in five continents and many other countries of the world including many underdeveloped countries. The sisters are committed to justice and to standing with the poor in answering the needs of our times, particularly according to the geographical areas in which the sisters are ministering.
History of the Mercy Sisters

Catherine McAuley was born in Dublin, Ireland, in September, 1778 to a prosperous Catholic family. Though her father, James McAuley, died in 1783 when Catherine was just five years old, his compassion for the poor, especially children and families who lived nearby, was a lifelong example for his eldest daughter.

Fifteen years after her father's death, Catherine was orphaned in 1798 and chose to live in the home of relatives, some of whom were non-Catholic and had little tolerance for her pious practices. In 1803 Catherine was invited to live in the home of William and Catherine Callaghan as a companion to Mrs. Callaghan. The Callaghans were childless and upon Mr. Callaghan's death in 1822, Catherine inherited their fortune: about £25,000, their estate, "furniture and plate."

In 1824, Catherine used her inheritance to lease property on Baggot Street, a fashionable neighbourhood in Dublin, for the purpose of building a large house for religious, educational and social services for women and children. Other women, intrigued by the house and the work for which it was intended, were attracted to Catherine and began to join her preparations for the ministry she planned.

On September 24, 1827, the Feast of our Lady of Mercy, the first residents came to live in the house they called the House of Mercy in honour of the day and two years later the Chapel was dedicated. Between late 1829 and 1830, after prayerful deliberation and consultation, Catherine and her associates agreed to found a new religious congregation. Though this was not her original intention, Catherine began the founding of a new religious congregation of women dedicated to service to the poor.

Catherine and two of her associates entered the Convent of the Presentation Sisters in Dublin on Sept. 8, 1830, to begin formal preparation for founding the Sisters of Mercy. Fifteen months later the trio pronounced vows of poverty, chastity and obedience, and to persevere until death in "the Congregation of the Sisters of Mercy." Thus the new community was founded on Dec. 12, 1831.

Catherine's concept of a Religious Institute included ministry not typical of that time. Called to serve Christ as the complex social needs demanded, and encouraged by the Archbishop, Catherine and her companions took as their special works the instruction of poor girls, visitation of the sick and the protection of distressed women of good character.

Without the confines of strict enclosure, the "walking nuns", as they were called, became part of many dioceses, inspiring local young women to see and meet local needs, enabling the new order to spread rapidly.

Catherine lived only ten years as a Sister of Mercy but in that time she established nine additional autonomous foundations in Ireland and England, and two branch houses near Dublin. When she died in 1841 there were 150 Sisters of Mercy. Shortly thereafter, small groups of sisters left Ireland at the invitation of bishops in Newfoundland, New Zealand, the United States, Argentina and Australia.
Mercy Sisters in Western Australia

The first group of sisters, led by Ursula Frayne, came from Dublin and settled in Victoria Square, Perth, Australia in 1846. Catherine McAuley, a wealthy heiress, had founded the Congregation of Sisters of Mercy barely fifteen years earlier in 1831. In faith, Catherine had devoted herself and all her resources to bringing hope to the lives of the poor and destitute in her country, through education.

A chance to extend this work came when Bishop John Brady, visiting Dublin to recruit missionaries for the fledgling colony, requested that Catherine send a group of sisters to assist him in his work there. Thus it happened that, after a long and arduous journey by sea, the small band of sisters under the leadership of Mother Ursula Frayne, arrived in the Swan River Colony on 8 January, 1846.

After initial difficulties in finding accommodation, Ursula and her community moved into a small cottage on what is now St George's Terrace, near Victoria Avenue. On 2 February of that same year, the Sisters opened their first school with one student! By the end of that historic day, however, five more students had joined them. Undaunted, the Sisters went out into the community and canvassed for pupils. By the end of 1846 there were one hundred children in the school, which had by that time moved up to the present Victoria Square site.

Those early years were a time of great struggle as well as sadness for the Sisters, as one of their original community had died six months after their arrival in the Colony. Her grave is situated among those of other pioneer Sisters in the garden below the Chapel on the Convent property.

In the period that followed the founding of the first school, the diocese found itself in severe financial difficulty with Bishop Brady unable to provide any real support for the school as well as the sisters’ other works of mercy among the poor and sick. In order to see them through these early financial troubles, the sisters were forced to use money sent from Dublin which had originally been set aside for them to return home, together with two hundred pounds given by the father of one of them on her profession. This money was used to build the first Convent of Mercy in Australia. The building now known as Holy Cross, with its Foundation Stone dating from 1847, is still in use today and stands as a testimony to those dedicated pioneers whose love and faith in God inspired them to continue God’s work. Two years later, in 1849, the sisters began what was the first secondary school in Western Australia – the school now proudly known as Mercedes College. The name Mercedes is Spanish for Mercy.

Mother Ursula Frayne died in 1885. She is remembered as an outstanding educator of great vision and a warm, caring Sister of Mercy. Her work, and that of those early pioneers, has had a profound and lasting effect on the history of Catholic Education in this State. Today we take pride in this history and we continue to commit ourselves to that same sense of vision that inspired Catherine.

Mercy Sisters Today

Throughout rural and urban Australia, in Papua New Guinea, Pakistan, East Timor, Sudan, Peru, Cambodia, Kenya, New Zealand, England, Ireland, Scotland and the USA, Sisters of Mercy of the Australian Institute are:

- Advocating for people with no voice and for those seeking justice at home and in developing countries;
- Sharing time, energy and resources so that people can have quality of life through the ministry of the sisters various organisations, e.g. hospitals, aged care facilities and social services;
- Continuing to minister in creative ways in education, health and aged care and welfare;
- Enabling women and men to experience fullness of life through a range of pastoral and spiritual ministries, e.g. counselling, retreats and spiritual direction.

Sisters of Mercy of Australia are educators, theologians, scripture scholars, writers and publishers, researchers, archivists, historians, musicians, artists, bioethicists, ecumenists, canon lawyers and lawyers. The Sisters of Mercy, through their vowed commitment, are compelled to respond to global issues and address issues of injustice with a profound belief in the dignity and equality of all people.
THE FORMATION OF
NOTRE DAME CATHOLIC PRIMARY SCHOOL

Notre Dame Catholic Primary School (2010) was founded through the amalgamation of two small parish schools, Notre Dame School, Cloverdale and Holy Name School, Carlisle. With urban development and renewal happening in the Rivervale/Cloverdale area a need for a two stream school that could accommodate the growing, younger population was perceived by CEO. The Notre Dame site, with its large, grassed playing area was deemed to best suit the construction of this new, state of the art school.

It must be remembered that although a ‘new’ school, Notre Dame Catholic Primary School has been built on and imbued with the rich histories of both Holy Name School and Notre Dame School. These histories have shaped the formation and direction of the ‘new’ Notre Dame Catholic Primary School.

Holy Name School (Carlisle Campus 2010)

Holy Name Convent School, Carlisle opened in February 1938 under the auspices of the Sisters of Mercy with about 40 students. To encourage enrolments, the sisters would visit Catholic families in the area to encourage them to enrol their children. The response was good and the school population increased yearly. Piano lessons were given at recess and lunch time, and after school to State School children. This tuition was an essential supplement to the school fees. Sister Enda and Sister Romuald travelled daily from the Victoria Park Convent to teach and administer at the school. These were bleak times. The world had just come out of a Great Depression followed by the uncertainty of a difficult war and post war years. Transport was a problem, with the sisters having a long journey by foot and bus to reach the school. On very wet days, the sisters were allowed the ‘exorbitant’ option of taking the tram.

At this date, the Parish was an adjunct of St Anne’s Belmont Parish. Several priests lived in the Parish during the years 1938 – 1952, but the two who gave most extended service were Father Ahern and Father Power. Father Ahern was the Parish Priest at Belmont and said a Sunday Mass each week at Carlisle and visited the school once a week. Father Power was appointed Parish Priest of Carlisle around 1950 and lived initially on the school premises.

Great tribute must be given to the early parishioners of Carlisle who built the Church and were determined to respond to their own faith development and to have their children advantaged by the principles of a Catholic faith combined with academic achievement. Each Friday, the dividing doors were opened and the area organised for Sunday Mass. These parents were tireless in their support for the school having eucharie parties, bazaars and raffles to provide money for the ‘extras’ needed as the school progressed.

The Mercy tradition lives on at Holy Name. Just as Catherine McAuley recognised the needs of those who were marginalised and oppressed by unjust social attitudes and practices of the day so, too, does the school today provide educational services to a large number of migrant, refugee and disadvantaged families.
The Chi Rho was adopted as the emblem for Holy Name School. The Chi Rho is one of the earliest forms of christogram, and is used by Christians. It is formed by superimposing the first two letters in the Greek spelling of the word Christ, \( \chi \) = ch and \( \rho \) = r, in such a way to produce the monogram \( ☧ \). Although not technically a cross, the Chi Rho invokes the crucifixion of Jesus as well as symbolizing his status as the Christ.

**Notre Dame School (Cloverdale Campus 2010)**

The Parish of Cloverdale was inaugurated 20 March, 1960 after an increase in the population of the area warranted a new parish. In April 1960, a decision was made to build a Church/school on land secured by Archbishop Prendiville. On 11 April 1960 the Parish was placed under the patronage of Our Lady and named Notre Dame. The new school building was completed in November. Notre Dame School was officially opened and blessed by Archbishop Prendiville on the 11 December, 1960.

From the time the Parish was established, Notre Dame School was overseen by the Presentation Sisters. The school opened in January, 1960 with an initial school population of 60 children. In December 1964, due to expansion in the area there became a need for more classrooms and it was decided to build two classrooms, a tuckshop and a staff room. Due to lack of funds, members of the parish were asked to contribute their skills in the building of the extension.

By 1968 enrolment numbers fluctuated between 220 – 240 which included girls up to Year 6 and boys up to Year 5. During this period, Sr Stanislaus, Sr Aloysius, Sr Raphael, Sr Angela, Sr Scholastica, Sr Eugene, Sr Clement, Sr John, Sr Pius and Sr Immaculata administered and taught at the school. As with every Parish, the Religious teacher crisis was felt here in 1967 so when the children came back to school in Feb, 1968, Notre Dame had engaged its first lay teacher, Mrs R Smith.

Bishop Quinn blessed and opened new extensions to the school in September, 1975. These extensions consisted of two new classrooms, an administration block, toilets and a demountable classroom to be used for teaching migrants. Sister Immaculata who had been principal of Notre Dame for many years left the Parish at the end of 1978 and was replaced by Sister Eugene who had been a teacher at Notre Dame in earlier years. Sister Immaculata, with the help of the School Board had done much to upgrade the school which included the establishment of a Library and Resource Centre. This was blessed and opened on the 24 June, 1979. Costs of the project were met equally by Government subsidy and parents’ contributions. Sister Immaculata returned to the school
as Principal in 1981. At the beginning of the 1984 school year the school had an enrolment of 267 pupils. The staff comprised of 2 religious, 7 lay-teachers, 2 teacher assistants, 1 part-time teacher, 1 teacher librarian and 2 library assistants.

In 1985 Notre Dame Parish celebrated the Silver Jubilee of the opening of the Parish School. Bishop Healy concelebrated a special thanksgiving mass assisted by several priests who had previously served in the Parish. A new crest and the motto *Wisdom Sought is Wisdom Found* was adopted at this time. During this period, the school was actively involved in sport and music programmes, successfully participating in music eisteddfods and festivals and competing in district netball, soccer and football competitions.

The next major phase was the establishment of a Pre-Primary centre in 1993 under the principalship of Sister Catherine Ryan. A Kindergarten programme followed in 1996. In 1997 plans were developed for the refurbishment of the school. This project was completed by the beginning of the 1998.

In 2008 the Presentation Sisters, who had administered the school since its foundation, were farewelled by the Notre Dame community. Sister Catherine Warner became the last Religious Principal of the school. After consultation with both communities, a decision was made by the Catholic Education Office to amalgamate Holy Name in Carlisle with Notre Dame and the school’s first lay principal, Mr Paul Hille, was appointed in 2009 to oversee the amalgamation and building of the new school. In November, 2009 a decision was made by Archbishop Barry Hickey to retain the name *Notre Dame Catholic Primary School*. 

**FLEUR-DE-LIS:**
White Iris or Lily Flower is the most ancient symbol of the Blessed Virgin Mary. The Kings of old carried the symbol of Mary on their banners as her devoted champions.

**BOOK:**
The book symbolises the School Motto: *Wisdom Sought is Wisdom Found*.

**SOUTHERN CROSS:**
Represents our Great Southern land under the banner of the cross most well known of all Christian Symbols.

**BEE**
Famous Italian Sculptor Bernini included the bee somewhere in his work as a symbol of industry ‘Busy as a Bee’.
CARRYING ON OUR HISTORY:
NOTRE DAME CATHOLIC PRIMARY SCHOOL

In 2010 Notre Dame Catholic Primary School became ‘one school- two campuses’ as the onerous task of amalgamating two schools with such rich histories and charisms began. From the outset, it was clearly stated that a new school, Notre Dame Catholic Primary School would evolve from the amalgamation of Notre Dame School and Holy Name Carlisle – not simply a closure and takeover of Holy Name by Notre Dame. Transportable City became a reality for the staff, parents and students of the Cloverdale Campus as the demolition of the old school and construction of the new school began.

The new school buildings were completed in January, 2011, with the 2011 school year having students from Pre-Primary to Year 6 housed in the new buildings. The Kindergarten was completed by the end of Semester One, 2011.

With exciting times ahead we are most grateful for the Commonwealth grants received, the availability of the State Government Low Interest Loans, the dedication and commitment of the School Board and the tremendous support and enthusiasm offered by the staff, parents and community. The total cost of the build was $10.4 million.

We fondly remember the past, we celebrate the present and we continue to look forward to the future of Notre Dame Catholic Primary School.
2010

A New Beginning
NOTRE DAME CATHOLIC PRIMARY SCHOOL
TODAY

Situated in Cloverdale, Western Australia the school caters for over 470 students from Pre-Kindergarten to Year 6.

In keeping with the traditions of both schools, Notre Dame Catholic Primary School provides a quality education for the whole person within a Catholic community.

Our community and Christian values underpin our school and our children are provided with every opportunity to develop their spirituality and sense of belonging.

Notre Dame Catholic Primary School goals are:

- To foster faith formation through word and example.
- To provide an atmosphere that promotes dignity and respect for all.
- To provide a supportive environment that encourages each child to develop as a confident, independent learner.
- To nurture the spiritual, social, physical, intellectual and emotional needs of the child.
- To promote appreciation of, and respect for, all creation.
- To encourage each member of the school community to approach life with confidence and optimism.

Notre Dame Catholic Primary School has been designed to accommodate the growing needs of the current and future students of the area.

NOTRE DAME CATHOLIC PRIMARY SCHOOL
FACILITIES

- Notre Dame Church, located on the combined school/parish site, is a vital and valuable asset for the liturgical life of the school.
- A large Multi- Purpose Hall.
- A well-resourced school including a one-one laptop programme for Year 4, 5 and 6 students.
- Heated/air-conditioned classrooms.
- Access to Information technology in classrooms and library.
- Netball/tennis courts.
- Grassed play areas.
- Disabled access to all areas of the school.
- A Library/Resource Centre.
- Interactive Whiteboards or TVs in all classrooms and the Library/Resource Centre.
NOTRE DAME CATHOLIC PRIMARY SCHOOL

COLOURS

Navy Blue

Religious Symbolism
The colour blue is associated in Christianity generally and Catholicism in particular, with the Virgin Mary. Symbolically, blue represents life, purity and cleansing.

Universal Symbolism
The colour blue carries with it the symbolism of peace, intelligence, loyalty, strength, security, stability, wisdom and unity. These qualities are critical to the formation and ongoing development of Notre Dame Catholic Primary School.

Navy blue was chosen as a symbolic colour to connect the two schools of Notre Dame, Cloverdale and Holy Name, Carlisle as the colour blue is represented in both the old logos and uniforms of the two schools. Navy, as the predominant colour, connects the old with the new.

White

Religious Symbolism
In Christianity, a white lily represents the Madonna, our Mother Mary, who is patron saint of Notre Dame Catholic Primary School. In the New Testament, white represents the colour of light (Christ) and symbolises the divine. In Baptism, white represents a ‘new beginning’ and belonging to the Christian faith.

Universal Symbolism
White universally signifies peace, an indication that an agreement between two parties has been reached. White is associated with goodness, innocence and clarity. It is considered to be the colour of perfection.

The colour white was chosen because it projects purity, cleanliness and neutrality – a very important aspect in the amalgamation of the two schools.

Red

Religious Symbolism
In our Catholic faith traditions, red is the colour that symbolises the presence of God and is considered the colour of the Church. It is the liturgical colour of Pentecost, the celebration that marks the birth of the Christian church. At Pentecost, the Holy Spirit descended on the apostles – the same Spirit which we call upon to guide us on our journey at Notre Dame Catholic Primary School.

Universal Symbolism
Red, in its most positive sense, is the colour for courage, strength and pioneering spirit. Red signifies energy, liveliness and love. It evokes confidence and determination as well as leadership.

The colour red was chosen because it adds life and vitality to the dominant colours of navy blue and white. The colour red is vibrant, eye-catching and powerful and is linked to the soul of every individual at Notre Dame Catholic Primary School. The strength and pioneering spirit of the school and each individual is reflected through this colour.
The Shield
Heraldry has been adopted for thousands of years as a way of ‘family identification’. This shield symbolises our connection to this tradition. It identifies us as part of the Notre Dame Catholic Primary School family and allows us to be recognised as such in the wider community.

Historically, the shape of shields changed over the centuries at the discretion of the artisans and heralds who crafted them. The lack of symmetry in this shield gives this design a more modern look – a mixing of the old with the new, the traditional with the contemporary.

The Cross
The cross is one of the earliest and most widely used Christian symbols. In the broadest sense, it symbolizes the religion of Christianity. More specifically, it represents and memorialises Christ's death.

The cross is central to the crest as it is to our Catholic faith. The colour red symbolises the love Christ showed to all humanity in dying for us so we could be re-united with God. One arm of the cross lies under the crest reminding us that Christ is present within our school while the cross extends outside the crest symbolising our faith reaching out into the wider community.

The Chi Rho
The Chi Rho is one of the most ancient ‘sacred monograms’ of Christ. The symbol was developed by the early Christians as a secret sign of their faith. This monogram is composed of the two Greek letters of the word ‘Christ. It was later adopted by the Roman Emperor Constantine on his conversion to Christianity and became the symbol of the Church.

The Chi Rho connects us with part of our story. It reminds us that Notre Dame Catholic Primary School was founded on the traditions of two schools - Holy Name Carlisle and Notre Dame School Cloverdale. The Chi Rho was a visible sign of Christ's presence at Holy Name School. It was integral to the school crest and its presence in the crest of Notre Dame Catholic Primary School will remind future generations of this connection.

The Fleur-De-Lys
The English translation of ‘fleur-de-lys’ is ‘flower of the lily’. Traditionally, it has been used to represent French royalty and in that sense, it is said to signify perfection, light and life. The Church has ascribed the lily, a symbol of purity, as the special emblem of the Virgin Mary.
The fleur-de-lys connects the old ‘Notre Dame School’ with the new ‘Notre Dame Catholic Primary School’. The fleur-de-lys was highlighted on the old school crest, symbolizing that Notre Dame School was under the patronage of Our Lady. Our school name, Notre Dame, which is French for ‘Our Lady’, further raises the significance of the lily as a pivotal symbol to identify this continuing patronage.

**Initials – ND**

Since the first century, devotion to the Blessed Virgin Mary has been a major element of the spiritual life of many Catholics. From the council of Ephesus in 431 to Vatican II and Pope John Paul II’s encyclical ‘Redemptoris Mater’, Our Lady has come to be seen not only as Mother of God but also Mother of the Church. Our school name, Notre Dame (Our Lady), continues this tradition.

The initials ‘ND’ complete our ‘family’ story. Out of the Chi Rho and Fleur-de-lys emerges a new entity - a school proud of its heritage but forging a new identity. The initials represent the new, contemporary Notre Dame.

**FACTION NAMES**

As part of the amalgamation of Holy Name, Carlisle and Notre Dame, Cloverdale, a decision was made to rename the school factions to give them some connection to the school story. Community members and students were invited to suggest faction names that would reflect and highlight the connection between the present and the past. The faction names of Notre Dame are as follows:

- **NAGLE** (Blue) – named after Nano Nagle, the foundress of the Presentation Sisters. The Presentation Sisters established the original Notre Dame School in 1961.
- **McAULEY** (Green) – named after the foundress of the Mercy Order, Catherine McAuley.
- **MERCY** (Red) – named after the Mercy Sisters. Holy Name was established by the Mercy Order in 1938.
- **PRENDIVILLE** (Gold) – in honour of Archbishop Prendiville who officiated at the opening and blessing of Notre Dame School in December, 1960.
SUPPORTING PARENTS IN THE FAITH EDUCATION OF THEIR CHILDREN

The primary role of a Catholic school is to support parents in the faith education of their children. Parents play an essential role in the life of the school and can contribute in many positive ways to the education of the faith of their children.

The school’s Evangelisation plan is created from the Bishops’ Mandate for all Catholic Schools. It guides the faith development of the school community and is reviewed regularly.

Religious Education is part of the daily curriculum for all students. The formal religious education lessons are based on the Western Australian Religious Education units of work produced by the Catholic Education Office of Western Australia. Topics covered for each year level include Baptism, Eucharist, Penance, Confirmation, Prayer, Bible, Church, Jesus, Lent/Easter and Advent/Christmas. Notices are sent home to parents informing them of the particular unit that is being taught to their child/children. This provides background knowledge and some information as to how they can help their child/children with the concepts and knowledge. Religious Education is included as a learning area in Catholic schools and the knowledge component is assessed and included on the semester reports.

Each term, every year level celebrates either a class mass in Notre Dame Church, adjacent to the school, or a Liturgy of the Word. Class masses and liturgies are held on Wednesday mornings at 8.45am (class masses) and 10.00am (liturgies). Parents, families and parishioners are encouraged to join the class in worship.

Each term there are also whole school masses or liturgies. These are generally for special occasions in the church and the school year, and may include back to school liturgies, Holy Week celebrations, end-of-year school masses, feast days etc.

Parents are encouraged to attend the various masses, liturgies and prayer services that are an integral part of life in a Catholic school. Notices of masses and liturgies are on the term calendar. Upcoming liturgical celebrations are noted in the weekly newsletter.

Class teachers, together with the students, are involved in planning the liturgies. Some students in Year 4–6, also train as altar servers. In continuing to emphasise faith at the school, some Year Six students are also involved in the Liturgy Ministry. They are expected to assist with whole school liturgies and class masses.

The school and the parish support parents in the sacramental and faith development of the children through the parish sacramental programs. Children are prepared for the Sacrament of Penance (Reconciliation) in Year Three, Eucharist (Holy Communion) in Year Four and Confirmation in Year Six. At the commencement of the year, all students and their families attend the Commitment Mass. This is the beginning of the Sacramental preparation. Parent meetings and liturgical celebrations are conducted in collaboration with the parish. This information is presented at the Parent Information Night held for each year level at the beginning of each year.
SCHOOL INFORMATION

SCHOOL OFFICE HOURS: 8.00am – 3.30pm
POSTAL ADDRESS: Notre Dame Catholic Primary School
360 Daly St Cloverdale WA 6105
PHONE: 6272 7100
FAX: 9277 2234
EMAIL ADDRESS: admin@nds.wa.edu.au
WEB ADDRESS: www.nds.wa.edu.au

TYPE OF SCHOOL: Parish School
MOTTO: Founded on Faith

ENROLMENT: Two Stream Catholic School for boys and girls from Pre-Kindergarten (3 year old) to Year 6

School Times:
Pre- Kindergarten: Tuesday and Thursday  8.50am – 11.30am
Kindergarten: Monday, Wednesday and Friday  8.45am  – 2.45pm
Pre-Primary – Year 6; Monday to Friday 8.30am - 3.00pm

Administration Protocols:
Punctuality
Parents are requested to ensure their children are punctual for classes each day. We recommend that they arrive in sufficient time to unpack their bags and ensure they have books ready and pencils sharpened by 8.30am. Children who arrive late can disrupt lessons that are in progress. Students who arrive after 8.30am, need to go to the Administration Office to collect a late slip which is to then be given to the class teacher.

Absent Students
To ensure the safety of children parents are asked to:
• Notify the school by 9.30am if a child will be absent on a particular day.
• Provide the teacher with a written explanation as to the cause of the child’s absence on their return to school even if the parent has notified reception. Teachers are required to obtain a letter to keep with the school attendance register.
• Provide a doctor’s certificate for extended periods of absenteeism.

Collection of Children for Appointments:
A Student Leave of Absence will need to be signed by parents in the front office and parents will give the signed note to their child’s teacher who will release the child from class. Children are to be collected from the Administration Office if they are required to leave the school for appointments.

Change of Address
The school must be notified immediately if there is a change in address or phone number at home or work. This is to ensure contact in the case of an emergency.

Supervision
Children are supervised between the hours of 8.10am and 3.30pm each school day. Please be aware that children are not under teacher supervision before or after these times. If arriving at school before 8.10am, children are requested to sit outside the administration area until teacher supervision commences.
All school play equipment is out of bounds to children and toddlers before and after school.
# Leadership Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mr Darryl Winsor</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Brother Stephen Barker</td>
</tr>
<tr>
<td></td>
<td>Mrs Velma Erskine</td>
</tr>
<tr>
<td></td>
<td>Miss Carmel Cutri</td>
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</tbody>
</table>

# Class Teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>M</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindy</td>
<td>Mrs Linda Harland</td>
<td></td>
</tr>
<tr>
<td>Pre-Kindy</td>
<td>Mrs Dianna Panzich-Sekulla</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Mrs Linda Harland</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Mrs Dianna-Panzich-Sekulla</td>
<td></td>
</tr>
<tr>
<td>Pre-Primary</td>
<td>Miss Danielle Smith</td>
<td></td>
</tr>
<tr>
<td>Pre-Primary</td>
<td>Mrs Kate Poole/Mrs Sarah Sarmardin</td>
<td></td>
</tr>
<tr>
<td>Yr 1M</td>
<td>Mrs Joanne Millard</td>
<td></td>
</tr>
<tr>
<td>Yr 1P</td>
<td>Miss Sue-Ellen Gullotti</td>
<td></td>
</tr>
<tr>
<td>Yr 2M</td>
<td>Mrs Julie Carlton/Mrs Margaret Hennessy</td>
<td></td>
</tr>
<tr>
<td>Yr 2P</td>
<td>Mrs Tiffany Donovan-Flintoff</td>
<td></td>
</tr>
<tr>
<td>Yr 3M</td>
<td>Mrs Julie Pirie</td>
<td></td>
</tr>
<tr>
<td>Yr 3P</td>
<td>Mrs Nicolle Achmad</td>
<td></td>
</tr>
<tr>
<td>Yr 4M</td>
<td>Mrs Annette Flexman/Mrs Bree Jennings</td>
<td></td>
</tr>
<tr>
<td>Yr 4P</td>
<td>Mrs Nannette Pethick /Mr Brett Webb</td>
<td></td>
</tr>
<tr>
<td>Yr 5M</td>
<td>Miss Carmel Cutri/Mr Michael Safe</td>
<td></td>
</tr>
<tr>
<td>Yr 5P</td>
<td>Mrs Stefanie Brashaw</td>
<td></td>
</tr>
<tr>
<td>Yr 6M</td>
<td>Mrs Daniela Boyle</td>
<td></td>
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<tr>
<td>Yr 6P</td>
<td>Mr Adam Seers</td>
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</tbody>
</table>

# Specialist Teacher

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Coordinator</td>
<td>Mrs Mary Tampalini</td>
</tr>
<tr>
<td>Science</td>
<td>Mr Michael Safe</td>
</tr>
<tr>
<td>Music</td>
<td>Mrs Robin Evans (Junior)</td>
</tr>
<tr>
<td></td>
<td>Mr Alessio Loiacono (Upper)</td>
</tr>
<tr>
<td>Support</td>
<td>Mrs Margaret Hennessy</td>
</tr>
<tr>
<td>Special Needs</td>
<td>Miss Alessia Irdi</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Mr Brett Webb</td>
</tr>
<tr>
<td>Pre Primary Science/PE</td>
<td>Ms Helen Dyke</td>
</tr>
<tr>
<td>Italian</td>
<td>Jenny Nicolao</td>
</tr>
<tr>
<td>Social Worker</td>
<td>Mrs Denise McGregor</td>
</tr>
<tr>
<td>IT Support</td>
<td>Mrs Caroline Mullins</td>
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</tbody>
</table>

# Education Assistants

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
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<tbody>
<tr>
<td>Pre-Kindy M</td>
<td>Mrs Carol Smith</td>
</tr>
<tr>
<td>Pre-Kindy P</td>
<td>Mrs Luan Dique</td>
</tr>
<tr>
<td>Kindergarten M</td>
<td>Mrs Lydia Bordoni</td>
</tr>
<tr>
<td>Kindergarten P</td>
<td>Mrs Carol Smith</td>
</tr>
<tr>
<td>Pre-Primary M</td>
<td>Miss Kathy Gollner</td>
</tr>
<tr>
<td>Pre-Primary P</td>
<td>Mrs Luan Dique</td>
</tr>
<tr>
<td>Pre-Primary M</td>
<td>Mrs Kim Mack</td>
</tr>
<tr>
<td>Pre-Primary P</td>
<td>Mrs Leoni Notte</td>
</tr>
<tr>
<td>Years 1-6</td>
<td>Mrs Christine Padua</td>
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<td></td>
<td>Mrs Mary Evangelista</td>
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<td></td>
<td>Mrs Shelly Davidson</td>
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<td></td>
<td>Mrs Carmel Kempton</td>
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<tr>
<td>Support</td>
<td>Mrs Sue McKinley</td>
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<td>Mrs Lisa Fasolo</td>
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# Library

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Library Technical Officer</td>
<td>Mrs Sarah Sarmardin</td>
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</tbody>
</table>

# Auxiliary Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Grounds/Maintenance</td>
<td>Mr Paul Caridi</td>
</tr>
<tr>
<td>Canteen Manager</td>
<td>Mrs Kayleen McLean</td>
</tr>
<tr>
<td>Uniform Shop</td>
<td>Mrs Danielle Lawrie</td>
</tr>
</tbody>
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# Office

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Administration Officers</td>
<td>Mrs Joanita Stapleton</td>
</tr>
<tr>
<td>Bursar</td>
<td>Mr David Shumack</td>
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<tr>
<td>Registrar</td>
<td>Mrs Sharmane Dowse</td>
</tr>
</tbody>
</table>
## EDUCATIONAL ASSISTANTS

<table>
<thead>
<tr>
<th>Pre-Kindergarten</th>
<th>PKM</th>
<th>Mrs Gail Langoulant</th>
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<tr>
<td></td>
<td>PKP</td>
<td>Mrs Carol Smith</td>
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<tr>
<td>Kindergarten</td>
<td>KM</td>
<td>Mrs Gail Langoulant</td>
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<td></td>
<td></td>
<td>Mrs Shelly Davidson</td>
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<td></td>
<td>KP</td>
<td>Mrs Lydia Bordoni</td>
</tr>
<tr>
<td>Pre-Primary</td>
<td>PPM</td>
<td>Mrs Leoni Notte</td>
</tr>
<tr>
<td></td>
<td>PPP</td>
<td>Mrs Christine Padua</td>
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<tr>
<td>Primary</td>
<td></td>
<td>Mrs Kim Mack</td>
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<td>Mrs Mary Evangelista</td>
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<td>Mrs Sharmane Dowse</td>
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<td>Ms Lisa Fasolo</td>
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<tr>
<td>Support</td>
<td></td>
<td>Ms Kathy Gollner</td>
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<td></td>
<td></td>
<td>Mrs Sue McKinley</td>
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<tr>
<td>Library Technician</td>
<td></td>
<td>Mrs Judy Jedrzejewski</td>
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## OFFICE

<table>
<thead>
<tr>
<th>Bursar</th>
<th>Mr David Shumack</th>
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<tbody>
<tr>
<td>Administration Officer</td>
<td>Mrs Joanita Stapleton</td>
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<tr>
<td></td>
<td>Mrs Imelda Tassone</td>
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</table>

## AUXILIARY STAFF

<table>
<thead>
<tr>
<th>Groundsman/Maintenance</th>
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<tr>
<td>Canteen</td>
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</table>
School Board

The School Board is responsible for the financial management and future planning of the school. The School Board administers all the finances associated with the school and is responsible to the Catholic Education Commission of Western Australia. Income received by the school consists of parent paid school fees, levies, State and Commonwealth Government Grants and Parish contributions.

Functions of the School Board:

(a) Planning for the present and future operation of the school.
(b) Providing membership on selection panels for the employment of staff to the school in accordance with Catholic Education Commission of Western Australia policy.
(c) Providing membership on the panel that recommends the appointment of a Principal in accordance with Catholic Education Commission of Western Australia policy.
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(f) Managing all the finances associated with the school.
(g) Advising the Principal with respect to school policy.

The School Board members can include the principal, the parish priest, representatives of the Parent Representative Council, the Parish Council and six other parents who are elected at the Annual School Community Meeting.

The School Board meets monthly, on the second Tuesday. The Annual General Meeting is held in November of each year. A report by the Board Chairperson is given, the provisional budget for the ensuing year is presented and new Board Members are elected.
PARENTAL INVOLVEMENT

Collaborative Learning Community

“Parents, teachers and children working together to facilitate learning.”

Barry Dwyer

Working Together
The primary role of a Catholic school is to support parents in the faith education of their children. Parents play an integral role in the life of the school and can contribute in many positive ways to the education of their children. When children see their parents and teachers sharing common beliefs, attitudes and goals, they feel more secure and demonstrate a greater sense of self-worth.

Parental Involvement
Parents are involved at Notre Dame Catholic Primary School:

• as parent helpers in the classroom, particularly in areas such as literacy activities, art and craft and physical education.
• as volunteer helpers for various activities such as canteen, library, uniform committee, busy bees, or helpers on excursions.
• as members of the school community they elect, and may be elected, as members of the School Board.
• as parents in the school they are members of the Parent Representative Council and may be elected to serve on the council each year.
• by supporting various social functions and fund raising activities held throughout the school year.

Parents, as outlined in the Enrolment Policy, commit to an active participation in the life of the school.
PAL @ NOTRE DAME
Parents Assisting Learning

Philosophy
The staff of Notre Dame Catholic Primary School recognises the value of utilising the skills and talents of volunteers in the classroom and appreciates the assistance that volunteers give to teachers in providing a wide range of activities for their students.

Objectives
The PALS program:
• endeavours to capitalise on the skills, knowledge and experience of the wider school community who are willing to volunteer their time to assist students and teachers.
• aims to provide an additional and otherwise unobtainable level of practical support and assistance for students.
• aims to provide the volunteers with the necessary understandings and a range of techniques and strategies that will enhance the skills and capabilities they are already able to offer.

Role of the Volunteer
• To provide direct and indirect support to students through tasks and activities that are planned, directed, allocated, coordinated, monitored and evaluated by the classroom teacher.
• Are at all times under the direction and supervision of the teacher.
• Will encourage and expect appropriate behaviour, provide friendship, support and general help in building self-esteem in the students and will offer genuine praise and admiration when it is earned.

The Importance of Confidentiality
Any quality interaction with others in the course of day to day living requires respect for their dignity and privacy. Confidentiality, commitment, consistency, trust and respect are all essential elements in establishing and maintaining effective relationships and meaningful interactions.

These principles are of particular importance for any person involved in the welfare and education of children. It is the responsibility of any person involved with children and consequently, his or her family, to have respect for the dignity and the privacy of the child and the child’s family. Whether that involvement stems from a formalised paid position or from a less formalised and voluntary capacity, it is essential that trust and confidentiality is preserved and protected at all times.

There is a greater awareness today, generally, on the part of the community, of the ethical and moral issues involved in dealing with information concerning others. There are several generally accepted guidelines and principles that organisations and professionals abide by or utilise. Within the Catholic Education system of Western Australia, policy guidelines on the use of confidential and sensitive information in school were developed and endorsed by the Catholic Education Commission in 1993. All persons working with children and their families in Catholic schools in Western Australia are required to adhere to these guidelines at all times.

The basic principles underlying confidentiality of information relate to trust, discretion and respect. Often students, parents or caregivers are willing to provide information because they trust those with whom they are dealing. All personal information must be respected and, in the majority of instances, be regarded as confidential.

*The privacy of the individual should be respected, preserved and protected at all times.*
Every effort is made to maintain an open line of communication between home and school. Trust and openness is needed by all parties in the best interest of all members of the school community.

**Parent Information Evenings**
At the beginning of each school year, each year level holds a Parent Information Evening. The purpose of this is to inform parents what is expected of their children in each of the different year levels.

**Teacher and Parent Interviews**
Formal opportunities for communication between the school and parents exist throughout the year. The Principal and teachers are available to answer any queries regarding your child’s education, but we ask you make an appointment through the office so that a mutually convenient time can be arranged.

**Newsletter and Term Calendar**
The weekly newsletter is uploaded to the school website every Thursday afternoon during term time and hard copies are available in the office. A term calendar outlining important dates is published at the beginning of each term; please refer to this regularly. Any other important notices will be sent home with the eldest child.

**Progress Reports**
Throughout the year, teachers will endeavour to keep parents fully informed about their child’s progress through student work books, student outcomes, interviews and reports. Regular communication from parents is also encouraged.

*Detailed formal reports are sent home at the end of Term Two and Four.* Teachers ensure parents have the opportunity of an interview if requested. A photocopy of each report is filed in the child's school Record File, kept in the Office.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meetings on request</th>
<th>Term</th>
<th>Formal Report/ Parent Teacher Interviews</th>
<th>Term</th>
<th>ICT evening</th>
<th>Term</th>
<th>Formal Report</th>
</tr>
</thead>
</table>

**Prayer Assemblies**
Praying as a community is an important part of the Catholic identity of Notre Dame Catholic Primary School. As such, the children gather in the covered assembly area every Monday morning for a short prayer assembly conducted by the teachers. At this time, any messages for the week may also be issued to students. Parents are most welcome to attend these assemblies. We request that parents remain reverent during the prayer and refrain from talking to children or other parents.
Class Assemblies
Assemblies are another way through which parents are informed about what happening in the classrooms and what children are achieving. 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 term calendar and in the school newsletter. Attendance by parents at assemblies is strongly encouraged.

School Board
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The School Board meets monthly, on the second Tuesday. The Annual General Meeting is held in November of each year. A report by the Board Chairperson is given, the provisional budget for the ensuing year is presented and new Board Members are elected.
The School Board for 2016 will consist of the following elected members of the community:

Fr Nelson Po (Ex-officio)
Mr Darryl Winsor (Ex-officio)

Mario Fisicchia- Chairman
Brynsley Chilton- Secretary
Tanya Secker- Treasurer
Jocelyn Jancik
Leonard Lau

Parent Representative Council (PRC)
The Parent Representative Council consists primarily of all parents and guardians of pupils enrolled at Notre Dame Catholic Primary School. It forms an integral part of the life of the school.

In 2011, the inaugural Parent Representative Council was formed to work in collaboration with the Principal and Leadership Team. The council was formed with the following objectives in mind:

Consultative
1. To facilitate a climate of open communication between parents and the school through the Parent Representative
2. To be a forum in which the school can express the opinions of parents and obtain feedback about the formulation and implementation of educational policies and practices

Educational
1. To assist parents to achieve the goal of being the primary educator of their children by providing opportunities for their personal and faith development.
2. To organise activities to meet the developmental needs of parents

Social
1. To provide opportunities for social interaction between members of the school community
2. To contact and encourage new members of the community to participate in school activities
Fundraising

1. To organise fundraising activities for resources that would not normally be able to be provided in the school budget
2. To establish sub-committees to organise any fundraising functions deemed necessary

Parents on the council are required to be involved in three ways:
1. At class level, as a class representative – building class community, welcoming new families and school-parent liaison
2. At school level – organizing community building, fundraising or parent education activities
3. At community level- organizing volunteers for Notre Dame Care, a parish/school based initiative in community care

The Parent Representative Council devised a Code of Conduct for all parents at the school in 2011.

In valuing the link between home and school we invite parents to share in school celebrations and activities such as:

- Parent help in the classroom (PALS)
- School masses and Liturgies of the Word
- School assemblies
- Sporting events
- Excursions
- Guest speakers
- Parent Information Evenings

These are only a few examples of how parents can be involved with their children at school.
# CODE OF CONDUCT FOR PARENTS OF NOTRE DAME CATHOLIC PRIMARY SCHOOL

(Established by the Parent Representative Council 2011)

As parents of Notre Dame Catholic Primary School, we work collaboratively and constructively with the principal, the staff and the wider community.

**We, therefore:**

- are supportive with attendance and participation at school events e.g. Masses and Liturgies, canteen, classroom activities, sporting activities and excursions.
- are proactive with offers of help and assistance at school events.
- encourage other parents to be involved in school events.
- approach the right person with concerns and offer a positive solution or compromise.
- reinforce school rules to our children and follow them ourselves.
- are supportive of the school and be positive. Sell our great school to others.
- have open lines of communication between parents and staff.

As parents of Notre Dame Catholic Primary School, we value and respect the Catholic identity of the school, the relationship with the parish and the expression of the Catholic ethos and Catholic beliefs.

**We, therefore:**

- encourage families to attend Masses, liturgies and parish events.
- involve children and parents in parish functions and events.
- speak positively in front of children and others in the community about the school and the parish.
- discuss the Religious Education topics the children are studying at school in the home.
- become informed about parish and church issues in order to guide our children.
- accept and respect the Catholic identity of the school.
- encourage prayer at home.
- reinforce the religious practice and teachings of the school.
- reinforce and show Christian values by being a good role model.
As parents of Notre Dame Catholic Primary School, we contribute to a welcoming and inclusive community.

**We, therefore:**
- encourage participation in community events and community services.
- adopt a buddy system for new parents.
- take the lead with ‘outside’ social gatherings for parents and families.
- display friendliness.
- model good manners.
- utilise the parent representatives to inform parents of their role.
- encourage parent participation in the school as well as in parent social get-togethers.
- attend community building and social events.
- acknowledge parents by greeting them e.g. in the morning, at pick-up time.

As parents of Notre Dame Catholic Primary School, we model Christian values in word and deeds with all members of the community.

**We, therefore:**
- set an example to children, which flows through the community.
- minimize gossip.
- encourage attendance at Masses and liturgies.
- model good manners.
- are friendly to all community members.
- support the wider community programs e.g. donation drives, parish events.
- say ‘hello’ to everyone.
- include others in your conversations.
- are positive when talking to others, especially around children.
- participate in fundraising events for the less fortunate.
Australian Curriculum

ACARA (Australian Curriculum, Assessment and Reporting Authority) is responsible for the development of the Australian curriculum from Kindergarten to Year 12. All schools in Australia must follow the Australian curriculum.

ACARA's work in developing the Australian curriculum is guided by the 2008 Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration commits "to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens", and to promoting equity and excellence in education. The Australian curriculum will "equip all young Australians with the essential skills, knowledge and capabilities to thrive and compete in a globalised world and information rich workplaces of the current century." The national curriculum will be accessible to all young Australians, regardless of their social or economic background or the school they attend.

The first phase of the Australian curriculum for English, mathematics, science, and history was introduced in 2012. The second phase for languages, geography and civics and citizenship was introduced in 2013. The third phase includes the other learning areas; technologies, health and physical education and the arts.

Information about the Australian Curriculum can be found at www.acara.edu.au

Catholic School Curriculum

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

(The Curriculum Framework - Educating our Children to Succeed in the 21st Century)

Information Technology

High priority is given to the use of Information Technology at Notre Dame Catholic Primary School. Information Technology offers exciting and challenging ways of enhancing student learning. IT tools such as Interactive Whiteboards, computers, Apple TV's and iPads, focus teaching and stimulate learning interaction in the classroom, which in turn, can improve student understanding and personal productivity. Information Technology at Notre Dame Catholic Primary School is utilised in the context of meaningful tasks, so enhancing its effectiveness.

Students in Years 4, 5 and 6 have their own laptop computer for use in the classroom and at home and iPads are available for the other year levels.

The one-to-one program has an emphasis on the laptop as a learning tool to foster and promote students with their capability to collaborate, share information, share experiences, work across the domains of our curriculum and to lead students to be able to be self-directed in their learning. Teachers, who have skills and expertise to understand the curriculum that is to be covered, support the program and who are able to ensure that this curriculum is delivered in a manner that engages every child. Our major responsibility in the next few years is not only to provide all students with an appropriate level of access to these tools, but also to change to a new and effective teaching and learning environment that incorporates these new technologies.
Support Education
Support staff cater for those students with individual learning needs. Parents of students with specific learning needs are requested to make an appointment with the Principal to discuss concerns.

Languages
An Italian language program is provided at the school for children in Pre-Primary to Year Six through the Italo-Australian Welfare and Cultural Centre. This programme gives students the opportunity to learn about the culture as well as the language of Italy.

Physical Education and Sport
A physical education teacher is employed at Notre Dame Catholic Primary School to ensure a well-balanced program is provided for the children. Each class has a minimum of 120 minutes per week; one 50 minute physical education lesson covering a whole range of skills, games and activities organised by the specialist teacher, plus one 50 minute sport lesson organised and taken by the class teacher and two fitness sessions during the week.

Included in the sport programme are swimming lessons through the Education Department In-Term Swimming Programme for students in Pre-Primary to Year 6, and associated interschool sporting carnivals including cross country and lightning carnivals.
Music
The Music program at Notre Dame Catholic Primary School is committed to ensuring that all students are provided with the opportunity to access music programs consistent with their needs and talents.

The program is designed to promote music appreciation through a wide variety of musical experiences and styles of music.

In 2012, we embarked on the journey of increasing the profile of performing arts within the school by hosting our inaugural school musical Joseph and the Amazing Technicolour Dreamcoat. This production was an outstanding success and highlighted the musical talents of our students – whether it was singers, dancers or actors.

Religious music plays an important role in choral singing at school. The students prepare for Mass using a variety of traditional and contemporary hymns and songs.

The choir is an integral part of the music program with students from Years 3-6 selected to participate. Choral singing affords children the opportunity to participate in both liturgical and performance based modes of musical instruction.

The choir rehearses on Wednesday mornings from 8:00am - 8:30am in the multi-purpose room. Involvement in the choir requires a full commitment to attend rehearsals, liturgies and performances.

Science
Science is taken as a specialist subject at Notre Dame Catholic Primary School. In the Science Learning Area students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life. The Primary Connections Programme is used to develop students’ skills of working scientifically, as they undertake investigations and communicate their understanding about science.
History
As part of the school's implementation of the Australian Curriculum, history is taken as a specialist area at Notre Dame Catholic Primary School. Awareness of history is an essential characteristic of any society, as historical knowledge is fundamental to understanding ourselves and others. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

History, at Notre Dame, is taken as a disciplined process of inquiry into the past that develops students' curiosity and imagination. This process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively. By the end of their primary school years, students will have developed an understanding of Australian society from Aboriginal migration forty thousand years ago, through colonization to present day Australia.

SUPPORT SERVICES

Social Worker
A Social Worker is available to work with children experiencing emotional or social difficulties in the classroom. This may be on a one–one basis or in the context of the delivering of a class programme in collaboration with the class teacher. Access to the Social Worker is through the class teacher.

Dental Care
The Carlisle Dental Therapy Centre services the school.

Learning and Special Education Support
Specialist personnel are available from the Catholic Education Office to assist teachers with assessments and specialised programs. Please see the Curriculum Coordinator for further information.

School Nurse
A community nurse visits Notre Dame Catholic Primary School regularly. Parents wishing to make an appointment need to fill out a referral form held in the school office.
SCHOOL PROCEDURES

**Appointments**
The teachers are always the first people to approach about your child. Please make an appointment for a mutually convenient time either before or after school.

**Assemblies**
Assemblies are held on Friday morning commencing at 8:50am. Each class has one assembly per year where class items are presented. Merit certificates are presented at a merit assembly. Please refer to term planners for scheduled assembly dates.

**Bicycles/Scooters**
Only children in Years 4-6 are permitted to ride to school unassisted. Younger children must be accompanied by an adult. As required by law, it is expected the children will wear a helmet. To ensure the safety of all school community members, bikes/scooters are not to be ridden in the school grounds. To ensure the safety of the bikes/scooters, the bike area is out of bounds to children during school hours.

**Book Lists**
Stationery/book lists for each year level are compiled and sent home prior to the conclusion of the school year. Parents are asked to check throughout the year that their child has sufficient stationery. All books and stationery are required to be clearly labelled with the child’s name.

**Canteen**
A canteen service is available for lunch orders and refreshments on Monday, Wednesday and Friday during recess and after 12:40pm during lunchtime. Lunch order bags should be neatly marked with the child’s name, class, order and amount of money enclosed. Orders must be placed at the canteen before 8.30am. The Canteen Manager caters for children who come to school without their lunch and a note is sent home requesting reimbursement.

**Valuables**
Children and parents are asked to ensure that no toys, sports equipment, jewellery, mobile phones or items are brought to school, as the school will not take responsibility for them.

**Early Arrivals**
Student supervision times at Notre Dame Catholic Primary School are 8.10am to 3.15pm. Students should not be on school premises before or after these times as supervision cannot be guaranteed.
* After school programs such as homework club, sport and dance are exceptions.

**Independence**
Help your child be independent whenever possible – by carrying their own bag, unpacking their equipment at school, etc. Please teach your child at an early age to tie their laces – Pre-Primary age is a very good time to do this.

**Equipment**
NO child is allowed to play on the school equipment before or after school. Parents are asked to assist us by ensuring their children and toddlers follow this rule.
Excursions
Parents are advised in writing of all excursions and requested to sign and return a permission slip. If a child has not returned their permission slip prior to the day of the excursion, they will not be able to attend the excursion. If a child’s behaviour, prior to the excursion, has not reflected sufficient responsibility and willingness to follow staff directions, or if the child has not completed sufficient class and homework, the child may be excluded from the excursion. If a child is not dressed in full and correct uniform, as required, they will be unable to attend the event. This will be at the decision and discretion of the Principal and the class teacher.

Infectious Diseases
Children are excluded from school while contagious. (Refer to Health Policy)

Injuries
Minor injuries are dealt with by the staff. For more serious injuries, parents will be contacted. Medical assistance will be sought at the Principal's discretion.

Insurance
All students enrolled are covered by CCI (Catholic Church Insurance). For further information please contact the school office.

Jewellery
The wearing of jewellery is not encouraged for safety reasons. A watch and/or necklace with Christian symbol may be worn. Girls and boys may wear studs or sleepers (plain – eg. gold, silver). No nail polish, tattoos or makeup may be worn during school hours. Parents are asked to vigilantly ensure these requirements are adhered to, as many valuable teaching hours can be lost during the year to ensure the children follow these requirements. Correct uniform encourages a sense of pride in self and school.

Library Bags
All parents need to supply their children with a library bag. These can be purchased through our Uniform Shop.

Lost Property
Lost property is located in a box outside the Medical Room. If items are clearly labelled they can be returned to your child promptly. Parents and children are requested to take only what belongs to their child.

Marked Items
All items including, hats, jumpers, tracksuit pants and tops, clothing, books, etc, must be clearly marked with the child’s name and year level.

Mobile Phones
The use of mobile phones is not permitted during school hours. Children are to keep their mobile phones in their school bag and the mobile phone is the sole responsibility of the owner. Please refer to the Mobile Phone Policy.

Money
School fees should be paid at the office. All other money must be given to the class teacher first thing in the morning. All money needs to be in an envelope, clearly labelled with the student’s name, class and purpose for which it is intended.
Parking
Some parking bays are available in Daly Street, however, it is strongly suggested that you park in the Church car park and walk your children to and from the car to school. Cars are not to block access ways or “No Parking” areas. Only parents visiting the office are allowed to park outside the Administration Block in Oswell Street. Please observe ACROD parking signs. (See Safe Arrival and Departure Policy).

City of Belmont Parking Guidelines
In an effort to provide a safer environment for everyone, we ask that the following parking guidelines are observed at all times. Failure to comply is likely to result in the issuing of parking infringements.
• Do not stand or drive on any footpaths.
• Ensure vehicle is parked wholly within marked bay.
• Do not stand vehicle against the flow of traffic.
• Do not double park.
• Do not stand vehicle in bus stops.
• Do not stand vehicle within 18 metres of the approach side of pedestrian crossings and bus stops.
• Do not stand vehicle within 9 metres of the departure side of pedestrian crossings and bus stops.
• Do not stand vehicle within 6 metres of any road intersection (taken from the nearest property line).
• Do not stand vehicle on any road verges without written permission from the landowner.
• Do not stand a vehicle in marked bays for the use of disabled persons without ACROD sticker clearly displayed.
• Please observe parking restrictions (read the signs).
• Please observe the 40 km/hour speed limit around the school.

Smoke-Free Zone
The grounds and buildings are smoke free zones at all times and on all occasions.
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 Management 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.

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

**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

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Primary</td>
<td>15 to 30 minutes</td>
</tr>
<tr>
<td>Middle Primary</td>
<td>30 to 45 minutes</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>45 to 60 minutes</td>
</tr>
</tbody>
</table>

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

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The Religious Dimension of the Catholic school infuses all aspects of school life.
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 school’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:

<table>
<thead>
<tr>
<th>Child Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st child</td>
<td>0%</td>
</tr>
<tr>
<td>2nd child</td>
<td>20%</td>
</tr>
<tr>
<td>3rd child</td>
<td>40%</td>
</tr>
<tr>
<td>4th child &amp; beyond</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 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 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 requirement 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

<table>
<thead>
<tr>
<th>Uniform</th>
<th>Summer</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys School Uniform</strong></td>
<td>- White shirt short sleeved with school logo</td>
<td>- White shirt long / short sleeved with school logo</td>
</tr>
<tr>
<td></td>
<td>- Navy school shorts</td>
<td>- Navy school pants</td>
</tr>
<tr>
<td></td>
<td>- Black lace up school shoes with navy school socks</td>
<td>- School tie</td>
</tr>
<tr>
<td></td>
<td>- Navy school hat</td>
<td>- Navy school jumper</td>
</tr>
<tr>
<td></td>
<td>- White shirt long / short sleeved with school logo</td>
<td>- Black lace up school shoes and navy school socks</td>
</tr>
<tr>
<td></td>
<td>- Navy school pants</td>
<td>- Navy school hat</td>
</tr>
<tr>
<td><strong>Boys Sports Uniform</strong></td>
<td>- School polo sports shirt</td>
<td>- Navy school track suit top and pants</td>
</tr>
<tr>
<td></td>
<td>- Navy school sports shorts</td>
<td>- School polo sports shirt</td>
</tr>
<tr>
<td></td>
<td>- White sport shoes with white school socks</td>
<td>- Navy school sports shorts</td>
</tr>
<tr>
<td></td>
<td>- Navy school hat</td>
<td>- White sport shoes with white school socks</td>
</tr>
<tr>
<td><strong>Girls School Uniform</strong></td>
<td>- School check summer dress</td>
<td>- Navy school hat</td>
</tr>
<tr>
<td></td>
<td>- Black lace up school shoes with white school socks</td>
<td>- Optional – navy school pants</td>
</tr>
<tr>
<td></td>
<td>- Navy school hat</td>
<td>- Optional – school scarf</td>
</tr>
<tr>
<td><strong>Girls Sport Uniform</strong></td>
<td>- School polo sports shirt</td>
<td>- Navy school track suit top and pants</td>
</tr>
<tr>
<td></td>
<td>- Navy school sports shorts</td>
<td>- School polo sports shirt</td>
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<td>- White sport shoes with white school socks</td>
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<td></td>
<td>- Navy school hat</td>
<td>- Navy school hat</td>
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</tbody>
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STUDENT MANAGEMENT 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 behaviour management 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. Staff are responsible for implementing the Student Management Policy
3. The school’s Student Management 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

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.

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

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 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 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 is 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

SCHOOL RULES

Our school rules are:

○ 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

○ 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

○ 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, No Play’ policy
• Being responsible for our jumpers, track suits etc if we take them off
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

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 CEWA 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
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.
CALENDAR DATES 2017

TERM ONE 2017
23 – 25 January  Admin Office open
Thursday 26 January Public Holiday (Australia Day)
Friday 27 January Admin Office Open
Friday 27 January Admin Office open
Monday 30 January Pupil Free Day – Staff Professional Development (set by CEWA)
Tuesday 31 January Pupil Free Day – Staff Professional Development (set by CEWA)
Monday 1 February Start of Term 1 for students (4 Yr Old - Yr 6)
Monday 6 March Public Holiday (Labour Day)
Friday 7 April End of Term 1 for students
(Good Friday 14 April/Holy Saturday Easter Vigil 15 April/Easter Sunday 23 April celebrated during school holidays)

TERM TWO 2017
Monday 24 April Pupil Free Day (Catholic Day – Staff)
Tuesday 25 April ANZAC Day
Wednesday 26 April Start of Term 2 for students (3 Yr Old-Yr 6)
Thursday 1 June Pupil Free Day – Staff Professional Development (set by CEWA)
Friday 2 June Pupil Free Day – Staff Professional Development (set by CEWA)
Monday 5 June Public Holiday (WA Day)
Thursday 29 June End of Term Two
Friday 30 June Pupil Free Day – Staff Professional Development (set by CEWA)

TERM THREE 2017
Monday 17 July Pupil Free Day – Staff Professional Development (set by CEWA)
Tuesday 18 July Pupil Free Day – Staff Professional Development (set by CEWA)
Wednesday 19 July Start of Term 3 for students
Friday 22 September End of Term 3 for students

TERM FOUR 2017
Monday 9 October Start of Term 4 for students
Friday 8 December End of Term 4 for students
Friday 15 December End of Term 4 for staff
KEY INFORMATION 2017

PARENT INFORMATION NIGHTS
Year 1 – Year 6  Wednesday 8 February

SCHOOL BOARD MEETINGS
The Board meets in Weeks 3 and 8 each term on Tuesday at 6.00pm

PARENT & FRIENDS ASSOCIATION
The P&F Association meets in Weeks 2 and 7 each term on Tuesday at 6.00pm

SACRAMENTS

Year 3 Reconciliation Commitment Mass  Saturday 25 February 6.00pm or
Year 3 Reconciliation Parent/Child Workshop  Sunday 26 February 10.00am
Year 3 Reconciliation  Thursday 9 March 6.00pm
Year 3 Reconciliation  Thursday 16 March 6.00pm

Year 4 Eucharist Commitment Mass  Saturday 27 May 6.00pm or
Year 4 Eucharist Parent/Child Workshop  Sunday 28 May 10.00am
Reconciliation for Year 4 Eucharist candidates  Thursday 25 May 6.00pm
Year 4 First Holy Communion  Thursday 8 June 6.00pm
Year 6 Confirmation Commitment Mass  Saturday 26 August 6.00pm or Sunday 27 August 10.00am
Year 6 Confirmation Parent/Child Workshop  Thursday 31 August 6.00pm
Reconciliation for Year 6 Confirmation candidates  Thursday 7 September 6.00pm
Year 6 Confirmation  Saturday 9 September 6.00pm

SCHOOL MASSES
Wednesday 8 February 8.45am (Whole School Mass)
Wednesday 22 February 8.45am (YR 5)
Wednesday 1 March 9.30am (ASH WEDNESDAY) – combined schools
Wednesday 8 March 8.45am (Yr 3)
Wednesday 29 March 8.45am (Yr 4)
Wednesday 5 April 8.45am (Whole School Mass)
Wednesday 3 May 8.45am (Mother’s Day Mass and Morning Tea)
Wednesday 7 June 8.45am (Yr 6)
Wednesday 21 June 8.45am (Yr 4)
Wednesday 28 June 8.45am (Whole School Mass)
Wednesday 19 July 8.4am (Whole School Mass)
Wednesday 9 August 8.45am (Yr 3)
Tuesday 15 August 9.30am (Assumption) – combined schools
Friday 8 September 8.45am (School Feast Day)
Wednesday 20 September 8.45am (Whole School Mass)
Wednesday 18 October 8.45am (Whole School Mass)
Wednesday 22 November 8.45am (Feast of Nano Nagle)
Thursday 8 December 8.45am (Immaculate Conception)
Wednesday 1 November 9.30am (All Saints Day) – combined school Mass
Friday 1 December Yr Graduation Mass 6.00pm
Wednesday 6 December 8.45am Thanksgiving Mass (Whole School Mass)

PARENT TEACHER INTERVIEWS
Term 2 Interviews will be conducted from 12 noon on Wednesday 28 June.

SPECIALIST DAYS

Physical Education
Science
Music
Italian
IT

Wednesday, Thursday and Friday
Monday, Wednesday and Thursday
Tuesday, Wednesday
Tuesday, Wednesday and Thursday
Monday and Wednesday

Mr Brett Webb
Mr Michael Safe
Mr Alessio Loiacono (Years 3 - 6)
Mrs Robin Evans (PP – Year 2)
Mrs Jenny Nicolao
Mrs Caroline Mullins

YEAR 6 CAMP
Monday 20 February until Friday 24 February at Camp Quaranup in Albany

SCHOOL CARNIVALS

School Swimming Carnival Years 4 - 6
Interschool Swimming Carnival Years 4 - 6
School Cross Country Years 3 - 6
Interschool Cross Country
Junior Athletics Carnival (PP-Yr 2)
Senior Athletics Carnival (Yrs 3-6)
Interschool Athletics Years 4 – 6 (Jumps and Throws)
Interschool Track Team Games Carnival (Yrs 1-6)

Wednesday 15 March
Thursday 23 March
Friday 26 May
Friday 28 July
Thursday 21 July
Thursday 12 October
Wednesday 25 October
Friday 27 October

NEWSLETTER
The school newsletter is uploaded to the school website on Thursday afternoon. Hard copies are available at the office.

CANTEEN
Open Monday, Wednesday and Friday only.

UNIFORM SHOP OPENING TIMES

Monday
Wednesday
1.30pm-3.30pm
8.00am-10.00am

SWIMMING 2017

Years 4 - 6
Pre-Primary – Year 3
Term One: Weeks 5 and 6
Term Four: Weeks 1 and 2
Notre Dame Catholic Primary School
Schedule of Fees & Charges
2017

ENROLMENT APPLICATION FEE:
This is a non-refundable payment of $35.00 (including GST).

ADVANCED FEE ON ACCEPTANCE OF ENROLMENT:
This is a $100.00 fee which shall be credited to the fee account.

ANNUAL COMPOSITE FEES 2017

3 YEAR OLD KINDERGARTEN: 2 HALF DAYS PER WEEK $2,200
3 YEAR OLD KINDERGARTEN: 2 FULL DAYS PER WEEK $4,400
4 YEAR OLD KINDERGARTEN: $1,032
PRE-PRIMARY: $1,943
YEAR 1 TO YEAR 6 (per student): $1,953

This is made up as follows:

1. **Tuition:**
   - equipment and teaching aids, maintenance of equipment and power required to make equipment operable
   - handouts, programs, worksheets, test or examination papers
   - materials used in specialist classes
   - religious education resources
   - additional support specialists

2. **Amenities and Levies:**
   - school retreats
   - school excursions and incursions
   - exercise books
   - consumables

Some of the additional student services:
- technology costs - including printing, student downloads and license costs
- administrative services
- all information handbooks
- competition fees
- school bus travel
- speech screening (Kindergarten)
- insurance coverage 24h/365d
- subject costs
- Mathletics
- photocopying
- swimming
- Reading Eggs (Pre-Primary)
FAMILY FEES 2017

The following fees are in addition to the annual composite fee:

BUILDING LEVY
The fee is a contribution for the year per family and is shown on the account as a separate item and is included in the full annual fee. $252

Contributions will go towards expenditure on capital improvements and maintenance, as well as installing and maintaining fixtures. This figure is determined by the Catholic Education Office.

PARENTS AND FRIENDS’ ASSOCIATION LEVY
The fee is a contribution for the year per family and is shown on the account as a separate item and is included in the full annual fee. Fee unchanged from 2016. $55

Contributions will go towards equipment and improvements that will benefit the students. It is important that all parents contribute towards projects in the school.

STUDENT INSURANCE
The fee is a contribution for the year per family and is shown on the account as a separate item and is included in the full annual fee. $10

Contributions will go towards 24/7 insurance coverage for all students. It is important that all parents contribute towards projects in the school.

DISCOUNTS FOR SIBLINGS

The following discounts on tuition fees will apply:
20% per year for the second child
40% per year for the third child

Note: Where four children are enrolled at the school from the same family, NO tuition fees will apply to the fourth child.

SIBLING DISCOUNT DOES NOT APPLY TO 3YO KINDERGARTEN.

In line with cost increases and the recommendation from the Catholic Education Office, our fees have increased by 4% for 2017.
PAYMENT OPTIONS FOR TOTAL ANNUAL FEE

The annual fees are made up of the composite fee plus the family fees payable by:

1  PRE-KINDERGARTEN (3YO):
   Payment options are:
   
   (i) one annual payment $2,200 or $4,400
   (ii) four instalments over Term 1, 2, 3 and 4
       This is payable $550 or $1,100 per term, prior to the start of each term, plus an
       administrative fee of $20 payable prior to the start of Term 1.

2  KINDERGARTEN:
   Payment options are:
   
   (i) one annual payment $1,339
   (ii) If the total annual fee applicable to your child or children is paid by 24 February 2017,
       a discount of 5% per student will apply to the tuition fee, in addition to any sibling
       discount applicable. This is applicable to the tuition fee only.
   (iii) three instalments over Term 1, 2 and 3, or
   (iv) by special arrangement with the School Bursar or Principal, re-negotiated
       annually.

3  PRE-PRIMARY:
   Payment options are:
   
   (i) one annual payment $2,250
   (ii) If the total annual fee applicable to your child or children is paid by 24 February 2017 a
       discount of 5% per student will apply to the tuition fee, in addition to any sibling
       discount applicable. This is applicable to the tuition fee only.
   (iii) three instalments over Term 1, 2 and 3, or
   (iv) by special arrangement with the School Bursar or Principal, re-negotiated
       annually.

4  YEAR 1 TO YEAR 6:
   Payment options are:
   
   (i) one annual payment $2,260
   (ii) If the total annual fee applicable to your child or children is paid by 24 February 2017 a
       discount of 5% per student will apply to the tuition fee, in addition to any sibling
       discount applicable. This is applicable to the tuition fee only.
   (iii) three instalments over Term 1, 2 and 3, or
   (iv) by special arrangement with the School Bursar or Principal, re-negotiated
       annually.
INSTALMENT OPTION
If the instalment option is selected, the fee for each payment will be as follows:

| Kindergarten | $446.33 |
| Pre-Primary   | $750.00 |
| Year 1 to Year 6 | $753.33 |

*These amounts apply only to the first child in the family.*

All instalments are payable on or before the following dates:

- 1st Instalment: 24 February 2017
- 2nd Instalment: 26 May 2017
- 3rd Instalment: 25 August 2017

The school provides many alternatives for the payment of fees which include, Direct Debit, Credit Card (Visa and Mastercard only) and BPay. The school does not charge any fees for use of credit cards.

HEALTH CARE CARD (HCC) HOLDERS
In accordance with Catholic Education Commission policy, the school provides considerable assistance with tuition fees. This is made up of the tuition fee component of the composite school fees. All HCC card holders must apply each year *by the end of Term 1* and the discount applies to that year only. HCC card holders must re-apply at the beginning of each subsequent year.

ADDITIONAL INFORMATION

CAMPS
The costs of the compulsory Year 6 camp is $450 and is shown on the account as a separate item and has not been included in the full annual fee amounts.

INSURANCE
Our students are covered with Catholic Church Insurances for a standard 24-hour a day, 365 days of the year policy. Parents may wish to take out additional cover for a very small yearly premium, which may offset some of the additional costs associated with injuries.

As the school requires student participation in the Sports, Physical Education programs and camps, adequate insurance cover has been included in the school’s general insurance policies to cover major accidents and public liability while students are involved in school organised activities.

NOTICE OF WITHDRAWAL
Parents are required to give a **FULL TERM** notice in writing if they intend to withdraw their son or daughter from the school during the course of the school year. Please note that in the event of failure to advise the school of withdrawal, a full term fee will apply.
FURTHER INFORMATION

The payment of school fees forms part of the Offer and Acceptance contract signed by parents when a student is enrolled at Notre Dame Catholic Primary School. Parents seeking further information should contact the School Bursar.

ASSISTANCE WITH FEES

No student is excluded from this school because of the inability of his or her parents to pay the full annual fee. However, parents are expected to contribute to the best of their ability. The following fee assistance may apply:

- **CONCESSIONS**
  The School Board is sympathetic towards parents with genuine needs who require financial assistance. Parents seeking a concession should contact the Bursar to arrange an appointment with the Principal. All concessions are re-negotiated on an annual basis.

- **HEALTH CARE CARD**
  In accordance with Catholic Education Commission policy the school provides considerable assistance with tuition fees. A discount is given to the tuition fee component of the composite fee. Please see the Bursar by 7 April 2017 to apply for the discount. This applies to new HCC holders as well as existing cardholders.
Notre Dame Catholic Primary School

Code of Conduct

Purpose

The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of students.

Application

The Code applies to staff, students, volunteers, parents and guardians as applicable. The term ‘parents’ includes guardians.

Introduction

You acknowledge the inherent vulnerability of the students in your care.

You recognise that the safety and well-being of students depends upon your vigilance and diligence and the vigilance and diligence of all adults.

The Code does not give you detailed professional advice on specific behaviour. Rather, it describes the minimum requirements expected of you.

The Guidelines are illustrative and not an exhaustive list of the behaviours covered by the Code.

If your behaviour varies from the standards described in this Code and Guidelines, you should be prepared to explain and justify your decisions and actions.

While mandatory language such as ‘must’, ‘shall’ and ‘will’ is not used throughout the Code, there is a presumption the conduct described is mandatory and therefore not discretionary.

The Principal expects you to conduct yourself personally and professionally in a way that maintains public trust and confidence in your school and the Church.

You have a responsibility to students and their family, other members of the school community and the wider community to provide and support safe and competent education and care of students.

You will do your best to support other members of the school community to comply with the Code.

In cases of conflict between parts of the Code, between the Code and other school policies, or in any decision making choices, you give priority to the outcome that will be in the best interests of the safety and well-being of the child.
Breaches

Breaches of the Code must be notified to the Principal and it is a breach of the Code not to do so.

A breach of the Code may constitute a failure to follow a lawful direction from the Principal and therefore the Principal will have the discretion as to what action to take, which may include counselling, professional development or sanctions under any agreement between you and the Principal. If you are a parent, volunteer or visitor, the Principal may take such action as is appropriate in your circumstances to maintain the safety and well-being of students.

The Principal must notify the appropriate authorities of any breach of the Code that was grooming behaviour: ie. deliberately undertaken with the aim of befriending and establishing an emotional connection with a student, to lower the student’s inhibitions in preparation for engaging in sexual activity with the student. Examples include:

- developing relationships that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students)
- being alone with a student in circumstances where you are unseen or unlikely to be randomly interrupted
- initiating unnecessary physical contact with students or doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes
- engaging in personal disclosures (including personal contact details), or exchanges containing sexual content with or in the presence of a student
- organising contact with a student or their family outside of school without the Principal’s knowledge and/or consent (e.g. tutoring, sport coaching).
- having any non-curriculum related online contact with a student (including via digital media) or their family
- using any personal digital media account to contact students or their family
- photographing or videoing a student without the consent of the parent
- being in the presence of a student whilst under the influence of alcohol or non-medically prescribed drugs or offering either to a student

The Principal must notify the appropriate authorities of any breach of the Code that was sexual abuse of a child: ie sexual behaviour in circumstances where:

- the student is the subject of bribery, coercion, a threat, exploitation or violence;
- the student has less power than another person involved in the behaviour; or
- there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
Conduct Statements

1. You act safely and competently.

2. You give priority to students’ safety and well-being in all your behaviour and decision making.

3. You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.

4. You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.

5. You respect the dignity, culture, values and beliefs of each member of the school community.

6. You treat personal information about members of the school community as private and confidential.

7. You give impartial, honest and accurate information about the education, safety and well-being of students.

8. You support all members of the school community in making informed decisions about students.

9. You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.

10. You maintain and build on the community’s trust and confidence in Catholic schools and the Church.

11. You act reflectively and ethically.

12. You allow students to have a voice in their education, safety and well-being.
Conduct Statement 1

You act safely and competently.

Guidelines

1. You are expected to put the safety of students ahead of every other relevant but secondary consideration.

2. In doing so, you are expected to act within the scope of your expertise and role within the school community.

3. If the safety and well-being of a student requires skills and experience outside your core competency, you must refer the student to the appropriate expert.

4. You are personally responsible within the context of your position in the school community for the provision of safe and competent student education. It is your responsibility to maintain the competence necessary to fulfil your role. Maintenance of competence includes participation in ongoing professional development to maintain and improve knowledge, skills and attitudes relevant to your role in your school.

5. You recognise that the Principal, staff, parents and students assess your ability to act safety and competently based on your behaviour and decision making, and you do likewise in your assessment of them. You are responsible for conducting yourself in all things such that there is no speculation, doubt or ambiguity that you do so in the best interests of students. You must take reasonable steps to avoid situations where your decisions or behaviour could be interpreted as putting students at risk. You must also notify the Principal as soon as possible if you found yourself in such a position of ambiguity so that you can explain the circumstances.

6. You recognise each student’s and their parents’ right to receive accurate information; be protected against foreseeable risk of harm; and be involved in and informed about decisions in relation to their education.

7. You perform your role in the school within your professional or industry competency and according to school policies and any standards or codes applicable to your profession or industry.

8. You notify an appropriate person or the Principal of any information relevant to maintaining student safety and well-being, or any observation of questionable, unethical or unlawful behaviour, including breaches of this Code, and intervene to safeguard the student if the circumstances require it.

9. You ensure that any information you receive relevant to the safety and well-being of students is either acted upon by you in the best interests of the student if you are the relevant decision maker, or passed to the relevant decision maker for them to act.

10. You perform your work in a safe and competent manner that is not compromised by personal health limitations, including the use of alcohol or other substances that may alter your capacity to act safely. If your health threatens your ability to work safely and competently, you have a responsibility to seek assistance to address your health needs. This may include making a confidential report to an appropriate authority.

11. You perform duties in partnership with parents and school staff and in accordance with the standards of your profession or industry (e.g. Teachers Registration Board).

12. You perform duties in accordance with wider standards relating to safety and quality in education and student care and responsibility for a safe school, such as those relating to occupational health and safety, mandatory and critical incident reporting, and participation in incident analysis and formal open disclosure procedures.

13. You make decisions about students based on their age, ability, and in the best interests of the student’s sense of security, and physical, social, emotional and mental safety.
14. You seek advice, assistance and second opinions from experts and Principal as necessary.

**Conduct statement 2**

You give priority to students’ safety and well-being in all your behaviour and decision making.

**Guidelines**

1. You accept that you and all adults have individual and joint responsibility for the safety and well-being of students.

2. You ensure the safety and well-being of students are the primary focus of your actions and decisions and take precedence over any other considerations including the reputation of the school and your own needs.

3. You support the safety, health and well-being of each student, promoting and supporting decisions and behaviour that contribute to the student’s self-confidence, safety and well-being.

4. You do not behave in any way that risks creating ambiguity about whether you are acting in the best interests of a student.

5. You respectfully communicate in plain language and in a way the student and those supporting their education can understand so they may fully participate in that education.

6. You support informed decision making by advising the student as appropriate and those supporting their education about education options, and assist the student and their supporters to make informed decisions about that education.

7. You endeavour to ensure the voice of the student is heard as appropriate, taking into account age and circumstances.

8. You seek out, welcome, and learn from information relevant to the safety and well-being of students in any form, including advice, disclosures, complaints, criticisms, feedback and performance reviews. You look for opportunities to engage in formal and informal group and self-reflection and professional development about your own and others’ decisions so that you and the school can learn and continuously improve.

9. You recognise that all information about students collected by school staff is done so on behalf of the Principal and for the benefit of the student. Therefore, all information is disclosed to and accessible by all who have a need to know it in order to support the education, safety and well-being of the student.

10. You respectfully advocate for the safety and well-being of students above all other considerations.

11. You recognise the importance that students’ education continues without interruption or disturbance.

12. You disclose to the Principal any information that a reasonable person would recognise may be relevant to the safety and well-being of students so that the Principal may make appropriate decisions to manage any risk to them. This includes any relationship with any person who may have been accused of harming children or acting unsafely towards them.

13. You recognise that students and their parents are entitled to assume that the sole focus of your engagements with students is to educate them within a safe environment that puts their well-being above all else. You understand that this trust by parents and students puts the onus on you to use your relationship with students solely for their education. You use all engagements with students and their parents, whether in person, through a third party, or via digital media for the purpose of teaching the curriculum.
14. You do not accept gifts or benefits that could be viewed as a means of influencing your objective decision making.

**Conduct statement 3**

3. **You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.**

   **Guidelines**

1. You are mindful that your decisions and behaviour are opportunities for students and others to see Gospel values in action and how faith integrates with life. Therefore you are responsible for educating yourself and anyone you lead on the content of those values, and their practical application in your decision making.

2. You acknowledge that as a member of a Catholic school community, you are required to strive to develop and live out your relationships with all people in a manner that is based on Gospel values as defined in the CECWA Code of Ethical Conduct.

3. You accept that as a member of a Catholic school community, your conduct reflects on Catholic Education and the Church, and therefore you must strive to uphold the letter and spirit of the Code of Ethical Conduct.

4. You are called upon by the Code of Ethical Conduct act in a manner that is:
   - Based on Christian ethics
   - Professional
   - Timely
   - Contextually appropriate

5. The Code of Ethical Conduct requires you to take an ethical approach based on the living out of Gospel values which find expression in:
   - Respect for the dignity of each person
   - Acknowledgment of the giftedness of each person
   - Commitment to building positive relationships
   - Confidentiality
   - Accountability

6. Respecting dignity is based on:
   - A conscious appreciation of the sacredness of the individual’s creation
   - A sensitivity to the fact that each individual has emotions, fears, hopes and an innate goodness which flows from creation in the image of God

7. Recognising the giftedness of others involves:
   - Discerning these gifts
   - Naming and acknowledging these gifts
   - Empowering individuals and groups to use their gifts

8. Fostering positive relationships which flow from being:
   - Welcoming and open
   - Honest and loyal
   - Trusting and trustworthy
   - Willing to share knowledge, skills, resources and insights
9. Committing to appropriate confidentiality based on:

- Respect for others
- Professionalism

10. Committing to:

- The Mandate of the Bishops of Western Australia

The acceptance of responsibility for any action or initiative at a personal and professional level
Conduct statement 4

You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.

Guidelines

1. Your relationship with other members of the school community is defined by whatever written or verbal agreement has given rise to that relationship. If you are a member of staff, it is your employment agreement. If you are a parent or acting in a parental capacity, it is the student’s enrolment agreement. If you are a member of the school board, it is your school board constitution. If you are a visitor, it is in accordance with the permission of the Principal to be on school grounds on condition that you act safely and competently.

2. If you witness the unlawful or unsafe conduct of any other member of the school community, or breaches of policy or this Code, whether in teaching, administration, school support services, or while engaging with students in person or via digital or other media, you have both a responsibility and an obligation to notify such conduct to the Principal or an appropriate authority and take other action as necessary to protect students.

3. Where you notify the Principal or a delegate of unsafe conduct, including breaches of this Code, and that notification fails to produce an appropriate response in the circumstances, you may take the matter to an appropriate external authority.

4. You respect both the person and property of students and their families, and of other members of the school community, and the property and finances of the school.

5. You use school property and resources responsibly and for the purposes of the school.
Conduct statement 5

You respect the dignity, culture, values and beliefs of each member of the school community.

Guidelines

1. You respect both the person and capacity of each member of the school community, treat them with dignity, show respect for their culture, values, and beliefs.

2. You interact with members of your school community in an honest and respectful manner.

3. You perform your duties and conduct your relations with students and members of the school community with fairness and justice. This includes taking appropriate action to ensure the safety and quality of the education and care of students are not compromised because of harmful or prejudicial attitudes about culture, ethnicity, gender, sexuality, age, religion, disability, spirituality, political, social or health status.

4. In planning and providing education and school support services, you uphold the standards of culturally safe and competent care. This includes according due respect and consideration to the cultural knowledge, values, beliefs, personal wishes and decisions of each member of the school community. You acknowledge the changing nature of families and recognise that families can be constituted in a variety of ways.

5. You do not express racist, sexist, homophobic, ageist and other prejudicial and discriminatory attitudes and behaviours toward any member of the school community. You take appropriate action when observing any such prejudicial and discriminatory attitudes and behaviours.

6. In making professional judgements in relation to the interests and rights of a member of the school community, you do not contravene the law or breach the human rights of any person.
Conduct statement 6

You treat personal information about members of the school community as private and confidential.

Guidelines

1. You use personal information in accordance with your school Privacy Policy.

2. You have ethical and legal obligations to treat personal information as confidential. You protect the privacy of each member of the school community by treating the information gained in the relationship as confidential, restricting its use and disclosure to the purposes defined in your school Privacy Policy.

3. If a third party asks for access to personal information, you must take reasonable steps to confirm the identity of the third party, and that it is lawful to disclose the information to them. You must inform the member of the school community that you have disclosed their personal information unless you are satisfied that there are legal reasons for not doing so.

4. You seek advice if you identify a conflict between protecting personal information and any resulting risk to the safety and well-being of a student.

5. You create and keep accurate records of conversations about significant decisions involving the safety and well-being of students.
Conduct statement 7

You give and seek the best, honest and most accurate information about the education and care of students.

Guidelines

1. You give and seek accurate advice relevant to the education, safety and well-being of students, based on primary rather than secondary sources.

2. You fully explain the advantages and disadvantages of any options so all involved can participate constructively in decision making to deliver the best results for the student.

3. You accurately represent the role you play in the education, safety and well-being of students.

4. Where the education, safety or well-being of a student requires expert knowledge or experience, you seek these out for the benefit of the student.

5. You seek out first hand sources of information directly from parents, colleagues and experts, or in documents and policies when making decisions or giving advice rather than relying on hearsay, opinion, rumour or assumptions.
Conduct Statement 8

You support all members of the school community in making informed decisions about students.

Guidelines

1. You recognise that parents are the first educators of their children and equal partners in the education of students.

2. You understand that each member of the school community has skills, experience and knowledge that may be a unique resource that can be directed to towards the safety and well-being of students.

3. You actively share information about students with their parents and the Principal so that they may make informed decisions about students. You listen to everyone with courtesy and respect.

4. You treat the opinions of parents and school staff about the education and well-being of students with respect and dignity, even if you do not agree with it or believe it is misinformed or misguided.

5. You use plain language with appropriate style, tone and level in your written or verbal communication, particularly when expressing technical or expert advice, and you actively seek confirmation that you have been understood.

6. You engage with all parents equally and fairly, regardless of their relationship status, mindful that, in the absence of court orders to the contrary, each parent has equal and joint parental responsibility for their child. You do not allow your opinion about the behaviour of parents to prevent you from engaging openly and honestly with each of them about their child’s education.

7. You continue to inform and engage with a parent about the education and well-being of their child on the assumption that it is in the student’s best interests to do so, regardless of the parent’s level of engagement with you or the child. You respect any decision by a parent to disengage with you or their child, and you remain open to re-engage in the future.

8. You act to strengthen, preserve, restore and promote positive relationships between the student and their parents, family members, and those significant to the student, regardless of any breakdown in these relationships.

9. You do not use the behaviour of either parent as a reason for denying them or their child access to information or support from the school that are in the best interests of the student, unless doing so would place the student or school community at risk of harm.
Conduct statement 9

You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.

Guidelines

1. You promote and preserve the trust inherent in your relationship with students and with their parents.

2. You recognise that an inherent power imbalance exists within your relationship with students that may make the students and their family vulnerable and open to exploitation. You actively preserve the dignity of all people through practised kindness and by recognising the potential vulnerability and powerlessness of each student and their family. You recognise that the power relativities between you and a student can be significant, particularly where the student is very young, has a disability, a difficult family background, has cultural differences, or experiencing emotional turmoil. This vulnerability creates a power differential in your relationship with students that must be recognised and managed with care.

3. You take reasonable measures to establish a sense of trust to protect the physical, psychological, emotional, social and cultural well-being of each student. You protect students who are vulnerable, including but not limited to students with disability, from exploitation and harm.

4. You have a responsibility to maintain appropriate boundaries with students and to actively support other adults to do likewise, including bringing to their attention any failure to do so.

5. You may have personal or recreational relationships outside your school role with students’ families and friends, or with school staff. You are aware that dual relationships may compromise student care and well-being. In cases of overlap or conflict between your dual relationships, you act with the primary intent of the safety and well-being of the student, which may require you to withdraw from a social relationship.

6. You do not engage in any behaviour with a student that could be interpreted by a reasonable person as being a friendship.

7. You do not engage in any behaviour with a student that a reasonable person could interpret as creating an opportunity to engage in emotional, physical or sexual intimacy with a student.

8. You recognise that the power imbalance between you and students means that the onus is on you to avoid any ambiguity or misunderstanding by a student or third party about your intent in your behaviour towards them.

9. You understand that the power imbalance between you and students means a student is unable to give their consent to engaging in emotional, physical or sexual intimacy with you, regardless of the legal age of consent, or the student’s age or maturity. You must therefore not seek nor rely on such express or implied consent from a student to engage in an intimate relationship.

10. You understand that the power imbalance between you and students may continue to influence students’ choices beyond the date when they cease to be students at your school. You must therefore not engage in emotional, physical or sexual intimacy with a former student within two years of them ceasing enrolment at your school, or them turning 21, whichever occurs latest.

11. You take all reasonable steps to ensure the safety and security of the possessions and property of students and their families that are in your care.
12. You do not knowingly mislead parents or make misrepresenting statements to them, or withhold information relevant to their ability to make informed decisions about their children unless required by law.

13. You recognise that there may be rare exceptions to full disclosure to parents. Such disclosure of information may compromise law enforcement or other risk management processes, or the privacy and reputation of those involved. You seek legal or other expert advice in resolving such situations, recognising that parents have the right to know about any risk to their children.
Conduct statement 10

You maintain and build on the community’s trust and confidence in Catholic schools and the Church.

Guidelines

1. Your conduct maintains and builds public trust and confidence in your school, other members of the school community, and the Church.

2. Any unlawful and unethical actions in your personal life risk adversely affecting both your own and the school’s reputation in the eyes of the public. If the good standing of either you or the school was to diminish, this might jeopardise the inherent trust between the school and parents, as well as the community more generally, necessary for effective relationships and the best education of students.

3. You notify the Principal of your involvement in any criminal investigation or other legal process that may undermine trust and confidence in your judgement or care of students.

4. You consider the interests of the school and the Church when exercising your right to freedom of speech and participating in public, political and academic debate, including publication.

5. You never place the reputation of the school above the safety and well-being of students.
Conduct statement 11

You act reflectively and ethically.

Guidelines

1. You engage with the school reflectively and ethically to ensure that you consciously put student safety and well-being at the forefront of your behaviour and decisions.

2. You develop and maintain appropriate and best practice advice, support and care for each student and their family.

3. You evaluate your conduct and competency according to this Code, the terms and conditions of your relationship with the school, and school policies.

4. You contribute to the professional development of school staff as appropriate.

5. You contribute to continuous improvement by supporting opportunities to record, assess and learn from incidents involving student safety and well-being.

6. You advise the Principal of any reduction in your capacity to act in the best interests of the safety and well-being of students due to health, social or other factors, while you seek ways of addressing the deficiency.

7. You take care of the safety and well-being of all members of the school community so that you all may fully contribute and cooperate in providing for the safety and well-being of students.
Conduct Statement 12

You allow students to have a voice in their education, safety and well-being.

Guidelines

1. You recognise that while you and all adults have responsibility for the safety and well-being of students, students have opinions and ideas about their education and well-being.

2. You allow age-appropriate opportunities and forums for students to reflect on and express their opinions and ideas and you treat those expressions with respect and care.

3. You regularly invite students to participate in decision making about their education and well-being and offer them constructive feedback on their ideas and opinions.

4. You encourage students to inform you or the Principal of any concerns they have about their own or other students’ education, safety or well-being. You follow up those concerns and keep students informed of how they are resolved.