



ST COLUMBA'S

Catholic Primary School • WILSTON

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SCHOOL HANDBOOK FOR 2019

God's Glory Always



teaching • challenging • transforming

VISION FOR CATHOLIC EDUCATION

Embracing the Archdiocesan Vision of Jesus Communion Mission, each Catholic community, organisation and individual collaboratively engaged in the educational ministry of the Church in the Archdiocese of Brisbane is called to:

Teach

We promote faith in Jesus Christ, teaching and learning about Jesus, the gospel and the faith of the Catholic Christian community. Learning is lifelong, life-giving and engages the whole person.

Challenge

Inspired by the Holy Spirit, we challenge those we educate to live in communion with God, others and the whole of creation in prayerful, sacramental, just, peaceful, inclusive and reconciling communities.

Transform

We educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and the marginalised.

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MISSION STATEMENT

St Columba's Parish has a rich and varied history. For over 100 years, we have provided Christian service to the local community. St Columba's Primary School has been an integral part of that journey. We have been and continue to be dynamic, diverse and welcoming, in the tradition of our founders, the Sisters of the Good Samaritan.

Our school provides a Christian Education in the Catholic Tradition, based on Gospel Values. Faith Education is our primary goal, fostered through our strong relationships between students, parents, staff, parish and the wider community. As partners in Education we strive for excellence. We are committed to the spiritual, intellectual, social, emotional, cultural and physical development of the whole person.

We value:

- Leadership
- Community
- Inclusion
- Respect, fairness, honesty
- Creativity, critical thinking
- Stewardship
- Social Justice
- Mutual accountability and professionalism

We strive to live our motto *God's Glory Always.*



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WELCOME TO PROSPECTIVE PARENTS AND STUDENTS

It is my privilege to welcome you to St Columba's Primary School, Wilston. Our school has been proudly serving the Wilston community for over one hundred years. Operating in partnership with our parish priest Fr Leonard Uzuegbu and the wider parish community, St Columba's is recognised for proudly offering a quality, inclusive, Catholic Education.

St Columba's was founded by the Good Samaritan Sisters and opened on 7th January 1917, with the first classes beginning on 22nd January. During the first week, the roll call amounted to 106 and by the end of 1917, the school's enrolment was 250. While over the past 100 years the school has grown and changed, it has continued to build on the traditions established by the Good Samaritan Sisters. Their spirit of compassion and justice still flows through our school community today and is further strengthened by the traditions established by the parents, staff and children. St Columba's is a school where God is named and recognised. We recognise that each and every member of our community is the face of God to all that they meet.

St Columba's is proud of its history of providing high quality education in an environment of the Catholic tradition. Our school is committed to meeting the challenges of education today and in the future, in order to provide students with the skills necessary to progress further along their life-long journey of education and learning.

Currently enrolments are approximately 600 students, catering for the primary years from Prep to Year 6 in 24 class groups. We believe that every child can learn and we wish to ensure that all children have an inbuilt love of learning and that this continues for a lifetime. Whilst our school has a heavy emphasis on the teaching of Numeracy and Literacy and ensuring all children have the foundational knowledge preparing them for a wide scope of learning, we also wish to have children develop culturally, physically, emotionally and spirituality so they are prepared to meet the challenges of the 21st century. Our school wide 1 to 1 iPad / laptop program ensures that our children have the necessary information technology and communication skills to allow them to be active technical citizens.

Physically, St. Columba's has significantly changed in the last few years with almost eight million dollars of new buildings and facilities. These projects are part of a long-term strategy to meet enrolment demand and to continue to develop modern first-class educational facilities to meet all the challenges that the 21st century brings.

This Handbook attempts to capture some of the beliefs and practices of the school, which have their origins within the school's story. While it covers key areas, it does not attempt to cover all possibilities. Rather it is meant as a guide to allow you, to gain a sense of what St. Columba's Primary School is about. The handbook also complements our official school website; www.stcolumbaswilston.qld.edu.au

I welcome and encourage you to allow us the opportunity to show you our wonderful school. I look forward to you being part of the story of St Columba's and contribute to the school's ongoing development.



John O'Connor
Principal

A MESSAGE FROM YOUR PARISH PRIEST

Many years ago, there arose the need for a catholic school in Wilston that would give local Catholic children an opportunity to grow in wisdom, to know God and develop a personal relationship with him. With the support of the parish, the Good Samaritan Sisters came just on time to fulfill this aspiration and dream by founding St Columba's Parish School. From that time till now, St Columba's Parish has always been committed to education and Catholic upbringing. This education incorporates, academic activities, as well as human and spiritual formation of all students of St Columba's. The academic formation of our students is well taken care of by our professional, friendly, and dedicated teaching staff whose sole desire is the progress of your children. Our well-established school board provides support and quality advice to the school administration, as well as maintaining a strong link between the Parish and the School. Through participation in our parish Sunday Eucharist and different sacramental programs, the spiritual needs and formation of our students is met. Taking part in the life of the Parish is not only life giving, it also offers myriad of opportunities to serve and encounter Jesus who came not to be served but to serve and gave His life for all.

We have also a very dynamic Parents and Friends Association. This gives parents a great opportunity to contribute to the human and spiritual education of their children. It is also a focal point around which much of the School's social activity takes place. Fr. Stephen and I both support and participate in the life of the school in various ways and can be approached at any time.

At St Columba's Parish we strive to be a community of people brought together by our shared values and faith in God. However to be truly a community of faith, we have to put a bit of ourselves into everything we do. As I look forward to meeting you in the coming days and weeks, it is my firm believe that working together with renewed strength and dedication, this school year will be one of loving experience, of success and growth in knowledge and faith for your child.

Fr. Leonard Uzuegbu
Parish Priest

HOME/SCHOOL/CHURCH PARTNERSHIP



It has long been a premise of Catholic education that parents are the prime educators of their children, a process which begins from birth. It is especially in those first years before attendance at school that a child's formation for the future is given a solid basis. This process, this growth, must continue, obviously, through the child's life. It is important therefore, that parents continue this vital role as the prime educators of their children, even after formal schooling has begun. In particular, the area of Religious Education can be greatly enhanced by real and practical co-operation between the parents, the school and the parish.

St. Columba's School is an integral part of the Parish of St. Columba's, Wilston.

The parents, children and teachers are part of this parish family. Participation in the school should not stop at the gates, nor should it cease with the bell. Rather, you are invited to immerse yourselves in the parish community. Above all, you are invited to attend and fully participate in Sunday Mass, which is the centre and source of the Catholic way of life. Additionally, you may like to find out more about the various organisations, groups and committees active in our parish. Your involvement in the life of the parish will contribute to the growth of God's Kingdom in your family and in the local area.

Part of Fr. Leonard Uzuegbu's work concerns the administration of the parish, which includes the school. To this end Fr. Leonard works in close co-operation with the principal who has responsibility for the running of the school. He is readily available to teachers and children, especially in spiritual matters.

Fr. Leonard is also willingly available to parents.



Fr Leonard
Uzuegbu
Parish Priest



Fr Stephen
Byrnes
Associate Pastor

A WELCOME FROM THE TEACHERS

We, the teachers, thank you for allowing us to share with you the privilege of educating your child. You must surely treat this task as one of the most demanding, yet very rewarding, duties of parenthood. For our part, we know that what the child learns at school is largely dependent on what she/he has learnt and is learning at home. For this reason we would hope to have as close an association as possible between teachers and parents. This collaboration is essential for education to be effective.

We believe that children learn more readily when accepted by a group that is ready to share and show true kindness and consideration to one another, in all - a Christian community. This is why we work to build a school community consisting of parents, teachers, the Clergy and the children of the parish.

Because you have chosen to enrol your child at a Catholic school, you must have certain expectations regarding both the religious education given and the attitudes and values witnessed in the school community.

As to the attitude and value of education, research has shown that this is optimum where home and school are one in attitude and expectations. Where there is variance between the teachings and expectations of home and school, the child tends to become confused and may reject both standards.

A realistic look at the twenty-first century child reveals that while they have material advantages and comforts enjoyed by no previous generation of children, this can be a disadvantage. One fears that the deep and lasting values of the Spirit could be treated with indifference by the desire to live at the comfort level. The Christian values of love and reverence for the Creator, concern for the welfare of others rather than demanding service; unselfishness; honesty; the importance of truth; the love of beauty; tenacity of purpose in pursuing high ideals; and the virtue of doing one's best to achieve a goal despite effort; all need to be inculcated in both the home and school.

A MESSAGE FROM THE ASSISTANT PRINCIPAL-RELIGIOUS EDUCATION

Religious Education consists of two distinct but complementary dimensions, namely an Educational dimension and a Faith Formation dimension.

The first dimension is addressed through the classroom teaching and learning of religion. Within this context, at St Columba's we aim to promote the development of knowledge, skills and values which students need to participate as active lifelong learners within the church and community. Guided by the Religious Education Curriculum developed by Brisbane Catholic Education, teachers involve students in constructing understandings of the Catholic tradition as well as acknowledging other religious traditions, the nature of religion and its place in life and Australian society. As in other Key Learning Areas, the teachers provide their students with opportunities to demonstrate what they know and what they can do with their acquired knowledge in terms of identified learning outcomes. This information together with assessment results in other Key Learning Areas is subsequently reported to parents. All Catholic schools are required to go through a cyclical process that validates their Religion program. St. Columba's participated successfully in this process in October 2016.

The second dimension of Religious Education, faith formation, is reflected in the Religious Life of our school, the student's family and the parish. At St Columba's we endeavour to nurture this part of a student's Religious Life experience in several ways. Firstly each class begins and concludes its day with prayer. Secondly, throughout the year, all year levels and / or classes are given opportunities to celebrate the Eucharist (mass). These celebrations usually draw on themes being explored in the classroom teaching of Religious Education. In addition we gather as a whole school community during the year, for occasions such as our Welcome Liturgy, St Columba's Day in June, and to celebrate the end of the school year in December. Further, as a school community, we aim to assist those in need by supporting charities such as Caritas, Catholic Mission, St Vincent de Paul and the Good Samaritan Foundation. To enhance our students' participation in liturgical celebrations all students and teachers gather in the church once a fortnight to learn and practise sacred songs with the Assistant Principal - Religious Education. A warm invitation is extended to everyone in our school community to join us in our Eucharistic and prayer celebrations.

SACRAMENTAL PROGRAMME

Sacramental Preparation Programs are parish based with appropriate input from the Assistant Principal - Religious Education and class teachers.

In keeping with the updated Sacramental Policy of the Brisbane Archdiocese there has been a consequential change in the timing of the sacraments of Confirmation, First Eucharist and Penance. In the year that a child turns 8 (typically Year 3) they are sealed with the gifts of the Holy Spirit in the Sacrament of Confirmation, administered by the Bishop or one of his delegates. In the following year, children are welcomed at the table of the Lord in the Sacrament of First Eucharist, signaling the completion of the Sacraments of Initiation. Children participate in the Sacrament of Penance as part of a two-step process. In the year that a child receives First Eucharist, they will also participate in a simple second rite of Penance in preparation for First Eucharist. In the year following, children experience the Sacrament of Penance at a deeper and more personal level, through the first rite (individual confession) as a way of further understanding what it truly means to examine their conscience.

The immediate preparation for each of the three sacraments mentioned above will involve primarily the parents, Parish Sacramental Team and, to a lesser degree, teachers. Parents who wish their children to receive the sacraments will be required to attend preparation sessions. At each of these sessions, there will be instruction from the priest or delegated other on some aspect of the sacrament, and an explanation to parents about how to use the support material provided in their child's period of preparation. Active participation by parents is essential to the effectiveness of each child's preparation.

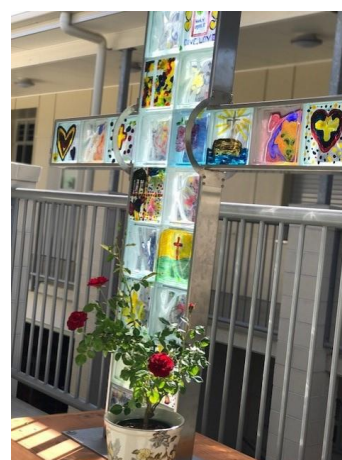
Parents of a child in the years where one or other of these sacraments may be received will be asked to formally enrol their child to receive that sacrament in that year. This recognises the fact that parents are in the best position to decide on the readiness of their children for the sacraments. The process of discernment may also include the parish priest, the school principal, teachers directly involved in the Religious Education of the children, and the Parish Sacramental Team.

Sacramental programs have three elements: -

- parents share their faith with their child
- teachers and Parish provide catechetical instruction for the child
- and the Parish celebrates the sacraments with the children and their families.

These three elements are equally important in the preparation of the children for the sacraments.

In school, teaching pertaining to the sacraments, contained in the Religious Education Syllabus progresses over seven years as children develop a deeper understanding of the sacraments and their place in their lives.



LEARNING AND TEACHING, INCLUDING CURRICULUM

At St Columba's School, our Vision for Teaching and Learning is positioned within the wider Brisbane Catholic Education Teaching and Learning Framework, which notes:

Our Goal

As a Catholic Christian community we educate for all to live the gospel of Jesus Christ as successful, creative, confident, active and informed learners empowered to shape and enrich our world.

We Believe...

As Catholic educators we have a tradition and vision built on our values and beliefs. These values and beliefs are foundational to our action and engagement in learning and teaching with our students, parents and colleagues.

Through our vision to Teach, Challenge, and Transform, we believe:

- ✓ Every learner is created in the image and likeness of God and inspired by the spirit, responds with passion and creativity to life.
- ✓ Every learner seeks to find meaning in life and learning and in the Catholic Christian Tradition we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- ✓ Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions.
- ✓ Every learner is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
- ✓ Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- ✓ Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

We Learn...

Learning is:

- ✓ inextricably linked with living life to the full
- ✓ personal, relational and communal
- ✓ visible, active and interactive to construct knowledge and meaning



We Teach...

Teaching is:

- ✓ a ministry and invokes a commitment to live out the mission of Jesus
- ✓ relational with a shared responsibility to educate for the common good
- ✓ visible, explicit and responsive, creating equity and excellence for all learners

St Columba's Wilston Vision of Learning and Teaching



Values

We value being a Catholic Christian community with respect for the Benedictine tradition

We value the belief that every person can achieve success in learning

We value high quality teaching and learning that is responsive, flexible, creative and mutually accountable

Principles

Learning and teaching opportunities, and our 'way of being' as a school, are underpinned by our commitment to our Catholic Christian tradition, reflected in our school motto 'God's Glory Always', and with deep respect for our Benedictine traditions. Within this is our recognition of all being created in the image and likeness of God and inspired by the spirit, together with our value of stewardship and responsibility, to each other and the world.

Every learner is entitled to realise achievement and success within the learning environment.

Learning and teaching are founded on receptiveness to the needs of all learners, as well as being adaptable and resourceful in supporting these needs. This includes embracing a shared responsibility where all involved need to accept accountability. Within this context, there is consideration given to national, state and local systemic teaching and learning priorities to achieve quality learning.

Components

This component is about developing who we are called to be, not only in an educational sense but also in a wider social and personal sense. It is founded on our Christian honours and a Benedictine spirituality which before work, peace, glorifying God, prayer, individual respect for the worker (and learner), reflects difference and hospitality. It further reflects our commitment to Catholic education and bearing witness to God's presence, where teaching and learning is for the common good.

This component acknowledges the desire to promote student self-confidence and willingness to take risks with their learning. It recognises the importance of students experiencing success through structured support, the valuing of effort and recognition of their work. Students are encouraged and supported to take responsibility for their own learning.

This component involves consciously developing all learning environments within the school to be supportive. It embraces the open and transparent. It reflects the needs, learning program and perspectives of interests, backgrounds and challenged students. Students are further challenged and supported to develop deep levels of thinking and application.

Planning Practices

This component is demonstrated by teachers in their **planning** when:

- curriculum planning promotes ethical and lifelong learning
- the Catholic Christian identity of the school is considered
- stewardship within the Benedictine tradition is acknowledged and acted upon. Prayer and leisure time are all considered important aspects of school life
- opportunities for all learners are explicitly planned for
- balance in the school day is honoured
- learners are given responsibility for their own learning, within the teaching and learning cycle

This component is demonstrated by teachers in their **planning** when:

- the curriculum is known, acknowledged and embraced
- learners' culture, needs, interests, diverse backgrounds, experiences and abilities are recognised and responded to
- processes and integrating knowledge acquiring and strategies support both identified needs
- assessment practices reflect the full range of the learning program objectives
- the teacher uses evidence from assessment to inform planning and teaching.

This component is demonstrated by teachers in their **planning** when:

- the needs, learning styles and interests of all learners are identified, acknowledged, respected and responded to
- differentiation / adjusted planning is a given
- the need for consistency is an ongoing, school wide conversation
- there is responsiveness to prior (and future) learning, as well as curriculum focus
- unstable is flexible
- lessons are well planned and meaningful for all learners
- there are explicit attempts to connect learning areas, connect with the local and wider community
- the criteria for judging the range of student performance is planned for and made explicit during teaching
- written plans and / or overviews are accessible and understood by all stakeholders

Teaching Practices

This component is demonstrated by teachers in their **teaching** when:

- a variety of teaching styles are employed which are based on Christian values and personal well-being
- teachers call on personal experiences and traditions
- Gospel values are promoted
- student focus is fundamental
- the learning environment is safe, supportive and nurturing
- the teaching of stewardship is an inherent feature
- teaching practices build a sense of community and identity

This component is demonstrated by teachers in their **teaching** when:

- a variety of teaching strategies and quality resources are employed to support different learning styles and abilities, as well as different cultural knowledge
- the teacher builds on students' prior experiences, knowledge and skills, inclusive of ICT
- planning is based on zone of proximal development and awareness of prior learning and skill level
- teachers work with students to develop positive attitudes and perceptions, while addressing those that are negative
- teaching is innovative and contemporary
- student feedback is frequent, and constructive, with all assessment made explicit
- positive behaviour support strategies are employed
- teachers are happy and engaged
- there is a shared responsibility

This component is demonstrated by teachers in their **teaching** when:

- there is continued re-assessment and monitoring of children's understanding before progressing range of learners and learning styles
- the teaching is organised and well prepared
- lessons are contemporary, innovative and well informed, as well as connected to wider social contexts
- the teacher promotes substantive discussion
- social support is witnessed by an atmosphere of mutual respect between all
- teachers reflect and take feedback from stakeholder, learning support and leadership to adjust and develop curriculum

Learning Practices

This component is demonstrated in student **learning** when students:

- display a sense of belonging and community
- show balance
- live out, in their every day words and actions, the values taught
- demonstrate compassion and sensitivity to others' needs
- hope in God and are empowered to offer committed service to others

This component is demonstrated in student **learning** when students:

- are engaged and on-task
- use productive mental habits, including critical thinking, creative thinking and self-regulated thinking
- students are given the opportunity to 'shine' in a context that is meaningful to them
- are provided with opportunities for reflection, self-assessment and self-direction
- are challenged and supported to develop deep levels of thinking and application

This component is demonstrated in student **learning** when students:

- are interested and actively engaged, demonstrate their understanding and class planning
- are involved in individual goal setting and develop a depth of understanding of concepts and complex relationships
- accept responsibility for their learning at an age appropriate level
- feel safe and supported in their educational environment

For a fuller version of our Vision, including examples to illustrate each value, plus possibilities and challenges, visit our school website...
www.stcolumbaswilston.qld.edu.au

St. Columba's is guided by the formal curriculum as outlined by the Australian Curriculum, Assessment and Reporting Authority (ACARA), or the Queensland Curriculum and Assessment Authority (QCAA) during times of curriculum transition or amendment. The Archdiocese of Brisbane determines the curriculum for Religious Education in Catholic Schools.

In September 2015, the Education Council endorsed the Australian Curriculum in eight learning areas, including; English, Mathematics, Science, Humanities and Social Sciences (which includes Geography, History, Civics and Citizenship, and Economics and Business), The Arts, Technologies, Languages and Health and Physical Education.

Revisions were made to previously available Australian Curriculum learning areas to make the curriculum easier to manage, particularly for primary schools, simplify the curriculum's presentation and strengthen the focus on literacy.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

As we continue full implementation of the Australian Curriculum, we further acknowledge and value these General Capabilities of:

- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Personal and social competence
- Ethical understanding
- Intercultural understanding.

These sit hand in hand with the Cross Curricular Priorities of:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

These General Capabilities and Cross Curricular Priorities are developed in relation to each of the Learning Area Curricula developed by ACARA, the Queensland Curriculum & Assessment Authority (QCAA) and Brisbane Catholic Education.

In teaching and learning, the focus is on the learner: what the learner knows (content), what the learner can do with this knowledge (competence) and what the learner can be like (confidence).

Teachers plan programs consistent with the General Capabilities, the Cross Curricular Priorities, and the Learning Area Curriculum. This is accompanied by our growing embracing of the spirit of both the Archdiocesan Vision, together with our school's *Vision for Learning and Teaching*. A Primary Learning Leader assists classroom teachers with the development of school programs.

To support classroom teachers, a number of specialist teachers provide students with expertise in given areas. These areas include Health and Physical Education, Language Other Than English (LOTE – Italian), library skills, Drama and Music. In addition, St Columba's has a number of Support Teachers - Inclusive Education who provide support for students who have particular educational needs.

Teachers at St Columba's School are progressive in their attitudes towards educational change and are constantly updating through professional development to enhance teaching and learning. The curriculum development process is therefore one of continual review and refinement. However, 'the basics' remain a fundamental component of education at St Columba's.

RELIGIOUS EDUCATION

Keeping in mind the vision of Catholic Education and the ethos of St Columba's, Religious Education is an integral part of the curriculum and the life of the school. Religious Education aims to develop student's religious literacy in the light of the Catholic tradition. This aim promotes the development of knowledge, skills and values, which students need to participate as active life-long learners. Religious Education as a key learning area has been organised into four strands: *Beliefs, Christian Life, Church* and *Sacred Texts*.

ENGLISH

The knowledge, understanding and skills students will learn in the English curriculum are organised into developmental sequences called strands, these being *Language, Literature* and *Literacy*. These strands are inter-related and inform and support each other. In planning cohesive programs, teachers combine aspects of learning in each strand in different ways at different stages of learning. Each strand focuses on developing the skills of *Reading and Viewing, Writing and Creating, and Speaking and Listening*.

MATHEMATICS

In Mathematics, students learn to use ideas about: *Number and Algebra, Measurement and Geometry* and *Statistics and Probability*. These are supported by the proficiency strands of *Understanding, Fluency, Problem Solving* and *Reasoning*. Students engage in learning experiences that develop mathematical thinking, deep conceptual understanding, competence and confidence in the application of Mathematics.

SCIENCE

The Science curriculum provides opportunities for students to develop an understanding of Science, its contribution to our culture and society, and its application to our lives. The Science curriculum is organised around three interrelated strands: *Science Understanding* (with the four sub strands of *Biological, Physical, Chemical* and *Earth & Space Sciences*); *Science Inquiry Skills*; and *Science as a Human Endeavour*. The three strands of the Science curriculum are interrelated and provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. The Science curriculum emphasises inquiry-based teaching and learning.

HASS (HUMANITIES AND SOCIAL SCIENCES)

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.



In the Australian Curriculum, the Humanities and Social Sciences learning area includes a connected study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Australian Curriculum - www.acara.edu.au

THE ARTS

At St. Columba's School we acknowledge that children should be exposed to and involved in artistic and cultural pursuits appropriate to each year level. Through this exposure, the students grow in their appreciation of The Arts. The Australian Curriculum *The Arts* comprises five subjects: *Music*, *Visual Art*, *Media*, *Drama* and *Dance*, which are related, yet distinct. Content descriptions in each Arts subject are organised through two interrelated strands that present a sequence of development of knowledge, understanding and skills. The strands are *Making* (learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make artworks) and *Responding* (exploring, responding to, analysing and interpreting artworks).

In addition, specialist Music teachers conduct 30 minute class lessons each week. This is a developmental, sequential aural program which focuses on the children's active music-making through singing. St Columba's has a well-established choral programme with a Junior Choir and a Senior Choir. A Drama specialist teacher is engaged with our Prep and Year 1 students for one 30 minute lesson per week.

Co-curricular music lessons are also available with tuition in strings, percussion, woodwind, brass and piano. Tuition in Speech and Drama is also offered at St Columba's.

TECHNOLOGY

Technology, as a learning area, provides students with opportunities to engage in *Design and Technologies* and *Digital Technologies*. The Australian Technologies Curriculum is looking to identify distinct knowledge, understanding and skills, allowing students to develop a comprehensive understanding of traditional, contemporary and emerging technologies.

The school's network infrastructure is now fully wireless using Cisco technology. In 2013 with support from the P&F, a new wireless outdoor environment was completed. With the ability to take learning from the classroom to the outdoors it gives our students opportunities not previously available.

All St Columba's classrooms have wireless digital projectors offering teachers the ability to project from a variety of digital devices e.g. PC, Apple laptops, iPads, iPhones, iTouches and/or sound equipment. In 2013 our 1-to-1 laptop program (a three year program), commenced with our Year 4 students. Following its success, 2014 saw the roll out of our 1 to 1 iPad program (also a three year program) for students in Years 1 to 3. By the middle of 2017 every student from Years 1-6 had their own personal digital device to use at school. The school also provides adequate computers, laptops and tablets to the remainder of the school community, accessed through the library. St. Columba's currently has a **Robotics** partnership in place with the University of Queensland's School of IT and Electrical Engineering. They continue to work with Year 4 students with the prospect to grow and deepen this relationship to other year levels in the near future.

Research is clear that today's students are disadvantaged when technology is not embraced and incorporated into everyday learning. As a result, planning towards our IT infrastructure must be designed to ensure the school is capable in dealing with large volumes of personal digital devices. We acknowledge that we must be aware of the new IT developments, trends and research when making decisions that will affect our learners.

St Columba's IT infrastructure is more than just software, hardware and network. We rely on the professional guidance from Brisbane Catholic Education who employ IT specialists and teachers who understand the needs and issues schools are often faced with. The school also employs an IT Coordinator and a privately sourced IT solutions company to ensure we have a safe, reliable and strong network at all times.



LANGUAGE OTHER THAN ENGLISH (LOTE)

LOTE is the area of the curriculum where students develop the knowledge, skills and understandings to communicate effectively and appropriately in a language other than English.

The focus of this key learning area is on communication. Communication involves comprehending and composing in written and spoken modes in a language other than English. Italian has been our LOTE for many years and is partially funded through CoAslt, the Australian Italian Community. Italian is a relatively easy language to learn and as such provides children with a successful base from which they may be encouraged to attempt another language later. Children in Years 2 – 6 are taught Italian by a Specialist Teacher.

HEALTH AND PHYSICAL EDUCATION

At St. Columba's School, we have two part time specialist Physical Education teachers who conduct lessons in all year levels. An active Physical Education program instructing all classes in a variety of physical skills and developmental activities operates throughout the school. The program includes elements of daily fitness and experiences of a wide variety of sport in regular skills lessons. In addition to this, children in the upper school are involved in a sports program with other schools, usually during Terms 2 and 3.

Students participate in an extensive swimming program by experienced coaches in either Term 1 or 4. Areas covered include stroke correction and lifesaving.

Prep, Year One and Year Two students participate in a Perceptual Motor Program. The program provides multi-sensory experiences which give the children a wide range of experiences in seeing, hearing, touching, making perceptual judgements and reacting to stimuli and surroundings.

Children in Years 3-6 participate in an extensive inter-school sporting program involving a cluster of schools from the local area. The carnivals include – swimming, cross country, netball, touch football and volleyball.

St. Columba's school is also part of the Brisbane City District Sports Association. This provides the opportunity for children in Years 5-6 (at this stage) to be chosen for a particular sport at a higher representative level. Sports range from Rugby League, Soccer and Netball to Swimming and Athletics. Brisbane City Districts is open to all students in State, Catholic and Private Schools, upon payment of an affiliation fee. From these district carnivals, children are selected to compete at Metropolitan North then State School carnivals.

Catholic Primary Schools Sport's Association (C.P.S.S.A.)

The C.P.S.S.A. organise sport for schools on a regional basis. Our school is a member of Zone 4. Annual carnivals for swimming, athletics and cross country are organised and some children are selected to represent our school at these carnivals.

Swimming

All children will receive their lessons in either first or fourth term depending on their year level. Swimming coaches are employed and the children's tuition fee is included in the annual school levy. As this is an integral part of the Physical Education program it is expected that all children participate. If children are not swimming, a letter clearly stating the reason for non-participation must be sent for each lesson missed. Swimming carnivals are held for all children (except Prep) and from the upper school carnival, students are selected for representative teams.

Athletics

All children are involved in our school athletics program and a carnival for the Prep to Year 2 classes is held in third term. Year 3 to 6 students have their carnival at an off-site venue, also in Term 3. School representatives are chosen to compete in the zone carnival held shortly afterwards.

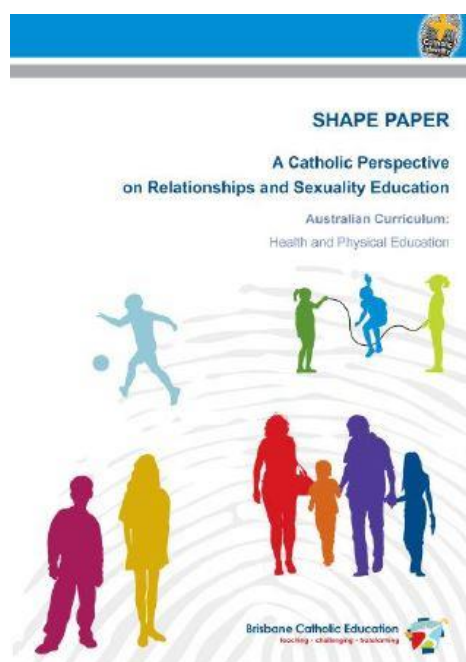
Inter-School Sport

A variety of sporting opportunities are offered to students in Years 3-6 throughout the course of the year. Children are given the opportunity to participate in inter school sports with local Catholic schools. The games played vary from year to year but the emphasis is on friendly competition. Associated costs are included in the annual levy.

PERSONAL DEVELOPMENT PROGRAMME

Each teacher encourages and nurtures the children in recognising their individual worth and developing strong self-esteem. By developing a pride in themselves, our students develop a sense of pride in their school - a place where they belong and are cared for. This is further enhanced by the programs which operate throughout the school and is now guided by the new BCE Relationships and Sexuality Education Shape Paper.

At St Columba's there is a strong school spirit - a sense of community. The children are actively encouraged to take pride in their school and to take care of the grounds, buildings and equipment. There is active participation in the community and a raising of awareness to the needs of others through special research projects or fundraising activities with presentations at school assemblies.



ASSESSMENT, REPORTING AND PORTFOLIOS

ASSESSMENT

At St Columba's School the values that underlie our assessment are a commitment to the following:

social justice
equity,
participation,
stewardship – a just and effective use of resources
critical reflection.

We believe the **purpose of assessment** is...

- to develop partnerships between parents, teachers and students to encourage reflection and shape future learning
- to be summative, formative, on-going and never-ending
- to make a quality judgement about a student's achievement and progress
- to improve learning and teaching
- to provide an indicator of students who may need support
- to identify the need for the selection of future resources and curriculum materials
- to confirm student learning
- to evaluate the learning process and inform and guide future planning
- to support all students in their learning journey
- to inform students, teachers, parents/carers, and other stakeholders etc about areas of assistance needed to enhance learning
- to provide a diverse range of opportunities/tools of assessment to demonstrate learning outcomes
- to provide a basis for program evaluation and curriculum development

We believe the **principles of assessment** include:

- Recognition of its integral place in the teaching/learning process- that it is for learning as well as of the learning
- Involvement of all stakeholders
- Reflection of progress and growth rather than comparisons
- Consideration of the abilities and skills of individual learners
- Consideration of student interests and learning styles
- The promotion of students' ability to be self-reflective & self-critical.
- The promotion of students' ability to take responsibility for their own learning and self-monitoring.
- Provision for self-assessment
- The promotion of a positive attitude

Assessment is carried out on a continuing basis and is made up of formal observations and professional judgements by the teacher as well as periodic testing. As a school community we value the concept of consistency of teacher judgement. Consequently, we take time to discuss within and across year levels, as well as across schools, our judgements of student achievement.

REPORTING

Reporting is viewed as an important and integral part of teaching and learning here at St Columba's. Parents are offered many and varied opportunities throughout the year to receive updated information and discuss their child's progress. Parent/teacher information evenings, school and class newsletters, assemblies, the school's website and Parent Portal, celebrations of learning, parent/teacher/child conferences, interim reports, viewing and discussion of portfolios of student work, and formal report cards are some of the ways in which staff members endeavour to keep parents informed about student learning. We seek to support the home and value our school working in partnership with parents and carers to foster each child's development.

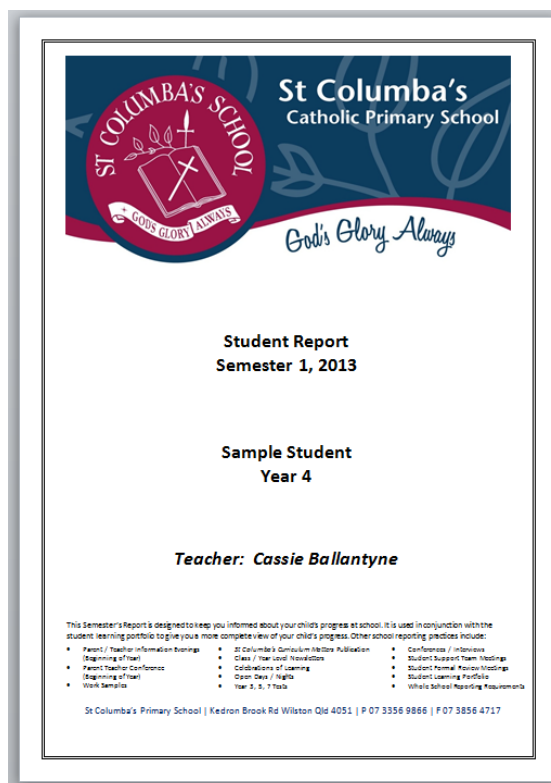
At the beginning of the school year, all families will be advised about the reporting processes that are used across the school in each of the four terms. Parents can request interviews at any time throughout the year by advance appointment for the convenience of both parent and teacher.

Typically, at the end of the first term, an opportunity will be provided to meet with each class teacher in the Parent-teacher Meeting. These meetings are, of necessity, brief but should further time be needed, a subsequent appointment can be made. You will also receive a written report with further clarification at the end of the First Semester. A second written report is sent home at the end of the school year (Second Semester). Reporting in this manner is an attempt to have the school and home work together to support and guide the child. It helps to affirm a child's achievements, as well as establish realistic expectations and identify areas where improved effort on the part of the child is warranted. The interview at the end of Term One allows for discussion along these lines to set goals for the remainder of the year. Towards the end of Term 3, or at the beginning of Term 4 (September/October) teachers or parents may seek a second formal interview to discuss aspects of a child's learning that maybe causing concern. This would enable teachers to adjust the child's educational program for the remainder of the school year. Should you feel that the report at the end of the year reveals areas of weakness which you feel can be improved, the appropriate step would be to discuss this with both the existing teacher and the new teacher early in the following year.

With the written Report, each student's achievements are reported using the following 5-point scale:

Achieving well above the expected level
Achieving above the expected level
Achieving at the expected level
Achieving below the expected level
Achieving well below the expected level

If your child receives 'Expected' it does not mean their achievement is 'just adequate'. It indicates that your child has met the state-wide standard expected of children of their age at that time of year and their learning is firmly on track.



PORTFOLIOS

After much research, discussion and professional development, our school community has endorsed the use of Portfolios to assist us in reporting our students' progress.

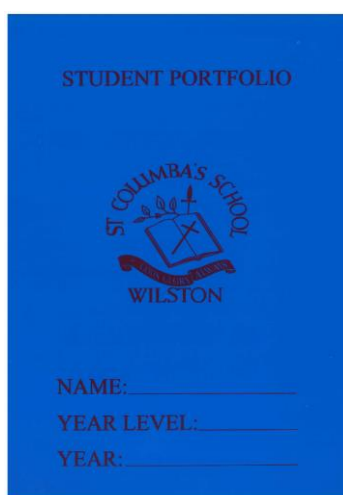
The Portfolios contain evidence of a student's work and level of achievement and are presented in an A4 window folder which will operate for a one year period. They are sent home with the student's written Report each Semester. At the end of the second semester they will be sent home, accompanied by the written Report of the child's achievement for the school year. We would ask that portfolios be returned by the end of the last week to be passed on to the child's next teacher for examination. They will then be returned to parents/carers permanently in about Week 4 of the following year.

THE PURPOSE OF A REPORTING PORTFOLIO IS:

1. To provide meaningful reports and evidence of student learning.
2. To share information about student progress and achievement so that parents / carers, the school community and all stakeholders can work together to improve student learning.
3. To fulfil mandatory Federal, State and System requirements.
4. An accountability process for informing students, parents, colleagues and the broader community about student achievement.

The **principles of a Reporting Portfolio** include:

1. That it is an integral part of the teaching and learning process.
2. That it demonstrates the development of learners within the context of the Learning Framework which incorporates the Roles for Lifelong Learners.
3. That it is valid, reliable and focuses on student demonstration of learning and achievements.
4. That it is practicable, sustainable and involves all stakeholders.



CAMPS AND EXCURSIONS

In Years 4 – 6, camps are offered as an opportunity for the children to develop in ways which are not possible in the school classroom. They provide the children with an educational experience in co-operative living and allow the opportunity to use natural surroundings to help them to grow emotionally, socially, physically and spiritually.

Parents are notified of class camps and their costs early in each school year.

Excursions and incursions (where the children stay on-site) are planned to complement particular curriculum areas and can occur at various times in the school year. The cost of these activities will be included in the school levies for the year. Most of the Camps are invoiced separately through the school fees.



LEARNING ENHANCEMENT AND SPECIALIST SUPPORT

Our goal is to support, through collaborative partnerships, a whole school commitment to the effective learning and teaching of ALL students. This is achieved by working as a team with all staff, including the school Speech Pathologist and Guidance Officer. The Support Teachers-Inclusive Education facilitate:

- Professional development for teachers and school officers, as well as parent education
- Structured and strategic support to assist those in need including one to one and small group assistance both in and out of the classroom
- Assistance to children to achieve success in academic work, especially literacy and numeracy, as well as emotional and social well-being
- Individual and class assessment, as well as whole school monitoring and assessment
- Provision of reports, information and guidance to parents and teachers
- The tracking and monitoring of children with special needs through their school life at St Columba's to ensure appropriate intervention, consistent and continuous support
- Support for the development of children with special needs, including emotional and social well-being, within and outside the classroom
- Provision of support, suggestions, ideas, and resources to students, teachers and parents (resource person).

A **Speech Pathologist** works within the school on a part time basis to assist children in need. She works closely with the Support Teachers-Inclusive Education and other classroom teachers to provide programs that are tailored and specific to individual and small group needs. Parental permission will be sought before any child attends these services and feedback on work being undertaken is given to your child's teacher and to parents.

A **Guidance Counsellor** works in the school on a part time basis to support students in their healthy development, and staff and parents in providing the most appropriate interventions and support for children in need. She works with individuals and small groups in need of brief counselling or emotional, social or behavioural support.

Intervention Programs may include but are not limited to

- ELF – Early Literacy Program
- MiniLit and MultiLit – phonic and reading development
- Writing and Spelling Support
- Reading Doctor and a variety of computer and iPad based programs
- CAT Kit – emotional and social support
- Dyslexia classroom support
- Specialised support for students on the Autism Spectrum
- Enrichment opportunities and support

HOMEWORK

Learning is lifelong and not simply restricted to school. Indeed, children come to school already having mastered many skills.

Homework provides students with opportunities to reinforce and consolidate their classroom learning, develop skills and establish patterns of behaviour to develop as lifelong learners and, to some degree, involve family members in student learning. It also provides a means of communication with parents about their child's learning and progress.

In 2013, after 12 months of research, professional development and consultation, our school community published our current *Homework Position Paper* (available via our school website at ... <http://www.stcolumbaswilston.qld.edu.au/About%20Us/School%20Policies/Pages/Homework-Policy.aspx>

The position paper acknowledges that homework is an integral part of teaching and learning at St Columba's School. As with any instruction strategy, homework brings with it the hope of improving student learning. To this end, the St Columba's community have developed a set of guiding principles for homework, supported by research and which focus on quality, management and communication. Our homework position paper also acknowledges the responsibilities of school leadership, teachers, students, parents and carers in maximising the effectiveness of Homework. Examples of the types of homework which students may engage in revolve around practice exercises, preparatory work and extension assignments.

Guidelines for levels of homework for different age groups	
Prep Year	Generally students will not be set homework
Years 1, 2, 3	Could be up to, but generally not more than an hour each week – eg. daily reading, conversations eg what is happening at school, writing, preparation for oral presentations
Years 4 and 5	Could be up to, but generally not more than 3 hours each week
Year 6	Could be up to, but generally not more than 4 hours each week

Balance is the key and while homework is important for students, so too are the other healthy activities that young people need to undertake.

Good communication between teachers, students and parents is also very important to ensure students reach their full potential. Any queries regarding homework should be directed to the class teacher as soon as they arise.

Practical guidelines for parents include:

- Provide a work area
- Within family routine, give consideration for homework time
- Recognise the difference between “on task” time and “other” time
- Negotiate or establish a timetable and routine for homework
- Try to maintain a positive approach and avoid creating a conflict situation
- Be creative in encouraging the ongoing home learning of your children through lots of family conversation, storytelling/reading, jokes, discussion, family conferences and sharing decisions, games...

SCHOOL FACILITIES AND SUPPORT SERVICES



SCHOOL BUILDINGS AND FACILITIES

St. Columba's has an Administration area and four main classroom blocks, a Prep precinct, Iona Court (our multi-purpose covered area), the Cullinan Resource Centre (inclusive of our Library) and Tuckshop facility. In addition, in 2011 we celebrated the opening of the newly refurbished hall and adjoining learning areas, collectively known as the Good Samaritan Centre. Our 4th Prep classroom opened at the start of the 2013 school year.

There are extensive playground areas which belong to the school, including an adventure playground, a Prep (upper) playground, an oval, a cricket pitch, tennis courts and our multi-purpose covered

area. These are used both for organised sports lessons and informal play at lunch times.

There has been much work completed on the grounds in recent times with our newly completed building project The Benedictine Centre, comprising the main administration block, toilet block, meeting rooms and general learning areas.

CLASSROOM EQUIPMENT

In these days of high technology, our classes are well equipped with a variety of electronic teaching aids. Each class has access to digital cameras, CD players, and data projectors. Computers are also in general classroom use with an active and comprehensive technology program operating throughout the school including the robotics program commencing in Year 4, in partnership with the University of Queensland. iPads are also a valuable teaching tool in all year levels.

In addition to our own resources of audio and visual software, we are able to borrow further resources from State Film Libraries and the Brisbane Catholic Education Multi-Media Centre, plus we have growing access to multiple online resources services.



THE CULLINAN RESOURCE CENTRE / LIBRARY

The Cullinan Resource Centre is a contemporary learning hub where all students, parents and staff are welcome. Our facilities and library collection support the educational, recreational and social needs of our users. For students, our library collection includes fiction, junior fiction, non-fiction, junior non-fiction and reference texts. The Cullinan Resource Centre also houses a growing parent collection as well as an extensive collection of teacher resources including big books, charts, software, DVDs, numeracy and literacy learning materials and professional texts. The library collection is continually updated to ensure resources support the Australian Curriculum and the particular needs of our community, including the reading interests of our students. Our borrowing system is automated with all members of our community able to access our catalogue online through the Staff, Parent and Student Portals.

Two qualified Teacher Librarians manage the Cullinan Resource Centre. A Library Assistant is also employed to help prepare and maintain library resources and assist with student borrowing. The Teacher Librarians work collaboratively with teachers in planning and resourcing the curriculum and also prepares a contemporary library program that is delivered during class library lessons. Students are instructed in the full range of information, visual and digital literacy skills necessary for 21st century learners and are supported in applying these skills in classroom and project work. In an information rich world, it is critical that we teach students the necessary skills to find relevant and reliable information sources to support their learning needs. The integration of digital technologies into the learning process is a key focus of our contemporary library program.

The Cullinan Resource Centre is open from 8.30am to 3.00pm and students are welcome to visit during the main lunch break for borrowing, recreational reading or playing games.

Literature Promotion and Book Week

At St Columba's we believe that reading is critical to a child's success at school and into their future. As a school we promote and celebrate books and reading in a number of different ways. In library lessons, students engage in a variety of reading activities and discussions about books and other texts, contributing to the development of literacy skills. Library staff and teachers assist students in finding texts that match their reading level and interest. Teachers also ensure students have time for both independent and shared reading during the week. During the year, a variety of authors, illustrators, storytellers and other presenters are invited to present workshops as another means of encouraging students to engage in reading and writing.

Every year, in August or September, St Columba's celebrates Book Week. This week is all about celebrating the important role that books and literature have in our lives and strengthening the reading culture we have at St Columba's. Some of the events that may be held during Book Week include: author visits; Book Fair (special fundraising initiative that attracts commission on the books sold to parents and students); book parade (in which students come to school dressed as their favourite literary character or author or object); and class displays based on aspects of books and reading. Students and staff enjoy these activities immensely.

Book Borrowing Procedures

Students receive instructions on borrowing procedures at the beginning of each academic year. Classes visit the Cullinan Resource Centre on a weekly basis to borrow books. Students in **Prep – Year 1** may borrow **one (1) book** weekly; students in **Year 2 and 3** may borrow **two (2) books** weekly; students in **Year 4** may have up to **four (4) books** weekly; students in **Years 5** may borrow **five (5) books** weekly and students in **Year 6** can have up to **six (6) books** when needed. These limits ensure all students have fair access to a wide range of books. Holiday reading is encouraged throughout the year with borrowing allowed in the Easter, June/July and September/October holidays. There is no borrowing over the Christmas break. Students with 1:1 digital devices also have access to the Brisbane Catholic Education Digital Library enabling them to borrow eBooks and audio books.

All students **MUST** have a proper **nylon** or **cloth** library bag to borrow and return books. Using a proper library bag teaches the students to take responsibility for caring for books. Plastic bags do not provide enough protection for the books and are not acceptable. The school satchel is the preferred bag to be used for borrowing and can be purchased from the Uniform Shop. These bags are made from heavy-duty nylon with an easy open Velcro flap that protects our books from the weather as well as the little hazards that live in the bottom of school bags (for example, leaking water bottles). These bags are of high quality and will last throughout your child's time at St Columba's.

Parents are also encouraged to borrow books by arrangement with library staff. Our parent collection includes literature on parenting skills, child development and other relevant issues.

HOME/SCHOOL COMMUNICATION

PARENT/TEACHER MEETINGS

A meeting with parents is arranged early each year when each class teacher will outline their expectations for homework and will present an overview of the work the children will cover during the year. Teachers will be happy to clarify any queries you may have at that time. **Teachers welcome parent enquiries at any time during the year.** You are, however, requested to arrange a suitable time before or after school as the teachers' prime duty during the school day is to be with their students.

NEWSLETTERS

Parents are informed of the many events which take place in the school by means of a fortnightly newsletter. This is the main means of communication and is used for P & F and community notices also. All community members are encouraged to register to receive the newsletter electronically, which is published each fortnight of the school term. The newsletter is also available via our school website and parent portal.

PAYMENT OF MONEY

All money sent to school should be placed in an envelope clearly marked with the amount, your child's name and class and the purpose of the payment. This facilitates the smooth processing of accounts. The envelopes should be placed in the class basket at the beginning of each day.

PERMISSION NOTES FOR EXCURSIONS

On many occasions your child will have the opportunity to attend excursions away from the classroom. Where this occurs, permission is sought from parents. It is vitally important that such authority is returned promptly to school. Students who do not submit written permission will not be included in the excursion.

SCHOOL RULES

THE SCHOOL DAY

The bell rings at 8.30 am and the children proceed to classrooms. Dismissal is at 3.00pm. During their time at school children are supervised by teachers both inside the classrooms and outside in the playground.

As supervision begins at 8.10am the early arrival of children is a cause for concern. Children should not arrive at school more than 20 minutes before the first bell and should leave as soon as they are dismissed. Children who are at school outside these times (either before or after or both) are unsupervised. Where it is necessary for children to arrive early they must be limited in their activities. There is an undercover area where they can sit and wait, until the arrival of the teacher on before school duty.

The gate to the Prep precinct will be open at 8:30am (sometimes earlier), when parents are encouraged to walk their child into class. **As a rule, the prep playground is not open for play for students or families before school.**

Any child who arrives at school late or who is leaving school before the end of the school day needs to either arrive via or be collected from the school office. At this time they are required to be 'signed in' or 'signed out' by the parent / carer who brings or collects them. A child will be considered late if they arrive after 8:40am as per our St. Columba's Attendance Policy. Likewise, a child departing school before 3:00pm is considered to be leaving early, and therefore must be signed out at and collected from the school office.

After school, the only official (and teacher supervised) drive through pickup area is at the car park side of Our Lady's Block. The shared carpark with the O'Shea Centre, is under no circumstances, to be used for this purpose.

We understand that parents or carers may make arrangements with their children to meet in a designated spot (for example the multipurpose undercover area or at the front of the office), at the end of the school day. A bell will sound at 3:20pm as a reminder to any student who has not yet been met by their parent / carer to report to the school office, from where they may be collected.

Whilst we encourage families to catch up and have a chat both before and after school, we ask that you closely supervise your children, especially under school age siblings.

We do not encourage children to play in the prep (upper) playground after school, both students and siblings alike. If parents / carers feel compelled to use this area for play after school, we ask that you very closely supervise your child/ren. This means within very close proximity. **We ask that all families have left the Prep precinct by 3:20pm, unless they are attending a pre-arranged meeting with a Prep teacher. The Prep gate will be locked at 3:20pm each day.**



Be sure to check out the school website at www.stcolumbaswilston.qld.edu.au

School Hours

With occasional variations, the following is a schedule of the main bell times during the day:

8.30 am	-	Commencement of school day
8:40am	-	Commencement of lessons
10.40 am	-	1 st Break
11.20 am	-	Classes resume
1.30 pm	-	2 nd Break
1.50 pm	-	Classes resume
3.00 pm	-	Dismissal.

Punctuality

Every effort should be made to have the children arrive at school on time to prevent the disruptions caused by entering a class after lessons have commenced. Children should be encouraged to develop the habit of being punctual.

We seek your full support in upholding the regulations of the school, as rules are compiled for the safety and well being of each student.

1. Verandahs and cement areas are termed thoroughfares and therefore running is not permitted in these areas.
2. Offensive, vulgar language is not tolerated.
3. In a Christian community where the values of friendship and warmth to all are intrinsic values, bullying of any type, physical or verbal, will not be tolerated.
4. Children are allotted specific play areas and eat and play in these areas only.
5. The throwing of any object is forbidden.
6. Children are not permitted in classrooms during breaks without permission.
7. Bicycles / scooters may not be ridden in school grounds and must be parked in the designated area. Children riding bikes to school are required to wear helmets.
8. Teachers must have sighted the written permission of parents for children to be able to leave the school grounds during school time.

In addition to the regulations listed above, we have, as a staff, developed a *Student Behaviour Support Plan* underpinned by six key personal responsibilities. These are:

1. **I can use praise and positive words**
2. **I can use helpful hands and friendly feet**
3. **I am in the right place, at the right time, doing the right action**
4. **I can apologise with my head and heart**
5. **I can listen, think and do**
6. **I can ask for help. It's okay!**

In formulating our **Behaviour Support Plan** the accent has been on understanding behaviours rather than simply reacting to them and explicitly teaching children how to behave in given situations. As part of the supportive school environment, if children make poor behaviour choices that impact negatively on themselves or others they may be asked to reflect on their choices with a trusted adult, with the emphasis on assisting the child to develop belonging behaviour in the classroom and the playground. If a child persistently chooses not to comply with our school's personal responsibilities, parents will be contacted to further explore how the child may be supported to achieve appropriate belonging behaviour.

The complete school *Behaviour Support Plan* is available on our school website and is currently in a year of review.



ABSENCE FROM SCHOOL

If a child is absent from school, a message can be left by phone or via email to the school office and/or class teacher. Our preferred method of notification of student absence is via the Parent Portal's **Absences** tile.

STUDENT ILLNESS

When children are not well they should be kept at home. We do have a first aid room but this is provided for children who are hurt or become sick while at school. A sick or hurt child wants, above all else, the comfort of parents. For this reason, we ask you to keep us informed of changing circumstances, which would make it difficult to contact you, should it be necessary (i.e. new telephone number, change of address or employment etc.). At regular intervals a reminder to update your details will be communicated. Please assist by updating your details via the **Update Details** tile on the parent portal.

CHILDREN AND MEDICATION

St Columba's School has recently completed a review of its policy on the Administering of Medication. The information below reflects our position based on Brisbane Catholic Education Guidelines.

At times, some children may be required to receive medication at school. To enable this to occur a completed *Student Medication Request Form* should be sent to the school office. These forms can be downloaded from the school website or parent portal. This form must be completed for medication to be administered to your child during school hours. It has been designed to ensure the safety of your child and to protect school staff who do not have medical training.

The following points are for security and safety purposes, and are requirements of the *Health (Drug & Poisons) Regulation 1996 (Qld)*. The parent / carer:

Notifies the school in writing to administer medication. This *may* include written guidelines from the prescribing health practitioner, including potential side effects or adverse reactions.

Provides medication in **original pharmacy labelled container** to the school.

Ensures medication is not out of date and has an original pharmacy label with the student's name, dosage and time/s to be taken.

Advises that student has received a dose at home without ill effects.

Advises the school in writing and collects the medication when it is no longer required at school.

A new form is to be completed if the student is prescribed a change in medication, and/or if the regime is re-started after the conclusion date of the initial instructions and/or at the beginning of each new calendar year.

Section 1 of this form is to be completed by you **or** your child's medical practitioner. **Section 2** of this form can be used by parents to provide the necessary information to the school. Please return the completed form to the school.

Where possible, medication should be administered to your child at home at times other than during school hours.

PRESCRIPTION MEDICATIONS

All medication must be forwarded in the original packaging, dispensed by a chemist (even over-the-counter medication) with clear instructions for administration. The medication is to be handed to the teacher or office staff to be kept in the refrigerator (if required) or kept securely in the school administration area. A record of administration of medication shall be kept in the school administration area, with the supervising staff member recording details. Alternatively, parents may wish to come to school and administer the medication. Parents are required to advise the school, in writing, of any guidelines from medical practitioners concerning possible side effects or adverse reactions. Further, parents are to advise the school, in writing, and collect the medication when it is out of date or no longer required at school.

INJECTIONS

Teachers, school officers and volunteers must not give intravenous injections. A teacher or other adult school staff member who agrees to administer injections to a particular student may be authorised by the Principal to administer medication via subcutaneous or intramuscular injections if they have been trained in the procedure of giving the injections. Full and complete instructions from the student's medical practitioner must be available, as well as written explanations of possible complications of the injections. To cater for students who require medication via injection for serious allergic reactions such as such as bee stings, peanuts, other allergens or asthma, or for such conditions as diabetes, the Principal will develop procedures, in conjunction with the parents, to reduce the risk of an emergency situation arising and ensure the student, parents and school staff are aware of the emergency procedures.

CHILDREN ADMINISTERING MEDICATIONS

Self-administration of medication may apply to students who are assessed by their medical practitioner and parents, and approved by the Principal, as capable of administering their own medication. This may include: monitoring blood sugar levels and injection of insulin for diabetes; inhaling medication such as ventolin for asthma; orally administering anti-convulsing medication for epilepsy; and orally administering enzyme replacements for cystic fibrosis. Students approved to administer their own medication will be required to follow safe storage and disposal guidelines. The class teacher will further monitor medication administration.

In our endeavours to ensure the safety of all, storing medication in the staffroom refrigerator has the flow on requirement that no student is to access the refrigerators in the staffroom, unless under teacher supervision. Ice is now stored in the freezer in the First Aid / Sick Room, and distribution for first aid purposes will be under staff supervision.

ANAPHYLAXIS POLICY & PROCEDURES

St Columba's is an Allergy Aware School where the health and safety of our students is paramount.

As an Allergy Aware School we:

- create **awareness** that allergies are real, know the facts.
- practice **avoidance** and help allergy sufferers avoid their trigger.
- take **action** – be prepared – anaphylaxis is a medical emergency.

A challenge for our school community is the increasing prevalence of children with a food allergy, with around 1 in 50 children affected.

Enrolled within our school are a number of students with life threatening allergies, and the potential is there for these children to accidentally come in contact with, or ingest one of the many foods or allergens which may cause their allergic reaction.

Due to the critical nature of these allergies, St Columba's must take appropriate action to ensure the safe and effective inclusion of these children within our school. We have a duty of care to ensure the health and safety of all students at St Columba's. The basis of our approach is risk minimisation, education, and effective action.

AIMS

The St Columba's Anaphylaxis Policy aims to:

- Safely support, within our school environment, students with severe allergies and anaphylaxis.
- Develop and maintain an effective and practical school plan when dealing with students who have life-threatening allergies, actively involving the parents/guardians of these students.
- Raise awareness about allergies and anaphylaxis in the school community
- Provide a position for the St Columba's community on food management, safe food handling and hygiene, parent, student and staff education, and tuckshop and classroom protocols, to proactively and reactively support these students.

WHAT IS ANAPHYLAXIS?

Anaphylaxis is a severe and sudden allergic reaction and should be treated as a medical emergency. It occurs when a person is exposed to an allergen to which they are sensitive.

Allergens or trigger substances that may cause anaphylaxis in school-aged children are;

- Peanut, tree nut, milk, egg, soy, wheat, fish, shellfish, medications, insect stings

Other potential allergens may include sesame, coconut, and latex.

Students with a food allergy may react to tactile (touch) exposure or inhalation exposure. Not every ingestion exposure will result in anaphylaxis but the potential always exists.

SYMPTOMS OF FOOD ALLERGIES

Symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure, but can in some cases be delayed for two hours or more.

ANAPHYLACTIC REACTION (SEVERE ALLERGIC REACTION)

Signs and symptoms of anaphylaxis may include one or more of the following:

- Difficulty talking and / or hoarse voice
- Difficult / noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat, difficulty in swallowing
- Confusion
- Pale and floppy (for young children)
- Shortness of breath, repetitive coughing and / or wheezing
- Chest tightness
- Faint, dizzy / lightheaded, rapid pulse, low blood pressure (may also have cool sweaty skin)
- Loss of consciousness and / or collapse
- Vomiting, abdominal pain (for insect sting allergy)

MILD TO MODERATE ALLERGIC REACTION

Signs and symptoms of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Flushing and / or swelling of the face, lips, eyes
- Anxiety
- Vomiting, abdominal pain (except in insect sting allergy where vomiting and / or abdominal pain indicate an anaphylactic reaction).

PROCEDURES:

St. Columba's uses the "7 steps to Allergy Awareness in Schools" guide in developing and implementing its policy and procedures.

OUR COMMITMENT:

School Community

- As an "Allergy Aware School", and in line with our duty of care to take all reasonable steps to keep students safe at school, we acknowledge the key to the prevention of anaphylaxis in schools is awareness of known allergens and prevention of exposure to these allergens through a risk management strategy.
- New families are informed of this policy when starting at the school, with reminders published regularly in the newsletter, at our Orientation Day and on our Parent Information nights.
- The school tuckshop will:
 - Be aware of all students at the school with food allergies
 - Display an Action Plan for Anaphylaxis for each student identified with a food allergy
 - Identify tuckshop bags / orders of students with a food allergy using special bag stickers
 - Not sell nut products
 - Any products that may contain nut traces will be clearly identified as such
 - Be aware that students with anaphylaxis should not be given any food without parental consent
 - Keep surfaces clean and prevent cross-contamination during handling, preparation and serving of food

Students

- Education about food safety and the seriousness and potential life-threatening nature of allergies takes place within the classroom environment.
- Students are encouraged to wash hands after eating and soap dispensers are provided.
- All students are reminded that it is against school rules to share or swap food.
- Any inappropriate behaviour relating to an "at risk" student's food allergy will be taken seriously and dealt with immediately by the teacher on duty and reported to a member of the Administration Team.

Staff

- School staff will undergo regular anaphylaxis first aid training including the identification of signs and symptoms of an allergic reaction and use of appropriate medication to cater for these situations. eg. EpiPen.
- All teachers and school officers (including relief staff) are aware of students in their classrooms with allergies.
- Anaphylaxis Plans are displayed in the class rooms of 'at risk' students.
- Individual anaphylaxis plan posters for children with an allergy are contained in a folder in the first aid room, staffroom, and various other whole school learning areas around the school campus
- Playground duty teacher first aid kits (bum bags) also contain a list of all students identified with food allergy and a summarised plan for each student.
- A "kit" containing each student's EpiPen, other allergy medication and a copy of their plan is held in the first aid room, or for Prep students, in an "Anaphylaxis Box" in Prep.

- St Columba's has 2 "Anaphylaxis Stations" located in other strategic locations in the school. These stations contain a school bought EpiPen and a folder containing Anaphylaxis Plans for each student.
- Student Anaphylaxis kits are required to be taken to school excursions, camps and sporting events.
- A mobile or other communication device must be available on each trip for emergency calls.
- School staff will make parents aware of occasions where changes to exposure to allergy foods are increased. eg. Camps, excursions, multicultural celebrations, parties etc.

OUR EXPECTATIONS

Families of at risk students

- The information about a student's allergies MUST be communicated to the school
- All school staff must be made aware of a student's allergies as they have a responsibility to act in the event of a child exhibiting symptoms described.
- While it is a matter for the parents as to whether the identity of the child with the allergy is revealed to the other students and the parents, St Columba's believes that it is in the best interests of the child that this occurs.

Parent / caregivers should:

- Inform the school in writing that their child is at risk of anaphylactic reaction.
- Notify the school via an "Action Plan for Anaphylaxis" of any advice from a treating medical practitioner. The action plan must be in colour and contain a photo of the student, a list of known allergies, parent contact information, symptoms and signs of mild and severe allergic reactions, and actions to undertake in the event of an emergency. This plan must be signed by a treating medical practitioner.
- Provide written authorisation for the school to administer the EpiPen or other medication or to assist a child to administer the medication.
- Provide an EpiPen to the school for use with their child. They will need to ensure that the EpiPen is clearly labelled and not out of date, and replace it when it expires or after it has been used.
- Provide any other prescribed medications such as anti-histamine or Ventolin.
- Provide an identification bracelet, wrist band or similar to be worn by their child. (i.e. Medic alert bracelet). (www.medicalert.com.au)
- Teach and encourage children to self-manage.

This policy was developed using the Anaphylaxis guidelines for Queensland state schools February 2013.

Time Out

CONTAGIOUS DISEASES

Children suffering from infectious diseases (chicken pox, measles, school sores etc.) must be excluded from school for varying lengths of time. Listed below are recommended minimum exclusion periods from school for children or staff with or exposed to infectious diseases. Additional information can be found on our school website on the School Policies landing page. The school is obligated to follow the Health Department's exclusion regulations. Information on exclusion from school periods can be found at the link below, and are as follows:

[QLD Health Time out](#)

Time Out



Keeping your child and other kids healthy!



This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and childcare centres to meet the requirements of the Public Health Act 2005.¹



Condition	Person with the infection	Those in contact with the infected person ²
Chickenpox (varicella)	EXCLUDE until all blisters have dried. For non-immunised children, this is usually 5 days after the rash first appears, and less for immunised children.	EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. Contact your Public Health Unit for specialist advice. Varicella can be reactivated in older children and adults as Shingles. See below.
Cold sores (herpes simplex)	NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.	NOT EXCLUDED
Conjunctivitis	EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.	NOT EXCLUDED
Cytomegalovirus (CMV)	NOT EXCLUDED Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Diarrhoea ³ and/or Vomiting including: • amoebiasis • campylobacter • cryptosporidium • giardia • rotavirus • salmonella • viral gastroenteritis <i>but excluding:</i> • norovirus • shigellosis • toxin-producing forms of E.coli (STEC) See specific information below	Exclusion periods may vary depending on the cause. EXCLUDE a single case until 24 hours after the last loose bowel motion and the person is well. EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. If there are more than two cases with diarrhoea and/or vomiting in the same location, or a single case in a food handler, notify your Public Health Unit. See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.	NOT EXCLUDED
Enterovirus 71 (EV71 neurological disease)	EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person's bowel motions.	NOT EXCLUDED
Fungal infections of the skin and nails (ringworm/tinea)	EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).	NOT EXCLUDED
Glandular fever (mononucleosis, Epstein-Barr virus)	NOT EXCLUDED	NOT EXCLUDED
German measles (rubella) ⁴	EXCLUDE for 4 days after the onset of rash or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women and female staff of childbearing age should check their immunity with their doctor. Contact your Public Health Unit for specialist advice.
<i>Haemophilus influenzae</i> type b (Hib)	EXCLUDE until the person has completed a course of appropriate antibiotic treatment. ⁵ Contact your Public Health Unit for specialist advice.	EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice.
Hand, foot and mouth disease (EV71)	EXCLUDE until all blisters have dried.	NOT EXCLUDED
Head lice	Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	NOT EXCLUDED
Hepatitis A ⁴	EXCLUDE until at least 7 days after the onset of jaundice or dark urine, or for 2 weeks after onset of first symptoms if no jaundice or dark urine.	NOT EXCLUDED Contact your Public Health Unit for specialist advice about vaccination or treatment for children and staff in the same room or group, children transferring to another centre and new enrolments.
Hepatitis B and C	NOT EXCLUDED Cover open wounds with a waterproof dressing.	NOT EXCLUDED

Footnotes

- Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be non-infectious.
- The definition of "contact" will vary between diseases and is sometimes complex. If unsure, contact your local Public Health Unit.
- Diarrhoea definition is: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child's nappy.
- Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions.
- Appropriate antibiotic treatment: this will vary between diseases. If unsure, contact your Public Health Unit.



Queensland
Government

Condition	Person with the infection	Those in contact with the infected person ²
Hepatitis E	EXCLUDE until at least 2 weeks after the onset of jaundice.	NOT EXCLUDED
Human immunodeficiency virus (HIV/AIDS)	NOT EXCLUDED Cover open wounds with waterproof dressing.	NOT EXCLUDED
Influenza and influenza-like illness	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
Measles ³	EXCLUDE for 4 days after the onset of the rash. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY Vaccinated or immune contacts NOT EXCLUDED . EXCLUDE immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non- or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i>
Meningitis (bacterial)	EXCLUDE until well and has received appropriate antibiotics. ³	NOT EXCLUDED
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
Meningococcal infection ⁴	EXCLUDE until 24 hours of appropriate antibiotics have been completed. <i>Contact your Public Health Unit for specialist advice.⁵</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.⁵</i>
Molluscum contagiosum	NOT EXCLUDED	NOT EXCLUDED
Mumps	EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Norovirus	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours.	NOT EXCLUDED
Roseola, sixth disease	NOT EXCLUDED	NOT EXCLUDED
Scabies	EXCLUDE until the day after treatment has commenced.	NOT EXCLUDED
School sores (impetigo)	EXCLUDE until 24 hours of appropriate antibiotics have been completed. ⁵ Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing.	NOT EXCLUDED
Shiga toxin-producing E.coli (STEC)	EXCLUDE until diarrhoea has stopped and two samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome, fifth disease (parvovirus B19, erythema infectiosum)	NOT EXCLUDED Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Shigellosis	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	EXCLUSION MAY APPLY If blisters can be covered with a waterproof dressing until they have dried NOT EXCLUDED . EXCLUDE if blisters are unable to be covered and until no new blisters have appeared for 24 hours.	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i>
Streptococcal sore throat (including scarlet fever)	EXCLUDE until 24 hours of appropriate antibiotics have been completed. ⁵	NOT EXCLUDED
Tuberculosis (TB) ⁶	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
Typhoid ⁴ and paratyphoid fever	EXCLUDE until diarrhoea has stopped and two samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Whooping cough (pertussis) ⁴	EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough. ⁵ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY for those in contact with the infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non- or incompletely vaccinated contacts.</i>
Worms	EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred.	NOT EXCLUDED



Some medical conditions require exclusion from school, childcare centres and other settings to prevent the spread of infectious diseases among staff and children.¹

For further information or advice about diseases or conditions not listed here:

- Contact your nearest public health unit at: www.health.qld.gov.au/system-governance/contact-us/contact-public-health-units
- National Health and Medical Research Council publication: *Staying Healthy – Preventing infectious diseases in early childhood and education and care services*, 5th edition: www.nhmrc.gov.au/guidelines-publications/ch55
- For fact sheets about various communicable diseases visit the Queensland Department of Health website at: <http://disease-control.health.qld.gov.au>

Time Out



Use this QR Code to access a digital copy of this poster or visit: www.health.qld.gov.au/publichealthact/contagious



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ACCIDENTS

Accidents are unavoidable where children play but through supervised and properly planned activities these are kept to a minimum. When accidents do occur, action is taken by the school depending on the degree of injury. Minor cuts and abrasions are given first aid treatment. Teachers and School Officers are encouraged to hold a First Aid Certificate. For more serious injuries parents will be contacted as soon as possible and prior to any significant action being taken. However, sometimes the nature of the injury is such that immediate action must be taken and in such cases the ambulance would be called with parents being contacted as soon as possible after that.

SCHOOL ADMINISTRATIVE PROCEDURES

ENROLMENTS (PREP TO YEAR 6)

Children who turn four by the last day of June of the preceding year may be enrolled in Prep. Children being enrolled in Year 1 are required to have celebrated their fifth birthdays by 30th June of the preceding year. Please refer to the following link on the Brisbane Catholic Education website for specific information about the exception to this rule, under section 15 of the Education General Provisions Regulation 2006. [Preparatory Information](#)

STUDENT TRANSFERS

Written notice to the Principal is required if a child is leaving to attend another school at least two weeks prior to transfer, to allow for documentation to be assembled. It is necessary to inform the Principal so records can be forwarded to ensure continuity of schooling for each individual child.

GRIEVANCE POLICY

VOICING A CONCERN

We want to hear your concerns and we want to work together to improve our school.

You can raise an issue with any member of staff. But remember the old saying, “*There are two sides to every story*”. We find that most issues can be easily solved through a discussion with class teachers first. They have an understanding of your child/children first hand and often are able to allay your concern easily.

Staff members are encouraged to deal positively and sincerely with your concerns.

They will listen. They will ask questions to make sure they understand. They may take notes to help in following up your concern.

WHO TO GO TO?

- First point of call: Staff member directly involved in the issue.

N.B. It is always advisable to make an appointment with this person at a mutually agreed time. Arriving at the classroom door as school is about to begin is inappropriate and disruptive.

- If follow up is needed: Administration team - Mr John O'Connor, Mrs Michelle Kneen or Mr Andrew Esposito.
- If further follow up is needed. Area Supervisor with Brisbane Catholic Education - Mr David Cashman

N.B. The Area Supervisor will always refer you back to the school's Administration Team-if contact has not been made.

WHAT CAN YOU EXPECT?

There are usually four phases in handling a concern. In most cases these can all be worked through quickly in one process.

1. State your concern calmly, clearly and courteously. Being aggressive will not help resolve the issue.
2. We will listen to your concern and make sure we understand it.
3. The teacher/administrator will summarise the main points. We will try to explain any school policy or procedure on the issue.
4. We will work out what action needs to occur with you, and we will deal with the concern or refer it to another person.

In most cases we should be able to resolve your concern straight away.

SUN SAFETY POLICY

RATIONALE

Queensland has the highest rate of skin cancer in the world. Two out of every three Queenslanders will develop some sort of skin cancer in their lifetime. Research suggests that at least two-thirds of all melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that severe sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

Ultraviolet radiation (UVR) levels are highest during the hours that children are at school.

With this in mind St Columba's School realises the need to protect children's skin and educate them about Sun Smart behaviours, to reduce the risk of skin damage from exposure to the sun.

AIMS

The policy aims to:

- provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection.
- provide environments that support Sun Smart practices.
- create an awareness of the need to reschedule work commitments and outdoor activities to support Sun Smart practices, where practicable.

PROCEDURES

Our school recognises that winter sun also contributes to skin damage, as do cloudy / overcast days. The implementation of this policy will therefore be conducted throughout the year.

The purpose of the Sun Smart policy is to provide guidelines so that all children attending our school are protected from the harmful effects of the sun throughout the year.



Sun Safety

OUR COMMITMENT

St Columba's School will:

- inform parents of the Sun Smart policy when they enrol their child
- increase the amount of shade in the school grounds, where possible, by building shelters, installing shade sails and planting trees
- incorporate education programs that focus on skin cancer prevention into the school curriculum
- expect all teachers and staff to act as positive role models for children in all aspects of Sun Smart behaviour, for example by wearing a broad brimmed hat whilst on playground duty
- seek ongoing support from parents and the school community for the Sun Smart policy and its implementation, through information and updates in newsletters, the school web site etc.
- encourage teachers to provide students with the opportunity to re-apply sunscreen during the course of the day.
- ensure that all students and staff wear hats that protect the face, neck and ears, and SPF 15 or higher, broad-spectrum, water-resistant sunscreen, when involved in outdoor activities
- pursue a *No hat, no play* position
- review the school uniform to conform with the Queensland Cancer Fund Sun Smart clothing guidelines
- ensure that, wherever practicable, outdoor activities take place before 10am or after 2pm
- ensure that adequate shade is provided at sporting carnivals and other outdoor events
- review the Sun Smart policy, as required.

OUR EXPECTATIONS

Parents/carers will:

- provide a Sun Smart hat for their child (as per the school uniform) and ensure that they wear it to and from school.
- ensure that their child applies SPF15 or higher, broad-spectrum, water-resistant sunscreen 20 minutes before leaving for school
- ensure that their child's clothing provides adequate protection from UVR, as per the school uniform. Our St Columba's uniform supports the Queensland Cancer Fund recommendations for clothing in that has the following features:
 - dark-coloured
 - collars and sleeves
 - closely woven fabric
 - natural fibre
- provide a Sun Smart hat for their child (as per the school uniform) and ensure that they wear it to and from school.
- act as positive role models by practising Sun Smart behaviour
- support the school's Sun Smart policy and help to design and regularly update the policy.
- Students will:
 - be aware of the school's Sun Smart policy
 - take responsibility for their own health and safety by being Sun Smart
 - comply with Sun Smart rules and guidelines by wearing suitable hats, clothing, sunscreen and sunglasses
 - apply SPF 15 broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors
 - act as positive role models for other students in all aspects of Sun Smart behaviour
 - help to design and regularly update the Sun Smart policy
 - participate in Sun Smart education programs.

Adapted from the *St Columba's Sun Safe Policy, 2007* and... Queensland Cancer Fund (1997)
Working towards a SunSmart Queensland: a policy guide for organisations

SCHOOL FEES AND LEVIES 2019

POLICY AND PROCEDURE

Fees and Levies collected at St. Columba's Primary School are used for the following purposes which are aligned to the Vision and Mission of the School to:

- Provide teaching, administrative, classroom support and facilities
- Provide essential resources, materials, facilities and equipment
- Assist with providing activities such as excursions
- Support the School building program
- Maintain buildings, grounds and other facilities

St. Columba's Primary School Parents and Friends Association also collects a levy through the school fee structure.

For those families experiencing short or long-term genuine inability to pay fees, we are committed to providing support to ensure that enrolment is not compromised. Please contact the Principal and/or Finance Secretary for further information concerning the concession application process.

School Fee and Levy Collection Process

1. School fees and levies are charged on a **term** basis during the second week of the term in accordance with the School Fees and Levies schedule (available on our website).
2. Fees are due to be paid within 14 days of the issue of the Statement of Fees and Levies. The due date will be noted on the statement.
3. Where a parent/guardian believes financial circumstances have arisen that will prevent or delay the payment of the school fee account, a variety of options are available:
 - a. Extension of Time
If an extension of time is required, please contact the school finance office prior to the due date.
 - b. Payment Plans
Payment of the school fee and levy account by regular instalments. All payment plans must ensure that the account is cleared by the last day of the school year or as negotiated with the Principal and Finance Secretary.
 - c. Fee Concessions
In cases of financial hardship, an application may be made for a fee concession.
 - (i) Concession applications are accepted at the commencement of each year or at any point initiated by the family. Concessions are issued for a maximum period of 12 months within a calendar year. Consideration for a subsequent 12 month period will require a new application.
 - (ii) A compassionate and just approach under the mission and values of Brisbane Catholic Education and St. Columba's Primary School is used when reviewing applications. The same process is adopted by all BCE schools for assessing eligibility.
 - (iii) Concession application forms are available at the school finance office.

(iv) All matters are dealt with on a confidential basis.

4. Recovery of unpaid fees

In fairness to families who pay their school fees regularly and on time, our school will follow up all overdue school fee accounts.

- a. A reminder statement/notice/letter will be issued within 7 days to any family who has not settled their school fee account by the due date where a payment plan or other arrangements are not in place.
- b. If payment of a suitable response is not received within 7 days of the reminder statement, contact with the parent will be made via telephone, mail or email.
- c. If after two weeks from this second reminder satisfactory arrangements have not been reached, the account may be sent to the school's designated Debt Collection agency. In serious cases, where there is a clear capacity to pay outstanding fees, legal options may be pursued by the school.
- d. Legal costs, direct debit rejection fees and any debt collection costs or other costs incurred will be at the family's expense.

Agreed Payment Plans

As mentioned in point 3.b above, our school offers families the opportunity of paying the school fee account by regular instalments over the course of the year. All Agreed Payment Plans must be organised to include a regular schedule that will clear the school fees account by the last day of the school year. Any extensions to an Agreed Payment Plan must be negotiated with the Principal and Finance Secretary. To establish an Agreed Payment Plan, forms are available on the school website, Parent Portal or from the school finance office.

Late Start Enrolment

New students entering St. Columba's Primary School after the commencement of the term may be charged on a pro-rate basis for the remaining weeks of the term where appropriate at the Principal's discretion.

Withdrawal of Enrolment

Fees will be payable for the whole term in which the enrolment is terminated. For a reduction in fees, a written request must be made to the Principal at the time of notification and may be granted at the Principal's discretion.

Student text books, library books and laptops/iPads and all accessories are to be returned to the School. If any fees remain outstanding, they will be payable as per the normal payment terms and where appropriate, any fees in credit will be refunded.

Extended Leave / Holding an enrolment place

Fees will be payable for the whole term in which extended leave is taken. For a reduction in fees, a written request must be made to the Principal at the time of notification and may be granted at the Principal's discretion. Consideration will be given to the length of the break, the nature of the leave, the time the student has been at the school, the number of previous leave occurrences, and the existence of student waiting lists.

For further clarification regarding the above school fee and level collection process, please contact the school finance office.

POLICY

1. St. Columba's Primary School exists to provide a Catholic Education for its students that is pastoral in its process and is committed to excellence in education.
2. The system of School Fees is a necessary consequence of the shortfall of Government assistance to cover financial costs involved in meeting the goals of the school in a safe and healthy environment.
3. In choosing a Catholic school for their children, parents and caregivers commit to meet the cost of their education through the payment of school fees and charges which include:
 - An enrolment fee of \$200.00 charged to applicants who are assured of a place. This fee covers administration and processing costs. It is non-refundable and is not deducted from School Fees.
 - In accepting enrolment, families/caregivers agree to be bound by the terms of the School Fee Policy.
4. School Fees cover tuition costs and specified levies. The School Board reviews these fees annually, in consultation with the Parish Finance Council and in accordance with advice provided by the Catholic Education Office in October of each year.

ALLOCATION OF FEES

Tuition Fees supplement the shortfall in Government assistance to pay staff salaries and to meet running costs such as cleaning, upkeep of school grounds, classroom resources, insurance, rates, water, electricity, telephone, etc.

Student Activities and Resources Levies cover the costs of additional student services, resources and excursions.

The Building and Maintenance Levy is used to repay loans, refurbish and maintain classrooms and other school buildings.

The Information and Communication Technology Levy (ICT) is used to finance the purchase and installation of ICT hardware and infrastructure throughout the school. It is also used to finance the appointment of our local ICT coordinator who oversees all aspects of the network's administration

Library Fund Contribution is a **voluntary** tax-deductible donation to the Library Resource Centre. Parents should deduct this amount from their School Fees if they do not want to make a donation. Annual statement for tax purposes will be issued in July each year.

METHODS OF PAYMENT

1. Payment may be made at the School Office from Monday to Friday between the hours of 7.30am – 4.00pm.
2. Payment may be made by post to:
St Columba's Primary School, Kedron Brook Road WILSTON QLD 4051
3. Payment may be made by the following methods:
 - Cash/Money Order
 - BPay (minimum \$50.00)
 - Cheque
 - Credit Card (Visa, MasterCard, Bankcard)
 - Direct Debit

PREP TO YEAR 6 SCHEDULE OF FEES FOR 2019*

SCHOOL FEES

1 child	\$1704.00 (\$426.00 per Term)
2 children	\$2386.00 (\$596.50 per Term)
3 children	\$2896.00 (\$724.00 per Term)
4 or more children	\$3238.00 (\$809.50 per Term)

STUDENT ACTIVITIES AND RESOURCES LEVY

\$736 per year per child (\$184 per Term) Yrs 1-6
 \$846 per year per child (\$211.50 per Term) Prep
 (covers all resources/activities/excursions - excluding school camps)

INFORMATION, COMPUTER TECHNOLOGY (ICT) LEVY

\$136 per family (\$34.00 per Term)

LIBRARY FUND CONTRIBUTION-Voluntary Tax deductible donation

\$100 per family (\$25.00 per Term)

CAPITAL LEVY

\$ 714.00 per family (\$178.50 per Term)

P & F LEVY

\$100.00 per child (\$25.00 per Term)

1:1 COMPUTER LEVY (YEARS 4, 5 & 6 ONLY)

\$480.00 per child (\$120.00 per Term)

2019 1:1 IPAD PROGRAM

\$180 per child (\$60 per Term). This is for Year 1 only, commencing in Term 2
 \$240 per child (\$60 per Term). This is for Years 2 & 3.

For families who are new to this school managed, 3 year iPad program, commencing in Year 1, an additional payment per term will appear on school fees as a separate levy.

TOTAL COMPULSORY COST FOR ONE CHILD - Total cost for one child in 2019

	PER YEAR	PER TERM
Prep	\$3500	\$875
Year 1	\$3570	\$892.50
Years 2 – 3	\$3630	\$907.50
Years 4 – 6 (excluding camps)	\$3870	\$967.50

**Please note, these figures were correct at the time of printing, and may be subject to change.*

CAPITAL LEVIES FOR CATHOLIC SCHOOLS

Catholic schools in Australia have historically relied on funds from their communities to support and finance building works. This is presently known as a Building and Maintenance Levy. This originally began due to the absence of any government funding for Catholic schools.

Despite changes in Federal and State government funding for Catholic schools since the 1960s, all Catholic schools, both primary and secondary, continue to heavily rely on their communities to support them through Building Levy contributions. This is to ensure that payment for past, present and future buildings occur so as to provide for quality infrastructure for students. This is due to the fact that Federal and State governments do not fully fund Catholic schools and so, the Catholic communities take on this financial commitment.

It is important to realise that all Catholic families contribute to the legacy of Catholic schooling via the Building Levy. What one generation gives, the next generation enjoys. This is a never ending cycle in Catholic education and is a very tangible way of showing our commitment to the continuation of Catholic schools.

IMPORTANT SAFETY REGULATIONS FOR PARENTS & CARERS

WORKPLACE HEALTH AND SAFETY POLICY

St Columba's Primary School supports the objectives of the Workplace Health and Safety Act and Regulations and recognises its responsibility to use reasonable care to protect all persons who work at, study at, or visit the school and its environs, from the risk of injury and work related disease.

In the St Columba's Primary School environment, no task is so important as to compromise health and safety. Appropriate consideration must be given to determining a safe and healthy work method for each and every activity undertaken.

St Columba's Primary School's Health and Safety Officers:

Principal, Mr John O'Connor and School Officer, Leonie Egan



ROAD SAFETY

At St Columba's we are blessed to have access to on-site parking and near-by street parking. With increasing traffic flow it is important, however that we adhere to the rules set out in the Traffic and Parking information sheet included with this booklet. These rules have been formulated in order to ensure the safety of our students, their families and carers, and staff members.

ONE WAY SYSTEM

A one-way system for traffic operates with entry from Lovedale Street and exit to Kedron Brook Road. Once you have entered the school parking area exit must be made via Kedron Brook Rd.

PARKING WITHIN SCHOOL GROUNDS

Limited parking is available within the school grounds. This includes the O'Shea Centre car park located off Lovedale Street. This area is available, on the proviso that, in the morning, school cars have exited this area no later than 9.00am. Parking is also permitted in the carpark to the west of the Prep Centre. All other areas are designated "Staff Parking" for the various entities that share the site, namely St. Columba's School, the O'Shea Centre, Oshcare, Edmund Rice Education Australia and the Parish. (See Traffic and Parking information sheet.)

NO STOPPING ZONE

This is located in the drive through area near Our Lady's Block. Stopping in this area puts children's lives in danger and blocks traffic flow.

DROP OFF/PICK UP ZONES

Pick up duty begins at 3pm. All children must wait with the teacher on this duty until the cars collecting them arrive. If children have not been collected by 3.20 pm they will be walked around to the school office.

ACTIVE SCHOOL TRAVEL – OUR GOALS

St. Columba's School has in the past, proudly been a participant in the Brisbane City Council's Active School Travel program. In 2019 we will continue implementing strategies to better manage the traffic and transport issues around our school.

Our key objectives focus on:

1. Encouraging walking, riding, carpooling and public transport as the preferred way to travel to and from school
2. Improving students' road safety skills
3. Reducing traffic congestion around the school and local area to create a safer environment

Play your part in making our school a safer, healthier and greener place to be by leaving the car at home on our designated Active Travel day each week (to be determined at the beginning of each term) and every day by walking, riding, carpooling or catching public transport instead.

WALKING TO SCHOOL

Parents who walk with their children are requested to use the pedestrian lights to cross the road to help reinforce the road safety rules taught in school. Our road safety programs include the use of seat belts in cars and for the safety of the children we ask you to reinforce this rule too.

BICYCLES

Children who ride bicycles to school must wear safety helmets and a letter giving parental permission should be sent to school at the beginning of the year. There are bicycle storage facilities at school.



ST.COLUMBA'S SCHOOL BOARD

St Columba's School has a formally constituted Pastoral School Board. In essence, the Board is a policy making team who have an awareness of the shared ministry in the Church's educational mission, and who together build policies that are based on Gospel values. These policies give direction to the school and promote its distinctive identity.

Since 2007 the Board has worked closely with the *Strategic Renewal Frameworks for Catholic Schooling, the Archdiocese of Brisbane, (2012 – 2016)* and the subsequent 2017 – 2020 publication. The *Framework* details collaboratively developed Archdiocesan educational priorities, intentions and expectations that provide direction to the renewal process.

School renewal is an intentional capacity building activity that addresses the purposes and processes for Catholic schooling and which fosters and manages positive change and growth for students, staff and our school community.

Through the renewal process we will examine how:

- St Columba's can promote the dynamic vision of God's love manifest in the life and mission of Jesus Christ
- We recognise and nurture the spirituality of each person
- We ensure that our school is a place of quality teaching and learning
- We continue to act in partnership with families
- We provide an authentic experience of Catholic Christian community
- We are experienced as a community of care

Prayerful reflection and considered, consensual decision making are the operating principles of the School Board. Further information about our School Board can be located on our school website.

PARENTS AND FRIENDS ASSOCIATION

By definition the parents of each child attending the school are members of the Parents and Friends Association. The management of the P&F is undertaken by an Executive committee consisting of members elected each year, the principal and parish priest. All parents are encouraged to be actively involved in its activities. Meetings will be held approximately 6-8 times a year, plus the AGM at the end of the year. All parents are encouraged to attend. Committees play an important part in developing and communicating the current and future activities of the association.

The St Columba's P&F Association has sub-committees that are not limited to;

Tennis, Tuckshop, Uniform Shop, Active School Travel, PALS, Working Bees, Social Events
Grants, Sustainability projects, Grounds and Maintenance, Context Specific events

Major fundraisers include the School Fete and other biennial events which are determined as required.

The association takes an active role in supporting the school and the development of the total school community. It plays an active part in our child/ren's development by providing the funds to enhance the school facilities considerably.

ROLE STATEMENT FOR THE P & F

The P&F will work towards enhancing the learning environment for the students and staff of St Columba's to optimize our children's life education.

We will work towards building a community spirit that encourages full participation of all parents at the school. The P&F provides a support network that is accessible to all families.

KEY POINTS FOR DECISION MAKING

In considering the commitment of P&F resources, the P&F key roles are:

1. To target the support and implementation of special resources for the school outside of either education or parish budgets. This is achieved by either government grant applications or fundraising and often project managed until the project is completed.
2. To promote activities which build the partnership between parents, school and Parish.

3. To be actively involved in the dissemination of information throughout the school community.

OPERATING GUIDELINES

The P&F elect subcommittee members to drive specific projects as mentioned above. A member of each subcommittee will attend each P&F meeting to report the status of each project and discuss with the community the future plans and drive momentum. The P&F develops a budget for the year, which is compatible with the five year budget. Delegates have the opportunity to attend external activities as representatives of the P&F.

KEEPING IN CONTACT

You may provide your email address to the P&F secretary – please see the school newsletters for contact details.

TUCKSHOP

St Columba's tuckshop is open on Wednesdays, Thursdays and Fridays for 1st and 2nd break.

The “tuckshop” has a long tradition in Australian schools. It provides an excellent opportunity for promoting and developing good nutritional habits, as well as providing a service to our school community. In addition, over the counter cash sales for snacks (such as icy poles) support the education of the value of money and cash handling in a safe environment.

St Columba's tuckshop aims to function as an efficient business to make a profit for the benefit of the school and our children.

The food choices on the menu are based on the “Healthy Food and Drink Supply Strategy for Queensland Schools”. The school and parents have an important role to play in educating our children to develop good eating habits and through this strategy, our children are offered a range of healthy food and drinks, consistent with the Australian Dietary Guidelines for Children and Adolescents.

OPERATION

St Columba's P&F employs a convener for the tuckshop and also depends on a large volunteer roster to assist with food preparation and serving. Volunteering in the tuckshop is a great way to meet other parents. We currently have a monthly rotating roster system (4 per shift), which roughly works out to be 10 days per year.

Please contact Yvonne McCabe at mick.yvonne@hotmail.com if you are interested in joining the team and for starting / finishing times.

ORDERING

The school has an online ordering system, *Munch Monitor*, for all tuckshop ordering.

Parents are required to open an account at <http://www.munchmonitor.com> to be able to place orders for their children.

The process involves selecting your child's classroom to link with their name (eg. *Possums* and *Sally Smith*), loading an initial amount of money into your account and then orders can be placed from the online Menu.

Order cut-off is 8:30am on each tuckshop day. Orders can be placed weeks in advance from your computer, iPad and smartphone.

TUCKSHOP DELIVERY / COLLECTION

1st break for Preps to Year 3 is placed into class baskets for collection by two children from each class. Year 4, 5 and 6 orders are prepared and kept at the tuckshop for each child to collect from the counter. 2nd break orders are prepared and placed into class baskets for all year levels (Prep to Year 6) for collection.

P.A.L.S AND SOCIAL CONVENOR

PALS (Parents as Liaison Supporters) is a class based sub-committee of the P&F. Each class has parent PALS who act as a liaison between the school, teachers, P&F and parents, with the assistance of PALS coordinators. The PALS enhance community spirit by providing opportunities for socialising within class and year groups, welcoming new families to the school and helping to circulate important school messages to parents. They also coordinate support for families when needed (e.g. by facilitating assistance with meals) and act as an important information point regarding P&F activities. Any parent is eligible to become a member of the PALS sub-committee. Feel free to contact the PALS in your class if you require any assistance or information about school life.

The social convenor is appointed by the P&F to facilitate parent involvement in the many social and school events that are held throughout the year. Each year level is given responsibility for a school wide event and will be assisted by the social convenor to plan that event. This gives each year level an opportunity to actively participate in school events.

TENNIS

Tennis is a very popular sport at St. Columba's. To accommodate the demands for tennis training and tennis court hire, the P & F sponsors a Tennis Co-ordinator which provides a number of ways everyone can obtain the best use of the courts.

TENNIS COACHING AND IN-HOUSE FIXTURES:

Tennis coaching and fixtures are available for both children and adult players. Coaching for children is both before and after school. Adult coaching is in the form of group/individual/social coaching available during and after school hours.

KEY SALES:

Annual keys are available for purchase for personal use of the tennis courts. You are able to purchase keys for day time play or keys for both day and night time play. A booking system applies.

For information about any tennis related matter, contact the School Office. Contact Maree Lococo, tennis coach, if you wish to arrange a place for your child in a coaching class (0403 007 907).

UNIFORMS

Our P & F Association conducts a uniform shop through the volunteer work of parents. The uniform shop supplies all uniforms, socks, tights, hats, tracksuits and school bags, as well as non-compulsory items such as library bags, art smocks and swimming caps. The shop also has a good selection of second-hand uniform items for sale. The shop operates from the ground floor of the Our Lady's Building, and is open 8.00am to 9.00am each Friday during the school year. (NB. At the beginning of the school year, the uniform shop has additional trading days and longer opening hours.) Additionally, a uniform order form can be downloaded from the St Columba's website and orders can be sent through the internal note basket system. Your order can be filled on a Friday and sent home with your child. Payment in the form of cash, cheque or credit card can be used, or EFTPOS if visiting the shop directly.

You can contact the Uniform Shop directly by email to: stcolumbasuniformshop@hotmail.com

The St Columba's Uniform Shop is a 'not for profit' subcommittee of the P&F and endeavours to keep uniform prices as affordable as possible.

CODE OF DRESS

A. The St.Columba's School uniform should be worn with pride on all occasions. It is our collective responsibility (parents, students and staff) to ensure the Code of Dress requirements apply to all students.

B. Students must wear the School uniform according to the following schedule:

- All students are to wear their formal uniform on Wednesdays to Assembly.
- All students are asked to wear their sports uniform on the days they have physical education and their formal uniform for the remainder of the week. PE lessons occur two or three days a week, varying according to class and year levels, with information provided at the beginning of the school year.

C. UNIFORMS

Boys – Formal Uniform: Blue checked short sleeved shirt with school logo
Navy blue long leg shorts
Navy blue short socks (Mid blue for Prep children)
Plain black leather shoes or plain black leather joggers (no markings)
Navy Blue school hat with logo

Boys – Sports Uniform: Blue knit shirt with school logo
Navy blue knit shorts
Navy blue short socks (Mid Blue for Prep children)
Plain black leather joggers (no markings)
Navy Blue school hat with logo
Speedos or similar (no board shorts)
Sun shirt
Swimming cap

Girls – Formal Uniform: Blue checked short sleeved dress with school logo
OR
Blue checked Unisex short sleeved shirt with school logo, with navy blue culottes
Navy Blue short socks (Mid Blue for Prep children)
Plain black leather shoes (Mary-Janes) or plain black leather joggers (no markings)
Navy Blue school hat with logo

Girls – Sports Uniform: Blue knit shirt with school logo
Navy blue knit shorts OR Navy blue culottes
Navy blue short socks (Mid Blue for Prep children)
Navy tights may be worn in winter
Plain black leather joggers (no markings), formal leather shoes not to be worn with sports uniform
Navy Blue school hat with logo
One piece swim suit
Sun shirt
Swimming cap

ALL STUDENTS

Cold Weather.

Navy Blue Zip front Tracksuit Top with school logo
+ Navy Blue track pants (optional)
Girls may wear navy tights

D. The following jewellery may be worn at school. The selection is primarily based on the need for school pride, Workplace Health & Safety issues and the requirement of a 'uniform' dress code. All of the following apply to girls and boys:

Students may wear:

- A watch
- One earring per ear. All earrings must be sleepers or studs which are plain (eg. Gold or silver, birthstone). No dangling earrings. (NB. Sleepers may be dangerous in some physical activities)
- A Medic Alert Indicator

E. OTHER POINTS

- Hats must be worn at all times when students are involved in outside activities
- The School Administration reserves the right to insist on appropriate hair design, cut and colour. The criteria being that such things be modest and in keeping with the need for uniformity and striving to comply with health standards (eg. Hair tied tightly to reduce risk of head lice)
 - Hair must be neatly groomed and shoulder length or longer hair must be tied back completely and off the face
 - Hair attire eg. ribbons, scrunchies, headbands, plain hairclips must be blue or maroon in colour
 - Hair must not be artificially coloured
 - Hair must not have 'tracks' cut in to the hair
- Children **MUST NOT** be at school with:
 - Coloured varnished nails
 - Tattoos or decals
 - Body piercing other than ears
 - Make-up
 - Hand drawings or writing on skin
- All school clothing should be clearly marked with the student's name
- All students should carry a note of explanation for any long term variance (i.e. more than one day) of the code of dress requirement
- School staff will ensure the school code of dress is adhered to, and will take appropriate action when it is not.

St. Columba's School depends very much on the support of parents in seeing that the uniform is worn correctly, and that items clearly not in line with the values, ethos and tone of the school are not worn.

ST COLUMBA'S OUTSIDE SCHOOL HOURS CARE

Coordinator - Jess Scott

Assistant Coordinator – Stephanie Mitchell

Educational Leader – Stephanie Mitchell

Email: wilstonoshc@bne.centacare.net.au

Kedron Brook Rd, Wilston, QLD, 4051

P. 3356 0106 / m. 0459 239 060

St Columba's OSHCare aims to provide the highest possible care and supervision for all children attending the program. It is through the dedication of our educators that a safe and stimulating environment can be achieved.

As a licensed service we are bound to comply with The Education and Care Services National Law Act 2010 and Education and Care Services National Regulation 2011, including requirements relating to the daily education and care program, numbers of children and staff, and staff qualifications. Additionally we work with the Australian Children's Education and Care Quality Authority to ensure that all requirements and care are of a safe and suitable standard.

The service aims to provide support to families through the provision of:

- Quality care in a safe and secure environment for school age children, without bias and prejudice.
- An environment in which the importance of middle childhood is supported through the provision of social and recreational activities.
- An opportunity for all children to develop social skills and life skills, whilst being supported by educators.
- Quiet areas for reflection on and the completion of school tasks.
- Opportunities for self-initiated imaginative play and fun, through programming that reflects the children's likes, interests and hobbies.

PARENT INVOLVEMENT

We encourage open communication with parents and welcome any suggestions or comments you may have. We also welcome you at the service at any time.

HOURS OF OPERATION

BEFORE SCHOOL CARE 6.45am - 8.30am

AFTER SCHOOL CARE 3.00pm - 6.00pm

VACATION CARE 7.30am - 6.00pm

ORIENTATION

For Families:

An Enrolment form & Booking form are completed annually by families for each child. The Coordinator will discuss with each family the general operations of the service, highlighting various aspects of the program i.e. child protection, grievance procedures, parent information board, fee payments & sign in/out. If required, service information and other relevant community information can be translated. Please speak to the Coordinator if you require this service for yourself or any member of the enrolled child's family. Should your child need any special considerations, please see the Coordinator.

For Children:

Upon commencement at the service the child/ children will be shown around the service, important areas will be highlighted i.e. toilets, drinking fountains, boundaries, food storage etc. All staff will be introduced to the child, as will other children with whom the child may wish to play.

Please provide a broad-brimmed hat for outdoor play, especially in vacation care. The service follows a strict sun safe policy and encourages healthy eating choices. The service has a 'No Hat, No Play' rule. We also provide sunscreen and insect repellent for every child in the service.

FEE SCHEDULE FOR SCHOOL AGE CHILDREN (AS AT NOVEMBER 2018)

Session	Fees – per day
Before School Care (as at Term 1 commencement, January 2015)	\$ 16 per child, per permanent booking \$ 20 per child, per casual booking
After School Care (as at Term 1 commencement, January 2015)	\$ 20 per child, per permanent booking \$ 24 per child, per casual booking
Vacation Care (as at Term 1 commencement, January 2015)	\$ 43 per child, per early bird booking \$ 47 per child, per casual booking Excursions and incursions incur an additional cost
Enrolment Fee	\$ 40 per child upon initial enrolment

* Please note that there will be a fee increase on July 1st 2019 (in line with the CPI index).

CHILD CARE SUBSIDY

Families using the program must apply for Commonwealth Childcare Subsidy (CCS) through their MyGov account. CCS replaces the old system and takes into considerations combined family income and families are required to complete an 'activity test' to determine eligible hours. CCS is a reduction in fees, paid to the service. For further information on claim Child Care Subsidy, please visit <https://www.education.gov.au/new-child-care-package-information-resources-families> for more information. Alternatively you are able to call Centrelink on 136 150 for options.

CODE OF BEHAVIOUR FOR CHILDREN

Children will conduct themselves in a manner that is courteous and respectful to others at all times. Inappropriate language will not be tolerated. We have a behaviour support and guidance plan that encourages children to take responsibility by discussing with them the consequences of their actions. By taking responsibility for their own actions, the children learn from their own experiences.

HOMEWORK

St Columba's OSHCare recognises the importance of homework. Whilst it is the policy of the service that homework is an individual's responsibility, we endeavour to create a time and place whereby homework may be done. Staff may assist with homework from time to time, depending on numbers and ratios of children to educator.

FOOD

Breakfast is available from 6.45 – 7.30am every morning. We offer a variety of cereals, toast & fresh fruit. There is no breakfast or morning tea during vacation care.

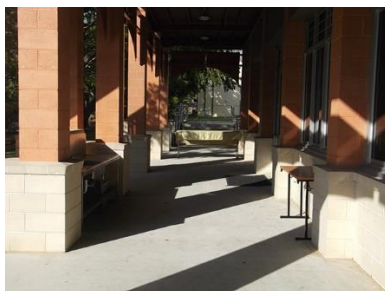
Afternoon Tea is offered on arrival. Afternoon tea is a snack for children to enjoy after school, it is not meant to substitute a meal. We encourage children to select from a range of nutritious foods as well as trying new and different foods. Eating 'special' foods in moderation enables children to understand the principles behind healthy eating.

If your child has special dietary requirements please discuss with the coordinator upon enrolment.

ACTIVITIES PROGRAM

The program of this service is child centered and based on the principles of My Time, Our Place. Each child is treated as an individual with a wide range of materials and equipment is available. The children are encouraged to make choices and pursue activities according to their own interests, development and skills.

In keeping with the philosophy of emergent curriculum this program aims to support and foster children's interests, ideas and learning. Care providers support, facilitate, resource, extend, interact and encourage the children to explore their ideas, interests and skills. Fostering decision making, choices and self-selection is highly valued.



PREPARATORY EDUCATION

St. Columba's School has four Prep classes catering for children entering school for the first time. Qualified teachers and school officers staff the Prep classes.

The children gradually become involved in all aspects of the total school community and the facilities are designed specifically for this age of children. Prep aims to prepare children for their step to the Primary school and the program is designed to give them many and varied educational and fun activities.

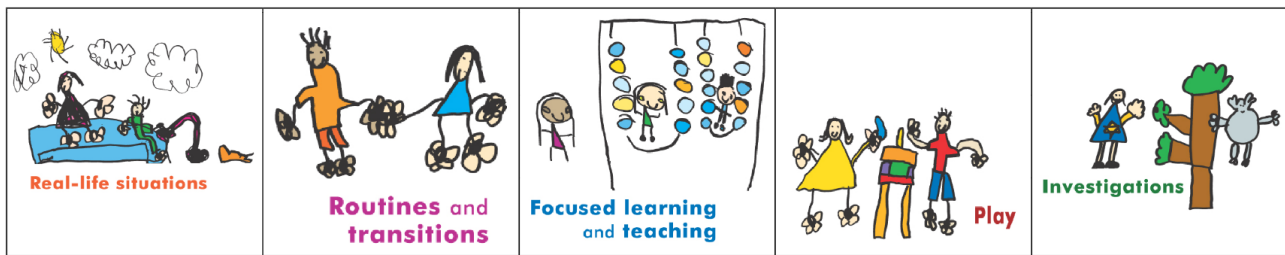
WHAT ACTIVITIES WILL MY CHILD BE DOING IN A PREP PROGRAMME?

At St. Columba's School, your child will be participating in a learning program based on the Australian Curriculum for the Foundation Year.

The Australian Curriculum Shaping Paper tells us...

In the early years of schooling priority is given to literacy and numeracy development because these are the foundations on which further learning is built. The foundation for literacy is built primarily in English and the foundation for numeracy primarily in mathematics. However, both literacy and numeracy must be reinforced and strengthened through learning in other contexts including science, history and geography. Priority is also given to motor skills development, physical activity and the development of safe and healthy personal practices through the teaching of health and physical education. Equally, all students in these early years will have the opportunity to develop their sensory, cognitive and affective appreciation of the world around them through exploratory and creative learning in the arts and in technologies. The opportunity to learn a language may also be available, subject to school and curriculum authority arrangements.

(Reference: <http://www.acara.edu.au/curriculum/curriculum.html#3>)



FIVE KEY CONTEXTS IN THE PREP CURRICULUM

Each day at Prep your child will be:

- actively making choices about what and how they learn
- investigating and learning how to inquire about their interests
- planning collaboratively with the teacher
- participating in music and language experiences
- investigating and playing independently, in pairs, small groups and as a class
- participating in dramatic play to build an understanding of themselves and the world around them
- drawing and painting to encourage oral language, reading and writing skills
- constructing, using blocks and creating collages to develop early mathematical concepts and skills.

WHAT WILL IT MEAN FOR MY CHILD?

Research tells us that children learn best when they actively construct knowledge of their world around them. Therefore your child will be actively involved in an inquiry- based learning program where teachers and children work together to explore, observe, ask questions, discuss observations and seek answers about everyday experiences. Your child will be developing their physical skills by climbing an obstacle course or building their literacy skills through language games.

An old adage states: “tell me and I forget, show me and I remember, involve me and I understand” – this is the essence of inquiry learning where your child actively constructs knowledge in a meaningful way. Prep programs that are child-centered and active inquiry / play based will improve your child’s social and problem-solving skills and encourage them to have a greater interest in learning.

HOW WILL MY CHILD LEARN?

Our Prep teachers will select topics of interest to your child so that they can build on what they already know and do, with an eye to our guiding curriculum documents. Answers are discovered by exploring resources such as books and the internet and by talking to special guest visitors eg ambulance, scientist, council representative, nurse, etc. Your child will be encouraged to think about what they have learnt and how they can best communicate their findings and understandings.

WHAT WILL IT MEAN FOR ME?

It is important that parents understand that an inquiry and play-based learning program is an important step in your child’s educational journey. When your child plays, they make decisions, solve problems, develop thinking skills, collaborate, communicate and develop a positive sense of self. In Prep, your child will participate in exploratory, directed, fantasy, educational and free play, as well as physical play and games with rules. They will play both indoors and outdoors in different ways at different times of the school day.

When your child plays, they will develop social and personal learning, language and communication, early mathematical understanding, health and physical ability and active thinking processes. These factors have also been identified in research as the indicators for success in school learning and as the foundations for success in later learning.

WHAT WILL THE PREP CLASSROOMS BE LIKE FOR MY CHILD?

Our Prep classrooms are designed as open spaces set out with different learning areas planned for an active learning program. Some parts of the rooms have tables and chairs, with other parts consisting of an open space for group and individual activities. There are carpeted areas for storytelling and singing, and an area for painting and construction. The Prep classrooms have sinks and access to an outdoor learning space. Our Prep classrooms have dedicated toilets for the Prep children-adjacent to the classrooms.

WHAT WILL MY CHILD LEARN ABOUT RELIGIOUS EDUCATION?

Religious Education is an important dimension of all Catholic schools. In Prep your child will be introduced to the two dimensions of Religious Education; namely the classroom teaching of religion and the religious life of the school. The focus of the classroom teaching of religion is educational as it aims to develop your child's religious literacy. Your child will also experience the religious life of the school through the expressions of its lived Catholic Christian ethos and values, and its religious celebrations and prayers.

TRANSITION TO SCHOOL

Before School Begins:

- Help your child to recognise his/her own name among others
- Teach your child his/her full name and address and phone number
- To assist your child to read, please use a capital letter followed by small (lowercase) letters e.g. John Smith not JOHN SMITH when marking their clothing for school or any other writing you help them with. Please show them where you have marked their name on all items
- Make sure that he/she is independent in dressing e.g. buttons and shoelaces
- Children must be able to take themselves to the toilet unassisted
- Teach your child how to eat from a lunch box
- Encourage your child to wear a hat out of doors at all times
- Be sure to have your child wear their new shoes a number of times before school commences, to ensure they are comfortable.

When School Begins:

- Give your child just sufficient food – many parents over-estimate their child's appetite and much food is wasted
- Reassure your child that you will be collecting him/her from the school in the afternoon
- Say "Goodbye" cheerfully and promptly leave even if there are tears
- Encourage your child to be responsible for packing his/her own bag and collecting it at the end of the day
- Encourage your child to take responsibility for belongings, especially clothing items and hats.

ST COLUMBA'S PRIMARY SCHOOL

SCHOOL COMMUNITY:

The following pages present a picture of how the St Columba's School Community envision their school and the commitments all stakeholders must embrace to make this vision a reality.

VISION

Catholic Education – Teach, Challenge, Transform

STATEMENTS

- We strive to build a sense of community through effective partnerships and team work.
- We encourage resilience through the provision of a caring environment where everyone is valued and supported.
- Through our words and actions, we communicate with respect and justice.
- We endeavour to build a community of learners that are creative, flexible and reflective in accordance with the ethos of Catholic schools.

CHILDREN'S CHARTER

Children who are students at St. Columba's agree to

- learn and apply gospel values
- take responsibility for their own actions in all aspects of school life
- do the best they can and respect others efforts to do the same
- have fun when learning

PARENTS' CHARTER

Parents of students of St. Columba's agree to

- support and respect other members of the school community
- support the school through active involvement
- accept responsibility to be informed on school policies and developments in education
- support their child's faith development
- set realistic expectations for their child
- solve difficulties and disputes in a spirit of co-operation and caring.

TEACHERS' CHARTER

Teachers at St Columba's agree to

- adopt a professional approach in all aspects of their role
- effectively use all resources – human and material in a manner which is considerate of others
- be openly welcoming and provide opportunities for growth and participation in the Catholic faith traditions
- model behaviours which are in keeping with gospel values
- recognise, appreciate and encourage each person's God-given gifts.
- solve difficulties and disputes in a spirit of co-operation and caring.

SCHOOL OFFICERS' CHARTER

The support staff of St Columba's agree to

- be familiar with and openly support the philosophy of the school
- adopt a professional approach in all aspects of their role
- welcome all with warmth and friendliness
- generate a work atmosphere of co-operation and affirmation
- solve difficulties and disputes in a spirit of co-operation and caring.

CHILDREN'S COMMITMENT

DOING / SAYING / THINKING

- Enjoying extra support provided by persons other than the class teacher
- Having respect for themselves and others – personal and property
- Helping to make the classroom a happy place of which they can be proud
- Trying their best in everything they do
- Recognising their own and others' talents
- Accepting responsibility for their own learning
- Developing a basis for other learning
- Utilising other community sources for information
- Participating fully in classroom celebrations
- Developing knowledge about Catholic faith and traditions
- Practicing Gospel values by forgiving others, speaking respectfully to one another and being well mannered
- Obtaining knowledge through resources
- Developing skills by using a variety of resources, including computers

NOT DOING / SAYING / THINKING

- Playing one adult off against the other
- Getting frustrated while trying to do their work
- Comparing themselves with others
- Being intolerant of others' abilities or disabilities
- Being inconsiderate, selfish, complacent, inflexible, stubborn or disinterested
- Abusing resources or taking them for granted
- Ignoring resources – human and material

PARENTS' COMMITMENT

DOING / SAYING / THINKING

- Recognising the efforts of the school staff in providing services to parents and children
- Letting teachers know when something has been successful
- Being aware of their responsibility to the total school education of their child
- Accepting that some professional development requires teachers' absence from the classroom
- Contributing to a positive environment by supporting and promoting the school and its policies and the objectives of the P&F
- Showing an attitude of responsibility as partners in educating their children
- Promoting all children's self esteem
- Informing themselves of changes in education and current teaching strategies
- Having realistic expectations of children based on their abilities
- Following consistent practices when supporting homework
- Setting example by continuing their own faith development and practice
- Supporting children's faith development by active participation in school and church
- Offering their time, skills and resources to assist with children's learning
- Being involved in fund raising
- Demonstrating respect for staff, other parents and children by action and word

NOT DOING / SAYING / THINKING

- Criticising teachers except by using correct processes
- Complaining about teachers necessary absences from the classroom for professional development
- Speaking negatively about the school
- Listening to and acting on hearsay
- Placing too much pressure on children
- Making derogatory comments about other children
- Rejecting without due consideration, guidance on a professional level for the benefit of the child
- Relating their children's experiences to their own educational experiences
- Being disinterested, ill - or misinformed or resistant to change
- Continually ignoring opportunities for participation in school and Church activities
- Leaving things to others
- Having unrealistic expectations of use of limited resources

TEACHER'S COMMITMENT

DOING / SAYING / THINKING

- Being professional in all aspects of their role
- Participating regularly in in-service programmes
- Openly inviting parents to share their concerns
- Being receptive to what others have to say (verbal and non-verbal) and responding
- Ensuring children feel an important part of the group
- Modelling welcoming behaviour and respect for individual dignity including classroom visits by parents
- Providing an attractive classroom
- Encouraging and praising children's efforts to be self disciplined
- Allowing children to give input into classroom organisation and learning
- Getting to know each child
- Encouraging initiative, risk-taking and independence
- Developing and implementing a balanced program which meets individual needs and incorporates academic, social, and religious life skills
- Following a whole school program based on Queensland syllabus and Australian Curriculum requirements with continuity from year to year
- Integrating faith and life in the curriculum
- Challenging children to acquire specific skills and competencies in curriculum areas
- Providing regular and flexible opportunities for children and parents to participate in liturgical celebrations
- Providing learning situations linking Catholic tradition and gospel values to everyday experience
- Utilising available resources in the community both human and material
- Sharing communal and personal resources and materials
- Recognising and appreciating the role of school support staff.

NOT DOING / SAYING / THINKING

- Ignoring new developments nor blindly accepting them
- Being conspicuous by their absence from extra-curricular school events
- Being negative in language – both body and spoken
- Letting disruptive behaviour infringe on other's rights
- Making generalisations or assumptions about children
- Being inconsistent or harsh in disciplining children
- Developing programs that deny children the opportunity to succeed
- Being disinterested, ill- or misinformed or resistant to change
- Limiting celebration to times which enable only children's participation
- Neglecting to make deliberate connections between gospel values and Catholic traditions and everyday living
- Failing to keep pace with advancements in technology
- Abusing, monopolising or restricting the use of resources

SCHOOL OFFICERS' COMMITMENT

DOING / SAYING / THINKING

- Being well organised
- Providing advocacy for children
- Presenting a welcoming face to the school
- Actively supporting school functions
- Being aware of the philosophy of the school and supporting it
- Being positive with children
- Being affirming
- Being co-operative with others
- Taking advantage of in-service opportunities to upgrade skills appropriate to the role
- Maintaining confidentiality
- Being open to change – especially in the area of technology
- Supporting the Christian spirit of the school
- Providing a positive model for children

NOT DOING / SAYING / THINKING

- Airing personal prejudices
- Usurping the role of the teaching staff
- Being inflexible
- Being disloyal
- Displaying negative attitudes and behaviours

TERM DATES - 2019

Brisbane Catholic Education has provided us with the following information, which was correct at time of printing. These dates may be subject to change. Parents are strongly advised to view the school website in December / January, for updates, as they become known.

TERM 1 WEDNESDAY 30 JANUARY - FRIDAY 5 APRIL (10 WEEKS)

TERM 2 TUESDAY 23 APRIL - FRIDAY 28 JUNE (10 WEEKS)

TERM 3 MONDAY 15 JULY - FRIDAY 20 SEPTEMBER (10 WEEKS)

TERM 4 TUESDAY 8 OCTOBER - FRIDAY 6 DECEMBER (9 WEEKS)

ANTICIPATED PUBLIC HOLIDAYS FOR 2019

MONDAY	28 JANUARY	AUSTRALIA DAY HOLIDAY
FRIDAY	19 APRIL	GOOD FRIDAY
SATURDAY	20 APRIL	EASTER SATURDAY
SUNDAY	21 APRIL	EASTER SUNDAY
MONDAY	22 APRIL	EASTER MONDAY
THURSDAY	25 APRIL	ANZAC DAY
WEDNESDAY	14 AUGUST	BRISBANE EXHIBITION PEOPLE'S DAY
MONDAY	7 OCTOBER	QUEENS BIRTHDAY (QLD)
MONDAY	21 OCTOBER	STUDENT FREE DAY

NB: This information was correct at time of publishing. Progressive amendments to this information (if any) will be published in the school Newsletter, and in addition can be located on the Queensland Government's Industrial Relations website at: <http://www.justice.qld.gov.au/fair-and-safe-work/industrial-relations/public-holidays/dates>



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