

PARENT HANDBOOK



St Michael's Primary School,

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ST MICHAEL'S SCHOOL PRAYER

Father in heaven,
We thank you for the gifts of life.
We thank you for our parents,
who love and care for us.
We thank you for our friends
and our teachers who share our days at school.
Help us today to grow more like your son Jesus
as we work and play together.

St Michael

Pray for us

Our Lady Help of Christians

Pray for us

St Mary of the Cross MacKillop

Pray for us

Venerable Catherine McAuley

Pray for us.

Amen.

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WELCOME FROM THE PRINCIPAL

Dear Parents and Carers

Welcome to St Michael's Catholic Primary School Lane Cove.

I am very excited to join the St Michael's Catholic Primary School community as Acting Principal for 2024 and I extend a warm welcome to you. I am honoured to have the privilege to work with Sydney Catholic Schools and especially the staff, families, parishioners and students of St Michael's Catholic Primary School.

My goals for this year are focused on working in partnership with the school community to achieve planned and targeted academic and community improvement plans while nurturing high expectations. Our comprehensive approach includes a diverse range of extra-curricular activities designed to enrich each student's experience. Our commitment is to nurture the whole child by providing a well-rounded, holistic education that extends beyond the classroom. A love of learning, teamwork and personal growth align to enable your child to thrive academically, socially and emotionally.

I look forward to continuing to foster a school culture where parents and teachers work in partnership to strive to empower students to become resilient, creative, confident, lifelong learners who are optimistic about their future and the positive impact they can have on the world.

The Mercy values of compassion, respect, justice, courage, service and hospitality underpin the school motto of 'love and loyalty'. The mission of the school inspires the community to love God through educating students in the rich traditions of the Catholic faith and assisting them to respond to the message of Jesus in their lives; love others by valuing and respecting all members of the community and challenging them to do what Jesus would do; love learning by providing a dynamic student-centred education which inspires children to become enthusiastic life-long learners. We look forward to continuing to build a learning environment where members will learn and flourish in a safe, effective and engaging learning environment. We strive to live out the Gospel values of Jesus each day in a supportive and caring environment that acknowledges and celebrates the gifts and talents of all those in the community.

I encourage you to explore our website to learn more about our school and if you would like to call or make an appointment to take a tour of the school. Please do not hesitate to contact our school office.

Warm regards

Mary Hor

Acting Principal

HISTORY OF ST MICHAEL'S PRIMARY SCHOOL, LANE COVE

'Love and Loyalty'

St Michael's Catholic Primary School began in 1922, the year of the establishment of the parish (then called Longueville). The parish priest, Fr Hugh McGuire, arranged for the Sisters of Mercy (North Sydney Congregation) to run the school. They had to commute to Lane Cove, perhaps from their house in Pymble, until they established a convent in Lane Cove in 1928.

Details of the early years are scant. It seems that the first school was a church-school in Dorritt Street, on the site of the present St Michael's Church. The first principal was Sr Evangelist rsm. Numbers in the first year are unknown, but by 1925 there were 140 infants and primary students. The school grew to about 200 in 1940 and catered for lower primary boys and for girls from Kindergarten to Year 6.

In the 1950s the girls' education was continued with the provision of Home Science teaching up to Intermediate (Third Year). This meant an increase in enrolment to over 300 pupils. The Wyndham reforms in New South Wales schools in the 1960s caused Archdiocesan authorities to rationalise Catholic schooling. St Michael's agreed to end secondary classes in about 1963 and concentrate on providing primary education for boys in lower primary and for girls to Year 6. This change also meant that the Sisters of Mercy had agreed that St Michael's should be a systemic school under the supervision of the Catholic Education Office, Sydney. Enrolments remained high, and a new wing was added in 1961.

Steady growth continued after 1970, one reason being that from the mid 1980s boys remained at the school until the end of Year 6, in accordance with the Archdiocesan preference that primary schooling be parish-based. To cater for the growth there was substantial refurbishment and additions to the buildings between 1970 and 1990. The Sisters of Mercy had staffed St Michael's from 1922. In recent decades they employed more and more lay teachers and in 1985 ended their leadership of the school. The first lay principal was Mrs Caroline Leuenberger.

In 2020 St Michael's has a healthy enrolment of 511 pupils from Kindergarten to Year 6. In 2020 there was a significant change with the commencement of 4 Kindergarten classes.

Source: Fergus Cloran, *A History of St Michael's Lane Cove* (Parish History)

PRINCIPALS

Sr Evangelista rsm
1922 -

Sr Marie Hope
1982 - 1985

Ms Judith Butler
1996 - 2003

Following names unknown
1923 - 1976

Mrs Caroline Leuenberger
1986 - 1987

Ms Trish Brown
2004 - 2006

Sr Patricia Wilkinson rsm
1976 - 1978

Mrs Mavis King
1988

Mr Steve Conlon
2007 - 2018

Sr Patricia Barton
1979 - 1981

Miss Janice Haydon
1989 - 1995

Miss Jacqueline Lee
2019 - current

ST MICHAEL'S PRIMARY SCHOOL VISION AND MISSION

School Mission	(Inspired by the School Motto – “Love and Loyalty”)
Love God	Educating students in the rich traditions of the Catholic faith and assisting them to respond to the message of Jesus in their lives.
Love Others	Valuing and respecting all members of the community and challenging them to do what Jesus would do.
Love Learning	Providing a dynamic student-centred education which inspires children to become enthusiastic life-long learners.

Vision Statement

Connecting learning to make a difference in our global world.

Vision for Learning

At St Michael's Catholic Primary School, we believe that learning encompasses four key elements to encourage individual success. They include self-efficacy, collaboration, stewardship and creativity.

Self-Efficacy

Becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity.

We develop self-efficacy in a nurturing environment that:

- responds to the needs of the learner
- celebrates success
- encourages risk-taking
- promotes life-long learning.

Collaboration

Working together to achieve shared goals and vision.

We collaborate in a respectful environment that:

- values the contribution of each person
- encourages active listening
- builds consensus
- celebrates difference.

Stewardship

Being responsible citizens locally, globally, digitally.

We give honour to our faith through stewardship that:

- teaches appreciation
- emphasises responsibility
- promotes social justice
- builds community.

Creativity

Imagining possibilities. Creating and thinking originally.

We foster creativity that:

- allows us to imagine
- accepts and promotes difference
- enriches our teaching
- challenges our thinking.

STAFF ROLES

Our Parish Priest

The Parish Priest, Fr Sam Lynch, is responsible for the spiritual welfare of the school students. He also plays a significant role in maintaining and developing the school grounds and buildings. In this, he is supported by the school leadership team, teachers, staff and parents.

School Leadership

The Principal, Assistant Principal and the Coordinators form the school leadership team. They are responsible for all matters related to the running of the school. They are assisted by the parish priest, staff, students and parents. In addition, other staff members may be appointed as coordinators of particular programs.

Class Teachers

Class teachers are responsible for all matters related to the classroom situation. They welcome the cooperation of parents in their important work of teaching the children and contributing to their progress. Class teachers arrange meetings, interviews, and make themselves available to parents as the need arises.

Specialist Teachers

Teachers are employed in specialist roles within the school. These teachers provide learning programs in STEM (Science, Technology, Engineering and Mathematics), Italian, Physical Education and Music. Specialist teachers are also engaged to provide additional support to students through the Diverse Learning and Reading Recovery programs. All specialist teachers work cooperatively with classroom teachers to meet the varying needs of the students.

School Administration Staff

The school Administration Staff are appointed to assist the Principal in the administration of the school. Most inquiries and/or messages will be taken by one of the Administration Staff. Parents wishing to make an appointment with the Principal may do so through the Professional Assistant to the Principal, Mrs Nita Sciortino. Appointments to meet class teachers may be made via email directly to class teachers.

Learning Support Officers

Support staff consist of Learning Support Officers. The role of support staff is to provide assistance in relation to student learning.

STAFF DIRECTORY 2024

<i>Leadership Team</i>	<i>Specialist Staff</i>
Principal - Mary Hor	Diverse Learning Needs Coordinator - Gail Story (Mon-Thu)
Assistant Principal - Eva Tarchichi	Sports Coordinator, Physical Education-Steve White (Mon-Fri)
Acting Religious Education Coordinator & eLearning - Luke Spencer	Year 1 Literacy Intervention - Karen McLenaghan (Mon-Fri)
Instructional Specialist & English Coordinator - Mary-Ellen Kinna	Performing Arts - TBA (Mon-Fri)
Mathematics Coordinator - Gisele Labana	STEM - Linda Reneman (Tue-Wed)
Acting Wellbeing Coordinator - Ashita Ghoshal	Italian - Sonia Vrkic (Tue-Wed)
Acting Gifted and Talented (Newman) Coordinator / Newman Facilitator - Ashlee Wilson	EAL/D - Mary-Jo Mason (Mon-Tue)
	Aboriginal Contact Teacher - Ashita Ghoshal

<i>Administration Staff</i>	
Professional Assistant to the Principal - Nita Sciortino (Mon-Thu)	info@stmlanecove.catholic.edu.au
Administration - Elizabeth White (Mon-Thu)	
Administration / Enrolments Officer - Kelly Bonaventura (Wed-Fri)	
Finance Officer - TBA (Mon-Wed)	accounts@stmlanecove.catholic.edu.au
Library Assistant- Jane Ward	
<i>Family Support Staff</i>	
Family Educator - Bernadette Cahill (Wed-Fri)	
School Counsellor - Madeleine Thesseling (Tue-Thurs)	m.thesseling@syd.catholic.edu.au

Kindergarten

Grade Mentor: Eva Tarchichi

Blue	White
Lauren Dulhunty	Olivia Kennedy

Yellow	Green
Megan McEvoy Morgan	Sophie Holmes

Year 1

Grade Mentor: Ashlee Wilson

Blue	White	Yellow
Ashleigh Simon	Jacqueline Hunter	Kahlia Ferguson

Year 2

Grade Mentor: Gisele Labana

Blue	White	Yellow
Elisse Kinley	Gisele Labana (Mon-Wed, Fri) Sonia Vrkic (Thu)	Therese Armstrong

Year 3

Grade Mentor: Luke Spencer

Blue	White
Ashlee Wilson (Mon-Wed, Fri) Linda Reneman (Thu)	Luke Spencer (Mon-Wed) Ella Chapman (Thu-Fri)
Yellow	Green
Mia Yongco-Limneos	Jessica O'Donnell

Year 4

Grade Mentor: Eva Tarchichi

Blue	White	Yellow
Charlotte Garner (Mon-Wed) Belinda Jones (Thu-Fri)	Helen Beaini	Gabrielle Swales

Year 5

Grade Mentor: Ashita Ghoshal

Blue	Yellow
Ashita Ghoshal	Kayla Claffey

Year 6

Grade Mentor: Mary-Ellen Kinna

Blue	Yellow
Annabella Ciantar	Emma Kilham (Mon-Wed) Mary-Ellen Kinna (Thu-Fri)

SCHOOL REVIEW AND IMPROVEMENT FRAMEWORK

The School Review and Improvement Framework is a set of linked processes for reviewing, planning and implementing development designed to enhance the quality and effectiveness of Catholic schools within the mission of the Church and the Archdiocesan Vision Statement for Catholic Schools.

Central to each school's ongoing development is the strengthening of a culture of review focusing on students and their learning, specifically the quality and effectiveness of learning and teaching, the school's Catholic identity and the religious, spiritual and other dimensions of school life.

In the Archdiocese of Sydney, each year, each school selects priorities for school improvement. These are named in the Annual Improvement Plan in which the school plans and undertakes a set of structured processes that provide for the systematic implementation and ongoing evaluation of agreed strategic goals.

Staff Professional Learning

To enhance the effectiveness of their classroom practice, teachers engage in professional development on a regular basis and funds for this purpose are set-aside in the school budget. The school is permitted to hold staff Professional Development days each year. They provide the opportunity for professional development for the staff and the development of policy direction for the school. The first of these is the first day of Term 1, and others can be held during the year. On these days the children **do not** attend school. Notice of these days is always given in advance. Individual staff members are encouraged to participate in their own professional development throughout the year.

Professional Planning Time (PPT)

Each teacher is entitled to release from face-to-face teaching each week. At St Michael's School, this time is when students attend Italian, STEM, Performing Arts and PE (Sport) lessons with qualified teaching staff.

Staff Meetings

Staff meetings are held each week. This time is an important opportunity for staff professional development.

CURRICULUM

A Catholic primary school sets out to be a school for the human person and of human persons. It is where the developmental needs of the children shape the teaching and learning. It is the place where young children are given every reason to hope and flourish, where they can feel valued, safe and nourished. The primary teacher understands that learning deepens where the learner is cared for and nurtured.

Catholic primary schools in Sydney, like all Australian schools, are accountable to governments and their local communities for meeting the teaching and learning requirements of the state and nation. Sydney Catholic primary schools are required to have an educational program based on, and taught in accordance with, the NSW Education Standards Authority (NESA) syllabuses for the six learning areas of primary education.

As well as the NESA syllabuses, the following key documents are to be used in the planning for teaching and learning in Catholic primary schools in the Archdiocese of Sydney:

1. System Strategic Improvement Plan: Sydney Catholic Schools
2. System Curriculum Statements
3. Religious Education Curriculum Years K-6.

At St Michael's Catholic Primary School, we are continuously reviewing our teaching and learning and at every opportunity are incorporating the system and school vision. As part of our Annual Improvement Plan, specific areas are identified for further development, which is undertaken in light of the NESA documents and Sydney Catholic Schools documents.

The following provides an overview of the teaching and learning in Religious Education and the six learning areas required to be taught in the state of NSW.

Religious Education

Our Religious Education program follows the *Sydney Archdiocesan Religious Education Curriculum* document. This primary curriculum was written and first published in 1991, revised in 2003 and renewed from 2022 to provide a comprehensive program in Religious Education, catering for the full doctrinal spectrum, while providing the foundations of scripture and a knowledge and experience of sacred liturgy.

The Religious Education curriculum is developmental as it builds upon the outcomes, concepts and doctrine taught from Kindergarten to Year 6. Within each year, units are taught which cover a number of strands including liturgical seasons, Church, world, others and self. The teaching and learning is supported by the Archdiocesan textbook 'To Know, Worship and Love.'

Class and school liturgical, sacramental and prayer celebrations are an important aspect of the Religious Education curriculum, the Catholic identity of our school and the faith development of the children.

English

At St Michael's Catholic Primary School, we teach the outcomes-based *NSW K-10 Syllabus* which aims to *enable students to understand and use language effectively. Students learn to appreciate, reflect on*

and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

We believe that language is central to children's intellectual, social and emotional development and has an essential role in all learning areas. St Michael's has an ongoing commitment to quality literacy teaching and learning and the program provides developmental experiences that will assist students in becoming competent in using language in a range of contexts.

K-2 focus areas

The focus areas for each stage support students' growing knowledge and understanding in the areas of:

- Oral language and communication
- Vocabulary
- Phonological awareness
- Print conventions
- Phonic knowledge
- Reading fluency
- Reading comprehension
- Creating written texts
- Spelling
- Handwriting
- Understanding and responding to literature

3-6 focus areas

The focus areas for each stage support students' growing knowledge and understanding in the areas of:

- Oral language and communication
- Vocabulary
- Reading fluency
- Reading comprehension
- Creating written texts
- Spelling
- Handwriting and digital transcription
- Understanding and responding to literature

Mathematics

At St Michael's School we implement the outcomes-based *NSW K-10 Mathematics Syllabus* which aims to *enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.*

Mathematics K-10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space

- Statistics and probability

Working mathematically

The Working mathematically processes present in the Mathematics K-10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving.

Human Society and Its Environment (History and Geography)

At St Michael's Catholic Primary School we teach the outcomes-based *NSW K-10 Syllabus* which aims to cover both History and Geography across one school year. The History syllabus provides opportunities for students to inquire into the past to help explain how people, events and forces have shaped the world. It is explicitly taught across one term annually.

The Geography syllabus provides opportunities for students to study places and the relationships between people and their environments using a range of geographical tools. It is explicitly taught across one term annually.

Science and Technology

At St Michael's Catholic Primary School we teach the outcomes-based *NSW K-10 Syllabus* which aims to *explore scientific and technological concepts and develop knowledge and understanding of the world; enabling them to inquire, plan, investigate and develop solutions to problems. Through the application of Working Scientifically, and Design and Production skills, students develop an interest in and an enthusiasm for understanding nature, phenomena and the built environment.*

At St Michael's all students K-6 are actively involved in additional STEM classes. The STEM teacher works collaboratively with the classroom teacher to plan and implement engaging, hands-on lessons incorporating all aspects of the STEM areas of learning. Information Communication Technology (ICT) is integrated across the curriculum.

Personal Development, Health and Physical Education

At St Michael's Catholic Primary School we teach the new outcomes-based *NSW K-6 Personal Development Health and Physical Education K-6 Syllabus*. This learning area aims to *enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.*

PD/H/PE is organised into three strands:

- Health, Wellbeing and Relationships
- Healthy, Safe and Active Lifestyle
- Movement, Skills and Performance.

All students are allocated to one of the school Houses – McAuley (Blue); MacKillop (Red); McGuire (Green); McQuoin (Yellow). Once allocated to a House, students remain in it for the duration of their time at the school. Siblings attending the school will be placed in the same colour house team.

Students have the opportunity to be selected for individual and team representative sports at Regional and State levels. Students from Years 2-6 take part in a Cross Country event in Term 1 and an Athletics Carnival in Term 2. The annual Swimming Carnival is held during the second half of the year at the Ryde Aquatic Centre for students from Years 2-6.

Sport

School sport is scheduled throughout the week with additional physical exercise at other times. Opportunities for involvement in representative sport are encouraged for all students.

A Physical Education teacher is employed to take individual classes each week for the Physical Education component of this syllabus.

Got Game is an external provider of sport and caters for our physical education lessons in a variety of sports. Their sports program complies with the Physical Education syllabus. Each term the students will participate in one hour of Got Game sessions each week.

Teachers will provide a Curriculum newsletter each term which will advise when the children are to wear their sports uniform.

Creative Arts

At St Michael's we teach the outcomes-based *NSW Creative Arts K-6 Syllabus (2000)*. This learning area provides foundational learning in the art forms of Visual Arts, Music, Drama and Dance. We continually aim to broaden the students' learning in Creative Arts through thoughtfully planned, sequenced and related experiences. Our school program acknowledges the importance of developing the students' skills, knowledge and understanding within the art forms. The students engage in Performing Arts lessons throughout the year with a specialist Performing Arts teacher. In this weekly session, students are explicitly taught music, dance and drama. Class teachers teach visual arts each term.

HOMWORK POLICY

Rationale

“Homework is a valuable part of schooling. It allows for practising, extending and consolidating work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline.”

(NSW Department of Education Homework Policy)

Guiding Principles

Please note that while this Policy is compulsory, the setting of homework and any indicative time allocations across year levels are not.

(NSW Department of Education Homework Policy)

Homework:

- Encourages positive organisational and developmental study skills
- Revises content taught in class
- Enables parents to participate in their child's education.

Policy Statement

Homework will be educationally beneficial and will meet the realistic expectations of students, teachers, parents and caregivers.

(NSW Department of Education Homework Policy)

Roles

The role of the teacher is to:

- provide homework that caters for different learning needs and styles of learning
- ensure resources and materials are easily accessible for students
- acknowledge student effort in completing homework through a date, signature and/or stamp or sticker
- support students having difficulties with homework
- discuss with students and parents/caregivers any developing issues regarding a student's homework.

The role of the student is to:

- accept the responsibility to complete homework on time and to the best of his/her ability
- ask for help from parents or the teacher if required.

The role of the parent is to:

- provide a suitable environment and equipment for homework to be completed
- provide positive reinforcement, encouragement and guidance
- communicate with the teacher if a student is unable to complete a task or is experiencing difficulty completing homework within the recommended time frame.

Recommended Time Allocation

The following amount of time is a guideline for time spent doing homework for **four sessions** from Friday to Thursday. The school acknowledges family commitments out of school hours and therefore

provides one weekend per week for set homework. Kindergarten will begin homework on Friday of week 5 of Term 1. Thereafter they will experience the same homework schedule as other students. During Term 1, Years 1 - 6 students will begin homework on Friday week 2. During Terms 2-4, homework will begin on Friday week 1. During Sabbath Week, students will be provided with optional alternate activities that may have a specific focus on the school's Mercy Values. The last day that homework is due during Terms 1-3 is on Thursday of the last week of each term. During Term 4, the final due date is the Thursday two weeks prior to the final week of school

Note - If Friday is a non-school day, homework will go out the Thursday of the day before it would normally go out.

Year	Recommended overall (including reading)
Kindergarten	10 minutes per night
Year One	20 minutes per night
Year Two	30 minutes per night
Year Three	30 minutes per night
Year Four	40 minutes per night
Year Five	50 minutes per night
Year Six	60 minutes per night

Kindergarten

English

- Reading for 10 minutes using school allocated Home Readers
- Learning allocated tricky words.

Mathematics

- Maths Online tasks
- Work from a school purchased text
- A range of activities consisting of oral counting, tasks that develop number fluency and automaticity.

Religious Education

- *To Know, Worship and Love* textbooks to go home 2-3 times per term with a set task.

Year One

English

- Reading for 10 minutes using school allocated Home Readers
- Consolidation of taught sounds in spelling and writing activities.

Mathematics

- Maths Online tasks
- Work from a school purchased text
- A range of activities consisting of oral counting, tasks that develop number fluency and automaticity.

Religious Education

- *To Know, Worship and Love* textbooks to go home 2-3 times per term with a set task.

Optional: Interest Study Project that is additional to the above and upon parent request.

Year Two

English

- Reading for 15 minutes using school allocated Home Readers
- Spelling related to focus sounds.

Mathematics

- Maths Online tasks
- Work from a school purchased text
- A range of activities consisting of oral counting, tasks that develop number fluency and automaticity.

Religious Education

- *To Know, Worship and Love* textbooks to go home 2-3 times per term with a set task.

Optional: Interest Study Project that is additional to the above and upon parent request.

Year Three

English

- Reading for 15 minutes using school allocated Home Readers or using school Lexile books
- Open-ended spelling tasks.

Mathematics

- Maths Online tasks
- Work from a school purchased text
- A range of activities consisting of oral tasks that develop number fluency and automaticity, mental arithmetics and problem solving questions.

Religious Education

- *To Know, Worship and Love* textbooks to go home 2-3 times per term with a set task.

Optional: Interest Study Project that is additional to the above and upon parent request.

Year Four

English

- Reading for 20 minutes using the class guided reading book that includes a comprehension component. Additional reading includes use of school Lexile books.
- Open-ended spelling tasks.

Mathematics

- Maths Online tasks
- Work from a school purchased text
- A range of activities consisting of oral tasks that develop number fluency and automaticity, mental arithmetics and problem solving questions.

Religious Education

- *To Know, Worship and Love* textbooks to go home 2-3 times per term with a set task.

Optional: Interest Study Project that is additional to the above and upon parent request.

Year Five

English

- Reading for 20 minutes using the class guided reading book that includes a comprehension component. Additional reading includes using school Lexile books or other parent approved texts at the student's ability level.
- Open-ended spelling tasks.

Mathematics

- Maths Online tasks
- Work from a school purchased text
- A range of activities consisting of oral tasks that develop number fluency and automaticity, mental arithmetics and problem solving questions.

Religious Education

- *To Know, Worship and Love* textbooks to go home 2-3 times per term with a set task.

Optional: Interest Study Project that is additional to the above and upon parent request.

Year Six

English

- Reading for 20 minutes using the class guided reading book that includes a comprehension component. Additional reading includes using school Lexile books or other parent approved texts at the student's ability level.
- Open-ended spelling tasks.

Mathematics

- Maths Online tasks
- Work from a school purchased text
- A range of activities consisting of oral tasks that develop number fluency and automaticity, mental arithmetics and problem solving questions.

Religious Education

- *To Know, Worship and Love* textbooks to go home 2-3 times per term with a set task

Genius Hour

- Independent research involving other learning areas such as science.

Optional: Interest Study Project that is additional to the above and upon parent request.

Exceptions

Teachers will record the status of homework completion each week and have a discussion with students about any incomplete or missing homework. The record will provide the basis for the relevant section on academic reports and for discussion with parents if homework is consistently incomplete. Students in Years 3-6 will have a comment written in the student diary about incomplete homework with the expectation that parents view this and sign under the comment. Incomplete homework for all students K-6 for three consecutive weeks will be followed by a communication between the teacher and the parent or earlier if diary comments are not signed by a comment.

Teachers are to give consideration to family circumstances or a specific event which prevents the student from completing homework tasks. The Assistant Principal or Principal has the right to advise teachers to absent students from completing homework without divulging information of a confidential and private nature.

ADDITIONAL CURRICULUM APPROACHES AND PROGRAMS

Our programs assist students who require specialised assistance/enrichment in particular areas of learning. The emphasis of these programs is on supporting the child within the classroom context with their peers. Depending on the needs of each child, the support may include withdrawal for specific lessons, modification of class programs, small group work, and the use of computer technology to individualise learning. To cater effectively for the needs and talents of all students at our school, we offer a range of special programs. These include but are not limited to:

Newman Selective Gifted Education Program

St Michael's is an accredited Newman Selective Gifted Education Program school. The Newman program at St Michael's, caters for students who have been identified as potentially gifted. The program offers students academic rigour, creative and critical thinking experiences and enrichment opportunities within a Catholic educational environment. Teaching staff are accredited in gifted education to cater for the needs of these students. Each year the school hosts a Newman Symposium to showcase and celebrate the students enrichment projects across all learning.

Amadeus Music Program

K-6 classes will participate in whole-class music lessons taught by a specialist music teacher for up to 1 hour per week.

Students (Year 3-6) in groups of five to eight will spend 30 minutes per week with a specialist tutor, learning to play a string, woodwind or brass instrument.

Students (Year 3-6) as a class group will play their instrument in an ensemble for 1 hour* per week with a specialist tutor. *The classroom teacher will be present for this session.*

Language Other Than English (LOTE) - Italian

The students experience a 60 minute Italian lesson each week for two terms with a specialist Italian language teacher. This provides the students with an exposure to the language and culture.

Reading Recovery / Intensive Literacy Intervention (Year 1)

This is a one-to-one intensive reading intervention program designed for students in their second year of schooling. Working with a specially trained Reading Recovery teacher, students participate in daily sessions aimed at accelerating the child's literacy progress to a level equivalent to the class average.

Literacy Intervention

There are a number of literacy interventions offered at St Michael's. The Multilit suite of programs (Pre-Lit, MiniLit, MacqLit) provide literacy support for specific students K-6.

EAL/D (English as an Additional Language/Dialect)

EAL/D learners will be supported through the English curriculum. Additionally, all students are exposed to an explicit teaching of the language structures and features of texts.

Bring Your Own Designated Device (BYODD)

The school is committed to the BYODD (Bring Your Own Designated Device) program. Students work on their individual iPads to access the internet and a variety of apps to support their learning. All essential information regarding BYODD can be found on the school's site (<https://sites.google.com/a/syd.catholic.edu.au/stmbyodd-primary-parents/>).

St Michael's will continue to be BYODD K-6. After a review in 2023, it was announced that parents are not required to purchase an iPad for their child until Year 2. The school will provide sets of iPads for student use in Kindergarten and Year 1.

An agreement, signed by students and their parents, is to be completed before individual online access is granted at the beginning of each year.

FAITH COMMUNITY

Prayer is an essential part of life at St Michael's School. We pray as a school community and within our class groups. Children are involved in both formal and informal prayer during their seven years at the school. Parents are welcome to join the school for all their formal liturgies that are advertised in *The Michaelian*.

Sunday Mass is the liturgical event of the week when all members of the faith community come together to celebrate the Eucharist. You are invited to take your child with you to Mass each Sunday and teach them about the Mass. Try to explain what the priest and the congregation are doing and why. Share your family's traditions and beliefs. No one else can take your place in this instance.

Parish Sacramental Programs are held for the Sacraments of Penance (Reconciliation); Eucharist and Confirmation. Families are invited to present their children for the Sacraments of Penance (Reconciliation) and Eucharist during Year 3 and Confirmation during Year 6. The School supports the preparation for each Sacrament through the appropriate unit of work from the *Archdiocesan Religious Education Curriculum*, text books 'To Know, Worship and Love' and through participation in some of the Parish based activities.

Liturgical celebrations are integral to this Catholic Community. During Mass, Reconciliation and prayer, we gather to witness and to celebrate. You are welcome to join us for any of the following:

- Whole school Masses
- Grade Masses
- Class prayer
- Whole school prayer
- Class Reconciliation.

Our Parish Priest is Fr Sam Lynch

Here are the contact details for your convenience.

Address: 204 Longueville Rd, Lane Cove NSW 2066

Phone: 02 9427 2034

Email: admin@lanecoveparish.org.au

Office Hours: Monday to Friday 8.30am - 3.30pm

STUDENT WELLBEING

St Michael's implements a variety of wellbeing programs. There is a dynamic understanding that the importance of social and emotional learning underpins all that we do. It relates to the interconnectedness of emotional, physical, cognitive, social and spiritual dimensions within the person. Wellbeing encompasses nurturing the self, giving to others, and building and celebrating community.

Our school utilises:

- The *Australian Student Wellbeing Framework* to promote student wellbeing, safety and positive relationships so that students can reach their full potential
- *Be You* to assist us to focus on supporting children's mental health and wellbeing
- Berry Street Educational Model
- *SchoolTV* to empower our parents and teachers with credible information and strategies with realistic, practical ongoing support strategies
- Highway Heroes which is a comprehensive Social and Emotional Learning program students participate in during PDHPE K-6. This program focuses on developing social competence skills and responsible decision making.

We know that all of our students need strategies that nurture their Body, Relationships, Stamina, Engagement, and Character. We value supporting and educating children through a developmental approach.

We do this through integrating some of the strategies from the Berry Street Educational Model and other restorative justice practices.

Starting the day with our Morning Circle.

Daily mindfulness is always a positive and calming approach to learning.

Brain Breaks - Brain breaks are short, sharp and break up the students learning while also making them feel happy, re-energised and refocused.

EXTRA-CURRICULAR ACTIVITIES

The school provides a range of opportunities for students to become involved in various activities, some of which will incur extra charges. These may include inter-regional sports, clubs such as netball, soccer, basketball, chess, performing arts, drama club, support for various mission activities, debating, and swimming. Activities may also include participation in competitions in English, Mathematics and Creative Arts. Please refer to the final page of this Handbook for contact details.

Excursions

Excursions are a valuable tool in the teaching and learning process and are designed to enhance the learning in each curriculum area. When an excursion is organised involving use of transport, parents will be notified of the nature and purpose of the excursion and be required to complete a permission note for their child to participate. Excursion costs are part of the school fees. All teachers who take students on an excursion have successfully completed an emergency CPR course. Teachers who have successfully completed resuscitation training are required to participate in and provide supervision at excursions near water. A Risk Assessment is prepared for each excursion.

ASSESSMENT AND REPORTING TO PARENTS

Assessment of Student Progress

Assessment of student development is both continuous and progressive, making use of tools such as:

- annotated work samples
- checklists
- student self assessment
- anecdotal records
- tests
- work books
- standardised tests.

Reporting to Parents

Communication between school and parents is considered to be of utmost importance in the education of the child. At St Michael's School, the following processes assist this in a systematic way:

Semester 1 and Semester 2 Reports

The Semester 1 and Semester 2 reports will provide parents and students with an overview of progress achieved in all areas of the curriculum throughout the reporting period in accordance with NSW legislative requirements. Reports are available online via Compass. The report needs to be downloaded and saved and/or printed if you wish to have a hard copy.

Formal Opportunities - Parent/Teacher/Student Meetings

Parents and students will be invited to meet the teacher for a discussion of the student's progress the week before receipt of academic reports on Compass.

The parents and student will be invited to discuss with the teacher the outcomes of the Semester 1 and Semester 2 reports and to set learning goals for the subsequent semester.

Parents are offered formal opportunities to discuss the progress and reports for their child during designated times as set out here.

Early Term One:	Parent/Teacher Meetings. Teachers of Years 1-6 invite families to make a time early in the term, to discuss the learning strengths, hopes and concerns of the students. Kindergarten families are invited to a Parent Information Night early in Term 1.
End of Terms 2 and 4:	Formal Reports for student progress during Semesters 1 and 2.
End of Terms 2 and 4:	Parents, Teacher, Student Conferences following the distribution of the Reports.

In addition to the outlined formal processes, other opportunities for communication regarding student progress include: Curriculum Newsletters each term, homework, open days and interviews arranged by either teacher or a parent.

Interviews may be initiated by either parents or teachers on a needs basis at other times throughout the year.

External Testing

Students in Years 3 and 5 participate in the National Assessment Program Literacy and Numeracy (NAPLAN). Biannually, students in Year 5 participate in the Archdiocesan Religious Attitudes and Practices Survey. Students in Year 6 participate in the Archdiocesan Religious Education Test.

SYDNEY CATHOLIC SCHOOLS POLICIES AND GUIDELINES

At the heart of all Sydney Catholic Schools policies is a commitment to a safe and supportive environment which encourages all members of the school community to thrive. These policies will provide you with direction and clarity on the regulations, processes and procedures which govern all Sydney Catholic schools.

[Aboriginal and Torres Strait Islander Education Policy – Many Voices: One Shared Vision](#)

[Accreditation Policy to Work, Teach and Lead in Sydney Catholic Schools](#)

[Anti Modern Slavery Policy](#)

[Attendance Policy](#)

[BYOD Implementation in Sydney Catholic Schools Policy](#)

[Child Protection Policy: Mandatory Reporting Obligations](#)

[Child Protection Policy: Responding to Allegations and Complaints Against SCS Staff](#)

[Child Related Employment Policy](#)

[Code of Professional Conduct](#)

[Disclaimer and Copyright](#)

[Family and Domestic Violence Policy](#)

[Enrolment Policy](#)

[Gender Dysphoria Policy](#)

[Gifted Education Policy](#)

[Knives and other Prohibited Weapons Policy](#)

[Prevention and Management of Student Bullying Policy](#)

[Privacy notice for transition to ONCE](#)

[Privacy Policy](#)

[Resolution of Complaints Policy](#)

[School Fee Management Policy](#)

[Student Management: Suspension, Transfer and Exclusion Policy](#)

[Student Wellbeing Policy](#)

[Student Acceptable Use of Technology Agreement](#)

[Student Use of Digital Devices and Online Services Policy](#)

[Supporting Students with Complex Care Needs Policy \(Medical Assistance\)](#)

[Supporting Students with Complex Social and Emotional Needs Policy](#)

[Web Usage Policy](#)

[Whistleblower Policy](#)

[Work Health & Safety Policy](#)

MODES OF COMMUNICATION WITH THE HOME

At St Michael's, we believe effective communication between home and school is essential. The following communications are offered by the school.

Compass

Compass is the ultimate source of communication between the school and home. Notifications, including attachments, are regularly sent to parent emails and the Compass app. The [Parent Brochure](#) and [this site](#) provides further information and troubleshooting advice.

School Calendar and Newsletter

St Michael's is a Catholic Systemic School that adheres to the specified opening and closing dates set by Sydney Catholic Schools and the NSW Education Standards Authority. A Parent Calendar is available on Compass and also important dates are summarised in *The Michaelian*. A fortnightly newsletter, "The Michaelian", is available electronically containing information regarding school, parish and Sydney Catholic Schools activities. Parent/Parish/Community Groups are welcomed to submit information that is of benefit to the community for inclusion in *The Michaelian*. The Principal will consider all submissions and include those deemed appropriate to be communicated through this medium or an alternative means of communication may be advised. *The Michaelian* is available via Compass.

Parent/ Teacher Communication

Parents are encouraged to make an appointment through the Office or with their child's teacher, at a mutually convenient time to discuss their child's progress and wellbeing. Such appointment times should not be during teaching hours. Parents can expect a response to a parent query within **48 business hours by email or phone.**

School Diary in Years 3-6

Each child in Years 3-6 is issued with a School Diary at the beginning of the school year and this book should be taken to and from school daily. It is an important means of communication between parents and teachers, providing information about such things as:

- homework concerns
- special class/school activities
- any changes in your child's routine at home that may affect his/her behaviour
- interview arrangements between teacher and parent
- informal teacher/parent messages.

Legal Care of Children

The school would appreciate a certified copy of any Court Orders relating to the safety and wellbeing of your child, particularly matters relating to sole custody and access. If you delegate a friend or relative to take your child/children from school for you, a note from you advising us of this saves your friends or relatives an embarrassing situation when permission has to be refused.

PARENT CONNECT

Catholic Church documents emphasise the role of parents in education as the “first and formative educators” and “part of the educating community”. School and home are bound together by common purpose (*Reshaping Our Catholic Schools for the 21st Century*). We highly value our parent community and the support it provides, therefore, it is of great importance to us that we work together in partnership with all of our families. The Sydney Catholic Schools [Parent Charter](#) outlines the importance of communication in this partnership. The school is reviewing the ways it engages with the parent body. The community will be part of a revised model at St Michael’s in 2024.

Volunteers and Child Protection

At St Michael’s School we see parents as partners in the teaching and learning environment. Parent involvement in various activities both at home and school is a vital resource in building up the faith community at St Michael’s. Some parents help in classrooms on a weekly basis. All parents are invited to assist classroom teachers in the classrooms and at other venues.

St Michael’s Catholic Primary School is committed to ensuring we provide safe and productive learning environments for students. We value the input and time given by the many volunteers who help create such environments. If you are interested in helping in the classroom, attending any excursions, assisting at sport events and carnivals or at any of the numerous child-centred events, you are required to undergo a Parent Volunteer Induction.

According to Sydney Catholic Schools policy, our school offers two options for the Parent Volunteer Induction annually.

OPTION A	OPTION B
face-to-face induction sessions at the school (a Working With Children Check is NOT required)	online induction (a Working With Children Check is required)

All volunteers are asked to register as non-prohibited persons by completing the *Safe School Expectations (Undertaking)* as required by the Child Protection (Working with Children) Act 2012 (NSW). All Volunteers are required to read the [Volunteer Resource Kit](#). **Please note that if these conditions are not met, you cannot volunteer with children for school related activities in any capacity during the school year.**

Code of Practice

Volunteers follow all teachers’ instructions and guidelines in relation to:

- confidentiality
- respect for all students
- school rules and guidelines
- the learning of all students.

INQUIRIES

<p>General administrative matters - urgent messages for children and staff Phone (02) 9427 3508</p>	<p>Administration Staff</p> <ul style="list-style-type: none"> - Elizabeth White - Kelly Bonaventura
<p>Enrolments Phone (02) 9427 3508 or Email info@stmlanecove.catholic.edu.au</p>	<p>Administration Staff</p> <ul style="list-style-type: none"> - Elizabeth White - Kelly Bonaventura
<p>Applications for Extended Leave of 5 days or more (including medical leave)</p>	<p>Professional Assistant to the Principal</p> <ul style="list-style-type: none"> - Nita Sciortino <p>Email: studentserv@stmlanecove.catholic.edu.au</p>
<p>General school information / events</p>	<p>School Website: https://stmlanecove.syd.catholic.edu.au/ Michaelian and Compass Email: studentserv@stmlanecove.catholic.edu.au</p>
<p>Your child's progress /welfare</p> <p>Email: studentserv@stmlanecove.catholic.edu.au</p>	<p>In the first instance, the class teacher</p>
	<p>If not resolved, the Grade Mentor</p> <p>Kindergarten - Eva Tarchichi Year 1 - Ashlee Wilson Year 2 - Gisele Labana Year 3 - Luke Spencer Year 4 - Eva Tarchichi Year 5 - Ashita Ghoshal Year 6 - Mary-ellen Kinna</p>
	<p>If not resolved, the Assistant Principal - Eva Tarchichi</p>
<p>KLA Specific</p> <p>Email: studentserv@stmlanecove.catholic.edu.au</p>	<p>English - Mary-ellen Kinna Mathematics - Gisele Labana Diverse Learning - Gail Story Newman - Ashlee Wilson Amadeus - Eva Tarchichi Italian - Sonia Vrkic Performing Arts - TBA Sport and Got Game - Steve White</p>
<p>School Counsellor</p>	<p>Madeleine Thesseling Email: studentserv@stmlanecove.catholic.edu.au</p>
<p>General School Feedback</p>	<p>Principal - Mary Hor</p>

	Assistant Principal - Eva Tarchichi Email: studentserv@stmlanecove.catholic.edu.au
Fees Accounts, Receipts and Financial Difficulties	Finance Officer - TBA (Terms 2-4) Email: accounts@stmlanecove.catholic.edu.au
Financial Difficulties	Principal - Mary Hor Email: studentserv@stmlanecove.catholic.edu.au
Parish including Sacramental Information	St Michael Catholic Church Parish Office Phone: 02 9427 2034 Email: admin@lanecoveparish.org.au
Sydney Catholic Early Childhood Services (SCECS) Out of School Hours care (OSHC) - inquiries or feedback	Head Coordinator - Jack Ng Phone: (02) 9568 8628 or 0473 458 895 Email: lanecove.oshc@syd.catholic.edu.au

RESOLUTION OF COMPLAINTS POLICY

We ask that parents who may have concerns and wish to express them would follow the appropriate protocols:

- If you have a classroom matter or concern regarding your child and their progress or welfare to discuss, the first point of contact is with the class teacher. Most concerns can be addressed and resolved most efficiently in this way
- If you need to make an appointment with your child's teacher, please make an appointment when quality time can be given, in an appropriate setting
- Please do not ask a teacher to hold a conversation, when they are in class or on duty, as they have an imperative "Duty of Care" to give their full attention to the children
- If you have an issue with the behaviour of a child at school, you need to speak to the child's class teacher who will follow up on the incident and advise you of the outcome. It should be understood that the school is not responsible for the behaviour of students out of school hours including weekends. Incidents which occur at these times are the responsibility of parents.

No child or parent is to be approached or disciplined by the parent of another child. We ask that the dignity owed to every child and parent be supported in conversation with children and adults.

If you have a concern, grievance or feedback, it is important to communicate this to the relevant person. We all agree that it is best to deal with these issues when they first arise. Some of the guiding principles include:

- Confidentiality, access, dignity and impartiality form the basis of the complaints resolution process
- Stakeholders must work together with respect and openness to achieve fair and reasonable decisions
- Each parent/caregiver has the right to be heard and to expect that ongoing relationships will continue respectfully
- Complaints will be resolved as quickly as possible
- The input of all stakeholders is valued and respected
- The communal needs of the school community generally exceed the needs of any individual
- Staff members have a right to be informed of formal complaints that are made relating to them
- The availability of an independent review is an integral component of the complaints resolution process.

Please refer to the [Resolution of Complaints Policy](#) from Sydney Catholic Schools' that St Michael's School adheres to.

SCHOOL HOURS

Time	K-2	Time	3-6
8:45-10:45am	Session 1 (2 hours)	8:45-10:15am	Session 1 (1 hour 30 min)
9:45am	Crunch and Sip	10:15-10:45am	Recess
10:45-11:25am	Lunch	10:45-12:45pm	Session 2 (2 hours)
11:25-1:25pm	Session 2 (2 hours)	11:45am	Crunch and Sip
1:25pm-1:55pm	Recess	12:45-1:25pm	Lunch
1:55-2:55pm	Session 3 (1 hour)	1:55pm	Session 3 (1 hour 30 min)
2:55pm	Dismissal	2:55pm	Dismissal

2024 SCHOOL TERM DATES

Term 1: 30 January - 12 April

30 January 2024: Staff Development Day - Pupil Free Day

31 January: Staff Spirituality Day - Pupil Free Day

1 February: Kindergarten to Year 6 Students first day back at school

16 February: Staff Development Day - Pupil Free Day

2 April: Staff Development Day - Pupil Free Day

12 April: Term 1 concludes

Term 2: 29 April - 5 July

29 April: Staff Development Day - Pupil Free Day

30 April: Students return to school

4 July: Term 2 concludes

5 July: Staff Development Day - Pupil Free Day

Term 3: 22 July - 27 September

22 July: Students return to school

27 September: Term 3 concludes

Term 4: 14 October - 20 December

14 October: Students return to school

18 October: Staff Development Day - Pupil Free Day

18 December: Students conclude

19-20 December: Staff Development Days - Pupil Free Day

PARTIAL AND FULL DAY ABSENCES

Absence from School

Students are required to attend school every day of the school year for the whole day. This includes sports carnivals, excursions and other school activities, unless prevented by illness. All full day absences need to be explained (when illness or another reason prevents a child's attendance at school) and entered into Compass. If a child is absent for three days or more, an email to the class teacher would be appreciated.

Please try to avoid planning family holidays during term time. Extended leave (5 days or greater) must be approved by the Principal. You are required to complete an Application for Extended Leave. This is available from the School Office or from the school website. This form is to be completed prior to the date the child is to be away. If less than 5 days this can be entered by parents on Compass.

St Michael's Catholic Primary School Lane Cove believes that the safety of each child is of paramount importance. Regular attendance at school is essential if students are to maximise their potential. Research shows that regular attendance is integral to successful academic, employment and social outcomes. Therefore, it is important that students, staff and parents/carers have a shared understanding of the importance of regular student attendance. As a result it is essential that the whereabouts of every student enrolled at the school be known at all times.

Parents will receive an email via Compass if the following occurrence is recorded for child/ren.

- Three unexplained consecutive absences
- Unexplained absences of any number over a fortnight period
- Late to school on six occasions in a fortnight resulting in only partial attendance and some missed instruction
- Departed school early on six occasions in a fortnight resulting in only partial attendance and some missed instruction
- Twelve or more whole day absences across a school year (even if explained) as the percentage of school attendance should remain above 90%.

Each communication received will have information to assist families with contact details for the relevant staff at school with whom you can discuss your child's attendance.

Late Arrivals / Early Departures

If you need to collect your child early or if your child is arriving late to school, you are required to enter the details on the Kiosk device (linked to Compass) which is on the counter at the School Office. Children must go to the School Office before going to class (if arriving late) or leaving with you (if leaving early).

Late arrivals/early departures are discouraged because:

- the class routine is disrupted
- your child's learning is disadvantaged
- legal requirements are not being met

- children do not learn the importance of punctuality.

Changes to the Dismissal Routine

If deviating from usual going home procedures, please notify teachers in writing. If an emergency arises, a message can be telephoned through to the Office, and your child's teacher will then be informed. These steps are in place to protect your child's safety.

The Child Protection legislation requires all parents, carers, visiting teachers, visitors and contractors to the school to enter the premises via the front office, where they will sign in on the Compass Kiosk and be provided with an appropriate visitors pass. **Whilst on the school grounds this pass must be available for presentation to a staff member for verification. Please support this practice for the protection of children.**

POSITIVE BEHAVIOURS FOR LEARNING

The school implements restorative practices and has four rules that underpin both the classroom and the playground.

I am a learner.

I am safe.

I am responsible.

I am respectful.

St Michael's has a school wide positive behaviour token system. Students are acknowledged for upholding the school rules and SPBL by receiving a gold token from teachers in the classroom and on the playground. These tokens are added to their house colour total so all students K-6 are working together to encourage positive behaviour. The house with the most tokens at the middle and the end of the term will participate in a reward selected by the Student Representative Council.

Merit Cards

A staff member awards a student with a Merit card for one or more of the following reasons:

- Academic/Quality Work (e.g. excellence in an assessment)
- Sport and Cultural Merit (e.g. representative in school or sports carnivals, age champions, cultural performance)
- Student Welfare/School Service (e.g. consistently exhibits values and beliefs of the school)
- Commitment to Personal Best (exhibits responsibility, support of others and quality work).

If your child is given a merit certificate or Principal's Award, keep it safe and filed away as you will need to keep track of how many your child has:

- 5 Merits = First Principal's Award
- Another 5 Merits (total of 10) = Second Principal's Award
- A further 5 Merits (total of 15) = Third Principal's Award
- An additional 5 Merits (total of 20) = Fourth Principal's Award
- A final 5 Merits in the first cycle (total of 25) = Special Principal's Award.

Once your child has received 5 cards (this could take a number of terms) your child will need to bring the 5 cards back to school and have them stamped by the office. The Principal's and/or Special award will be presented at Assembly. Check *The Michaelian* to see if your child is listed as being awarded a certificate that week. You will need to hand the cards or certificates to the Office by Tuesday if your child is to be presented the certificate at Assembly on the Friday of the following week. You may want to time handing in the certificates for a week you know you (and any other family members) will be able to attend Assembly.

Consequences for Specific Behaviour

St Michael's is unapologetic about its 'hands off' policy. Students are expected to respect each other's personal space and the dignity of each other's bodies. Any behaviour that makes another feel uncomfortable or unsafe is addressed immediately by our staff upon notification.

Minor incidents are dealt with by the classroom teacher while major incidents are reported to a member of the Leadership Team who will contact parents. A Reflection Sheet is completed with students at school then sent home to parents for discussion, signatures and are returned to school. The school always values the partnership with families.



Behaviour Expectations

EXPECTATION	ALL AREAS	PLAYGROUND (How many? Rules for different areas)	WALKWAYS	TOILETS	ONLINE	RELATIONSHIPS (peer to peer)	CLASSROOM
WE ARE SAFE	<ul style="list-style-type: none"> Walk Keep hands and feet to self Follow directions 	<ul style="list-style-type: none"> Use equipment as taught Stay in area Wear your hat 	<ul style="list-style-type: none"> Stay left Eyes forward 	<ul style="list-style-type: none"> Wash hands using soap Leave the toilet areas promptly 	<ul style="list-style-type: none"> Seek help if worried or scared Only talk with people I know Keep passwords private 	<ul style="list-style-type: none"> Ask for help if uncomfortable or scared Use kind words 	<ul style="list-style-type: none"> Be in the right place at the right time Use equipment properly / appropriately
WE ARE RESPECTFUL	<ul style="list-style-type: none"> Say please and thank you Look at the person speaking Say good morning/afternoon using the person's name 	<ul style="list-style-type: none"> Take turns Share equipment Put rubbish in bins 	<ul style="list-style-type: none"> Hands & feet to yourself Talk quietly 	<ul style="list-style-type: none"> Wait your turn Use quiet voice Clean up after yourself 	<ul style="list-style-type: none"> Always ask for permission to take, use, share images Call out and report disrespectful behaviour online 	<ul style="list-style-type: none"> Help someone in need, sad, angry Appreciate differences Encourage others 	<ul style="list-style-type: none"> Value others' opinions One person speaks at a time Care for others' belongings
WE ARE RESPONSIBLE	<ul style="list-style-type: none"> Look after my belongings Ask for help when needed Tell the truth 	<ul style="list-style-type: none"> Sit while eating Play by the rules of the game Return all equipment Line up on first bell 	<ul style="list-style-type: none"> Go directly to destination 	<ul style="list-style-type: none"> Flush toilet Report problems 	<ul style="list-style-type: none"> Report technology misuse Use own logins Follow the school user agreement 	<ul style="list-style-type: none"> Call out & report disrespect Say no to dislikes 	<ul style="list-style-type: none"> Keep room clean Bring equipment to class Do your own work

Definitions and examples of Minor and Major Behaviours and Incidents

Wellbeing is defined as the state of being comfortable, healthy, or happy.
(online Oxford dictionary)

Minor Behaviours		Major Behaviours	
<p>Minor behavioural incidents are defined as low-intensity unexpected behaviour that purposely disrupts the learning and wellbeing of self and others. Low intensity can be defined as one-off or repeated intentional behaviour. Teacher judgement is required within the parameters of these guidelines to determine if behaviours are age / developmentally appropriate. These behaviours can be observed in the classroom, playground or in a cyber environment. They include, but are not limited to:</p>		<p>Major behavioural incidents are defined as high-intensity unexpected behaviour that purposely disrupts the learning and wellbeing of others. Teacher judgement is required within the parameters of these guidelines if behaviours are age / developmentally appropriate. High-intensity can be defined as any intentional inappropriate behaviour that is potentially harmful to self or others. These behaviours can be observed in the classroom, playground or in a cyber environment. They include, but are not limited to:</p>	
Behavi our	Examples	Behavi our	Examples
Disruption	<p>Student engages in brief or low-intensity failure to respond to adult requests. Student engages in low-intensity but inappropriate disruption. Examples include;</p> <ul style="list-style-type: none"> intentional distractions e.g. noises, pranks, inappropriate statements or questions, throwing equipment, interfering with others learning inappropriate / excessive noise when moving throughout the school e.g. from toilet, class messages or movement around the school in an unsafe way ignoring directions / not following (general) 	High Intensity Disruption	<p>Refusal to follow staff directions in a manner that classroom learning is significantly disrupted and/or the student (or classmates) are placed in an unsafe situation. Examples include;</p> <ul style="list-style-type: none"> repeated unkind and hurtful remarks about others abusive high-level (major) name calling high level put-downs, bullying, teasing, taunts or slurs of an offensive nature yelling at the teacher or adult ongoing or repeated talking back to teacher or adult ongoing refusal to follow reasonable directions can be a one-off incident when the consequences are serious.

	<ul style="list-style-type: none"> • non-verbal responses eg. crossing arms, rolling eyes, offensive middle finger • refusing to comply with an adult's request e.g. arguing • interrupts learning of self or others by talking out, interrupting others, arguing. 		
Communication misconduct	<p>Student engages in brief or low-intensity failure to respond to adult requests.</p> <p>Student engages in low-intensity instance of inappropriate language. Examples include;</p> <ul style="list-style-type: none"> • inappropriate talking / language / swearing • one off unkind and hurtful remarks about others • low-level name calling • swearing but not directed at others • low level put-downs, teasing, taunts or slurs of a non-offensive nature • lying to get out of trouble or work avoidance • low intensity hurtful emailing / messaging online • using words and tone of voice that show contempt such as rolling eyes, sulking, raises voice. 	High Intensity Communication misconduct	<p>Student engages in brief or high-intensity failure to respond to adult requests.</p> <p>Student engages in high-intensity instances of inappropriate language. Examples include;</p> <ul style="list-style-type: none"> • swearing / profanity • threatening others with violence • serious offensive name calling • vilifying others based on gender or race • use of rude gestures to teacher or adult • ethnic/religious slur • derogatory language directed at a student, teacher, or staff member • deliberately making a false allegation against another • cheating: academic dishonesty (copying, plagiarizing, forgery, etc.) on any assignment, project, or test.
Physical Contact/ Physical Altercation	<p>Student engages in non-serious but inappropriate physical contact. Examples include;</p> <ul style="list-style-type: none"> • unintentional hands-on eg: pushing, hitting, kicking, tripping, pinching • not keeping hands/ feet to self repeatedly including throwing items (K-2 / 3-6 considerations) 	High-Intensity Physical Contact/ Physical Altercation	<p>Student engages in serious inappropriate physical contact with the intention to hurt.</p> <p>Examples include;</p> <ul style="list-style-type: none"> • deliberate physical contact eg, punching, hitting, pushing down, biting • instigating or promoting a fight • inciting targeted verbal or physical misconduct

	<ul style="list-style-type: none"> non-serious but inappropriate physical contact 		<ul style="list-style-type: none"> serious physical contact where injury has occurred self-injury.
Inappropriate Property Misuse	<p>Student engages in low-intensity misuse of property. Examples include;</p> <ul style="list-style-type: none"> intentionally damaging / mishandling / breaking own / others / school equipment e.g. pencils / crayons, tears paper, drops books, drops or throws playground equipment, iPads including library books. 	Intentional Property Misuse	<p>Student engages in high intensity misuse of property and impairing the usefulness of school property and of another student's or staff member's personal property. Examples include;</p> <ul style="list-style-type: none"> deliberate destruction of another's belongings vandalism that is participating in an activity that results in the substantial destruction or disfigurement of property e.g. graffiti frequent kicking/ throwing school equipment or furniture deliberate breaking of school equipment or property
Theft	<p>Student has possession of, passing on, or removing someone else's property. Examples include;</p> <ul style="list-style-type: none"> taking / without consent/ asking another's property taking food hiding others' lunchbox and belongings. 	Major Theft	<p>Student has possession of, passing on, or removing someone else's property. Examples include;</p> <ul style="list-style-type: none"> intentional taking of items e.g. electronic devices, sporting equipment, school bag, money, school equipment acquiring the password of another.
Lateness	<p>Student is late to class or the start of the school day. Examples include;</p> <ul style="list-style-type: none"> intentionally dawdling to class after recess/ lunch repeatedly intentionally dawdling to class from the toilet repeatedly student arrives late after the bell. 	Lateness	<p>Student is chronically late to class or the start of the school day.</p> <ul style="list-style-type: none"> For example, repeated or sustained incidents or arriving late after the bell.
e-Smart Misconduct	<p>Student engages in inappropriate use (during the school day without teacher permission) of phone, music/video players, camera,</p>	e-Smart Misconduct	<p>Student engages in high intensity inappropriate use (during the school day without teacher permission) of phone, music/video players, camera,</p>

<p>(user agreement)</p>	<p>personal electronic devices, and/or computers. Examples include;</p> <ul style="list-style-type: none"> • being on the incorrect website • being on an app other than that advised by the teacher • using the iPad at the wrong time • touching another person's iPad without their permission • inappropriate use of cloudshare such as emails, docs, site, etc • disabling browsing history • sending messages via email at school • recording or sending messages with Smartwatches. 	<p>Breach of the User Agreement</p>	<p>personal electronic devices, and/or computers. Examples include;</p> <ul style="list-style-type: none"> • being on inappropriate apps • being on inappropriate websites • repeatedly being on the incorrect website or app • bullying on social media • fraudulent usage of an account • cyber bullying • repeated inappropriate use of cloudshare - emails, docs, site, etc • disabling browsing history repeatedly • sending messages via school email, text or social media that is hurtful or insulting in school • making slanderous comments about others on social media • high-level intensity hurtful emailing and messaging.
<p>Dress Code</p>	<ul style="list-style-type: none"> • Consistently wearing non-uniform items e.g. jewelry, nail polish • Consistently wearing wrong uniform e.g. sport uniform on the wrong day 	<p>Bullying and Harassment</p>	<p>Defined as Harassment/ Verbal/ Physical/ Social/ Psychological Intimidation</p> <ul style="list-style-type: none"> • Student intimidates, manipulates, or threatens others (often aggressively) using negative speech and/or action that target ethnicity, disability, gender, religion, or other personal characteristics • Harassment is the sustained verbal, written, or physical attacks based on ethnicity, disability, gender, religion, or other personal characteristics.
<p>Out of Bounds</p>	<ul style="list-style-type: none"> • Student plays in a play area which is not assigned play area • Student walks through or plays in an out of bounds area. 	<p>Out of Bounds</p>	<ul style="list-style-type: none"> • Student is repeatedly in an area that is inside/outside of school (in an unsupervised area) without permission.

STUDENT LEADERSHIP

At St Michael's School we provide opportunities for students to develop leadership skills and potential through the Student Representative Council (SRC). All Year 6 students are leaders and represent the school. Each of the levels of leadership has varying degrees of responsibility and staff work closely with the students to nurture the skills necessary to provide effective leadership within the student body.

- School Captains
- Vice Captains
- Mission Leaders
- Liturgy Leaders
- Sports Colour House Captains
- Sports Colour House Assistants
- Environmental Leaders
- Technology Leaders
- Library Leaders
- Student Support Team Leaders.

Student Representative Council

The Student Representative Council (SRC) consists of students from each class from Kindergarten to Year 6 who have been elected by their peers to represent them for one semester / 6 months. The SRC is an integral part of the decision making process of the school. The SRC assists the school in promoting positive relationships in the school community. The SRC has an important part in creating an environment that raises the confidence and self-esteem of every student in the school.

Elected School Leaders

The Year 6 leaders named above are elected from the Year 5 grade late in Term 4. Class SRC representatives are elected early in Term 1.

There are four steps that take place:

1. Nominations for Student Leadership are invited from the students. Students can self nominate
2. The Nominees write a speech identifying their reasons for accepting the leadership nomination
3. The Year 5 students vote as do the staff
4. The leadership history of the students during their time at St Michael's is the final consideration that is added to the process.

Colour Houses and their History

McAuley - our blue house. To represent Catherine McAuley, the founder of the Sisters of Mercy. The motto for McAuley is Mercy.

MacKillop - our red house. To represent Saint Mary MacKillop, Australia's first saint. The motto for MacKillop is Justice.

McGuire - our green house. To represent Monsignor McGuire, the first priest at St Michael's Lane Cove. The motto for McGuire is Reverence.

McQuoin - our yellow house. To represent Sister McQuoin, a sister of Mercy who worked with teachers, the sick and the poor. The motto for McQuoin is Service.

PLAYGROUND SUPERVISION

Teachers are rostered to supervise children on the playground. Duty begins at 8:15am in the morning. Children should not arrive at school prior to this time. If children need supervision before 8:15am parents should access the St Michael's Out of School Hours care (OOSH).

'No Hat - Play In The Shade' Policy

This policy requires children to wear a hat at each play break. Teachers enforce this policy as part of sun safety. Children without hats are required to play in designated shade areas.

Morning Supervision

This commences at 8:15am when children are supervised on the lower grass area. Children put their bags in their allocated line-up area and then go to the grass play area.

Recess Supervision

Children remain seated in the playground to eat recess (10:45-11am). Teachers supervise children moving to, from and on their respective play areas.

Lunch Supervision

Children remain seated in the playground to eat lunch (1:15-1:30pm). Teachers will then supervise the children in their respective playgrounds.

Wet Weather Duty

During wet weather, children remain in their classrooms. At recess and lunch, grade teachers and specialist teachers share classroom supervision. While indoors children play quiet games or watch videos of suitable content and (G) rating.

ROAD SAFETY - Morning and Afternoon

Parents are requested to be most particular about observing road safety when dropping off and picking up their children. Some of the most common road hazards outside our school are; double parking, parking in bus zones, no parking or no standing zones. Please do not park in driveways, do not double park or block the driveways of our neighbours or cut in to drop-off and pick-up zones from Longueville Road traffic.

LOCAL PARKING PROCEDURES MUST BE OBSERVED. RANGERS REGULARLY PATROL TO ENSURE STUDENT SAFETY IS NOT PUT AT RISK.

Afternoon Dismissal

Classes are dismissed from 2.55pm. Children supervised by their teachers, leave their classrooms and move quietly in single file from the buildings via the three exits assigned to bus, Car Gate, Out Of School Hours (OOSH), walking and pick-up.

At dismissal children assemble in the following areas:

- Car Gate - Grass near the front gates
- Walkers/Bike-riders/ Scooter-riders - near the Car Gate

- OOSH – Hall concrete stairs
- Pick-up - children collected by parents from the top grass area double gates
- Buses - outside the Uniform Shop.

Buses

For children catching buses home in the afternoon, teachers escort and supervise children at the bus stops.

- 694W and Tennis - Lane Cove Public to Lane Cove West (across the road)
- 696W – Ralston and Murray Street Lane Cove to St Michael's Lane Cove (near OOSH)
- 693W - Lane Cove Public to Riverview (near OOSH)

Car Gate

When dropping children in the morning please drive up to the council signs, stop, allow your child to get out of the car and walk into the school grounds. Please do not park in this area.

In the afternoon any child being collected by parents in cars must wait at 'Car Gate'. There is a designated area where children wait. We ask that each family has a card with their surname printed on it and displayed on the visor of the passenger side.

- Only students who can buckle themselves in
- Only three cars at a time are permitted in the 'Car Gate' zone
- To access Car Gate, please queue up in Alpha Road (after the power pole near the corner)
- In the afternoon three teachers are rostered on duty to put children in the cars. Please move (in turn) up to the 'Car Gate' zone. When your car is stationary, the teachers call the children forward and put them in the car
- Please do not access Car Gate from Longueville Road
- The corner of Alpha Road needs to be left free so other cars may turn into Longueville Road.

Car Gate is the only designated car pick up area for your children in the afternoon. Please do not arrange for your children to be picked up in any other areas around the school. If you are delayed, it is extremely difficult to get a message to children waiting in unsupervised areas. If you are collecting children from school, please park in the streets near the school and walk onto the school grounds to collect children.

Wet Weather Procedure

WET WEATHER ENTRY TO SCHOOL

All students enter via the Car Gate. At 8:30am, an announcement will be made for students to go to their classrooms and line up outside.

WET WEATHER DISMISSAL at 2:55pm

Car Gate

ALL students leaving via Car Gate are seated in the hallway outside Year 6 by 2:55pm.

One teacher will escort your child to the car under an umbrella.

Walkers leave via the Car Gate.

Other Students Dismissal at 2:55pm

The gates on Top Grass will be opened as usual for entry and exit as will the Car Gates. Students who are usually picked up on Top Grass will remain in their classroom for parents and carers to find and escort out of school. If there are multiple siblings, all children from one family will gather in the classroom of the youngest sibling. **Please leave via the Top Grass gate as this will keep the Car Gate area free from congestion.**

For students who go to OSHC or catch buses, a teacher will escort your child to the following locations.

OSHC: Hall concrete steps

696/693 Bus: to demountable verandah then escorted to the bus pick up point when the bus is near

694 / tennis Bus: outside Uniform Shop then cross the road to the bus shelter as usual.

Traffic Management Plan

1. Hours of supervision at school

- Supervision commences each morning at 8:15am - School Playgrounds: Kinder Courtyard and New Grass. This supervision continues until 8:45am when school commences.
- After school supervision commences at 2:55pm and concludes 3:15pm.

2. Morning routine for traffic management

- Families enter and exit the school via Car Gate only from 8:15am. After 8:45am, the only entry and exit point is the school Office gate.
- Teachers on duty from 8:15am ensure that the gates to the student bathrooms and the external gates from the street (Car Gate) and into the second school playground (New Grass) are opened in the Kinder Courtyard area. One teacher on duty will close and lock the Car Gate at 8:45am.
- The School Crossing Supervisor is present at the crossing located in front of the school Office gate both morning (8am-9:15am) and afternoon (2:30pm-3:30pm).
- In all weather conditions, parents and carers have a designated drop off area in front of the school on Longueville Road. It allows for three cars at a time. Parents access this via Alpha Road. Parents remain in their cars while students independently leave the car. There is limited street parking (Alpha Road, Dorritt Street and Longueville Road) for parents who park or drop off their children.

3. Routine for traffic management on the school site during a school day

- In the unlikely event that a car needs to enter the school grounds during school time, the driver reports to the school Office prior to entering. Office staff will open the gates and accompany the car whilst the car is moving to ensure that no child walks near the area in which the car is driving. The car is to travel at a speed no greater than 5km/hour. Once the car is parked the school gates are to be locked. The same procedure applies when the car leaves the school site.

4. After school routine

- There are two exit points that are opened at 2:55pm in all weather conditions. Parents who are personally picking up their children go to the Top Grass area when a teacher opens the Gate. The second exit point is Car Gate where students who are being picked up by car, those that are walking / cycling home access. Students also access three public buses along Longueville Road including a private tennis bus. Staff wear high vis vests. There is an OOSH onsite and students are handed over to the staff outside the school Hall.
 - The teacher on Top Grass remains on duty until the last child has been accounted for. If by 3:15pm a student has not been picked up, they are escorted to the school Office where a phone call is made to the parent.
 - The four teachers on duty for Car Gate ensure that students get into cars safely in front of the school. These teachers do not direct traffic or assist with seatbelts etc. They only assist with opening and closing car doors. Megaphones are used to call out surnames so that there is a steady flow of traffic. In dry weather, students wait on artificial grass on school grounds. During wet weather, students wait outside the Year 6 classrooms with extra staff supervision and key members on mobile phones naming surnames arriving in the Car Gate area. Students are escorted from the Year 6 area to their cars under umbrellas held by staff.
- i. Walking from school grounds without parent/guardian supervision**
 - Parents send an email / complete a Google Form to class teachers detailing how children go home at the beginning of the school year. Students leave the school grounds via the Car Gate. Some cross at the crossing, others walk along Longueville Road.
- ii. Children catching public transport**
 - Parents send an email / complete a Google Form to class teachers detailing how children go home at the beginning of the school year. In the event that buses are delayed, parents are notified via Compass and Admin staff phone the relevant bus company for an update.
 - Students accessing 693 / 696 buses meet a teacher on Top Grass near the OOSH gate each afternoon from 2:55pm. The teacher supervises then escorts students onto the correct bus when the bus arrives on Longueville Road near the OOSH gate entrance
 - Students accessing the 694 bus and students catching the private tennis tuition bus meet the teacher on duty outside the Uniform Shop (Kinder Courtyard) at 2:55pm. They are then escorted across Longueville Road via the crossing to the designated bus shelter to await the buses.
- iii. Students collected from drive-by pick up zones**
 - Please refer to the sections above for further information.

READINESS FOR SCHOOL

It is most important that young children develop independence and a sense of responsibility. You can assist in this development by encouraging your child to carry his/her own bag to and from school, placing lunch in his/her own bag, taking care of their possessions, tying shoe laces, etc. Specific readiness information is given to families in the year prior to commencing Kindergarten.

Both parents and the staff are very concerned about the safety of the students. It is most important that children are trained from an early age in all aspects of safety. Children who travel by bus must be shown where to catch and leave the bus and how to identify the correct bus, for example, to know the bus number. Children must be allowed gradually to assume responsibility for their own safety. They cannot be expected suddenly to behave sensibly and confidently unless they have had much previous and gradual experience.

It is desirable for your child to know the following to assist in keeping them safe:

- His/her own name, address and telephone number
- Walk on footpaths where possible
- Not to step out from behind parked cars or buses
- Use the pedestrian crossing where available
- Look right, then left, then right again before attempting to cross the road
- Walk quickly across the road, but not to run
- Remain in seats and listen to instructions of the bus driver
- Refuse rides or gifts of any kind from strangers
- Play games in a safe place, away from the street
- Not to bring to school articles that may cause accidents or expensive/delicate items that could be lost or damaged
- Not to throw stones or other items.

HEALTH AND WELFARE

Accidents

Staff will attend to minor injuries at school. Parents are asked to make sure that they fill in the contact forms sent home at the beginning of each year. This enables the school to have an up-to-date home and work telephone number. One other contact number is required to cover the event of neither parent being able to be reached when a child becomes ill or has an accident. Every effort will be made to contact you or a person nominated by you. In serious cases, if the school cannot reach anyone nominated by you, appropriate action will be taken to care for the child. In all emergencies, an ambulance will be called.

Illness at School

If a child is unwell at school the following steps are taken:

1. Contact the parents
2. Contact the nominated emergency contact person (if step one is unsuccessful)
3. If neither a parent nor the nominated person can be contacted, the school acts in the best interests of the child.

Administration of Medication

We ask that parents ***do not send medication of any kind to school with children***. Parents or carers must deliver medication personally to the school office to avoid the potential of children gaining access to medication.

If children need asthma, diabetes or epileptic medication, it will be carefully stored at the School Office along with an "Individual Health Care Plan" completed for school records supported by an "Action Plan" if required, prepared by your physician. The Administration Staff will ensure that these children are given their prescribed medication. **This medication is the only type we are permitted to supervise.** Regular medication is taken only with the written consent of parents and the agreement of the Principal. Children receiving such medication must go to the Office to receive their medication from the Administration Staff who keep a record of this daily procedure.

No member of staff is allowed to dispense other forms of medication such as Panadol, antibiotics, ear or eye drops. If children are taking Paracetamol or antibiotics due to infection **then they need to be at home resting**. This is not only important for your sick child but also important for other children and staff to protect them from infection. We request your cooperation in this serious matter. If your child is well enough to attend school but still requires medication temporarily, a parent must complete the "Request to Administer Medication" form provided at the School Office.

Anaphylaxis

There are a number of students at St Michael's who have a life threatening allergy. All families are asked to avoid sending any food to school that includes nut or nut products and sesame seeds or sesame seed products. In some grades, we ask for further consideration as some students have egg and dairy allergies too. This is particularly important when sending party bags to school. All food items should be labelled accurately with ingredients. Please help us care for each student by cooperating

with this child protection matter. It is an expectation that all students do not share their food with others.

Allergy Awareness

Please be mindful of our students that suffer from severe allergies when sending treats to school for birthdays and at other special times of the year. Allergies to specific food include nuts, sesame seeds, egg and some dairy products. This means no nuts, tree nuts and other nut products (such as Nutella and peanut butter sandwiches) at school. Please reserve these sandwich fillings for home.

Please consider appropriate allergy free treats and label with the ingredients where possible. Our students' wellbeing is our main priority and we appreciate your assistance with this important matter.

Dental Health

All children attending educational facilities in NSW are eligible for free Public Dental Health Services. All services are provided on clinically determined need irrespective of a child having had a school-based assessment or not. Parents who would like to access care for their child at the Public Dental Service can contact the Central Intake Centre on: 1300 134 226.

Infectious and Communicable Diseases

Schools have a duty of care to provide and maintain a healthy and safe environment for all staff, students and others working at or visiting the school, and to minimise the risk of anyone in the school community contracting an infectious disease. The school ensures that the NSW Department of Health requirements in regard to infectious diseases are adhered to.

Parents need to seek medical advice if an infectious disease is suspected. Many of these diseases require that your child stay at home for varying lengths of time. Please inform the school if your child has a contagious disease. It is of particular importance that "Slap-Cheek" be notified due to the danger to unborn children. **If your child contracts chicken-pox, it is of critical importance to notify the school due to students or parents who are currently undergoing chemotherapy.** Please contact the School Office should your child have this disease, so that medical intervention can occur.

These are the MINIMUM times that a child must be absent from school if they contract the following diseases.

ILLNESS	CHILDREN WHO HAVE THE ILLNESS	THOSE IN CONTACT
COVID	Exclude while symptoms persist.	Not excluded
Chicken Pox	Exclude for 5 days after the rash appears.	Not excluded
Rubella "German Measles"	Exclude for 4 days after the rash appears or until fully recovered.	Not excluded

Measles	Exclude for 4 days after the rash appears.	Not excluded Non-immunised children who are contacts of a measles case are excluded for at least two weeks after they have been exposed to the case. (NSW Ministry of Health)
Mumps	Exclude for 9 days from when the swelling begins.	Not excluded
Pertussis "Whooping Cough"	Exclude for 21 days from when the whoop begins or until an appropriate antibiotic has been taken for at least 5 days.	Not excluded
Conjunctivitis	Until all discharge from the eye stops.	Not excluded
Head Lice	Not excluded if effective treatment begins before the next day of attendance. Hair treated with a shampoo/lotion until no 'nits' or 'lice' remain.	Not excluded
Ringworm	Exclude until the day after anti-fungal treatment has started.	Not excluded
Scabies	Exclude until the day after appropriate treatment has started.	Not excluded
Impetigo "school sores"	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing.	Not excluded

Immunisation

Changes to the NSW Public Health Act 1991 require parents, with children starting school in any class, to present an Immunisation Certificate at the time of enrolment.

The Immunisation Certificate issued by the Australian Childhood Immunisation Register:

- Reminds and encourages parents to have their children immunised against diseases which can be prevented by immunisation.
- Helps identify children who have not been immunised. This means that parents will be informed that their child may be excluded from school for their own protection if there is an outbreak of a vaccine-preventable disease in the school listed below.
 - Diphtheria
 - Mumps
 - Poliomyelitis

- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella (“German measles”)
- Measles
- Pertussis (“whooping cough”)
- Tetanus.

GENERAL INFORMATION

St Michael's School Uniform

The wearing of full, correct school uniform is compulsory and all items of school clothing should be clearly marked with the child's name. **Sports shoes are to be worn only on sport days** and black shoes to be worn on all other days. **School hats** offer some protection from the effects of the sun. All children **must** wear a school hat when outside for play. Students are encouraged to wear their hats to and from school. A "No Hat- Play in the Shade" policy is implemented at St Michael's as a requirement for children's health and safety. **Wet weather gear** such as lightweight raincoats with hats (names labelled on them) are necessary during inclement weather. These should be kept in your child's case or bag. Umbrellas will not be used at school for safety reasons.

The wearing of jewellery at school beyond earrings (sleepers or studs), watches and gold/silver necklaces is not permitted for both boys and girls. It is also not permitted for primary school students to wear make-up and nail polish. Hair of collar length and longer, should be tied back using elastics, uniform scrunches or blue/yellow/white ribbons. Haircuts should not be extremes of fashion, either cut or colour.

Students are not permitted to write on or deface their uniform. As a mark of respect for the uniform that represents St Michael's school, there is to be no writing or signing on the uniform, as part of any end-of-year ritual.

Girls summer uniform:	Boys summer uniform:
<ul style="list-style-type: none"> - Blue/white/fine yellow checked dress with white collar and inverted pleats - White socks / black shoes - Summer check skort - White short-sleeve blouse (school initials on collar) - Girls bike shorts 	<ul style="list-style-type: none"> - Sky blue short-sleeve shirt - Grey shorts - Short grey socks with school stripes/ black shoes
Girls winter uniform:	Boys winter uniform:
<ul style="list-style-type: none"> - Check winter tunic with inverted pleats - White long-sleeve blouse (school initials on collar) - Navy pant - Long navy Socks or tights / black shoes 	<ul style="list-style-type: none"> - Sky blue long-sleeve shirt - Winter woolen grey shorts - Grey pant - School tie with logo - Long grey socks with school stripes / black shoes
Unisex Sports Uniform and Other:	

- V-neck navy wool jumper
- Fleece zip jacket navy with logo embroidery
- Sports polo (short and long sleeve) with embroidery
- Sports shorts with embroidery
- Track pants with embroidery
- Track jacket with embroidery
- Sport socks (white)
- Bucket hat with embroidery
- Hat in house colours
- Cricket hat
- Colour house swim cap (optional)
- Raincoat (optional)
- Art smock (optional)

Uniform Shop

All students wear the school uniform. The full school uniform is available from the school Uniform Shop (open each Monday 2pm-4pm, located on the school grounds, Kindergarten Courtyard) and also online through <https://www.picklesschoolwear.com/>

The **Second Hand Uniform Shop** is run by a group of parents and all proceeds go back to the school for resources and playground equipment. There is a sale held each term which is advertised in The Michaelian and on Compass.

The Library - The McAuley Centre

The Library is recognised as central to learning in the entire school. Classes will be timetabled for all students to visit the library. All library resources are catalogued and available to all teachers and students via the internet inquiry system. Links for the Library and other online resources can be found via the BYOD website (<https://sites.google.com/a/syd.catholic.edu.au/stmbyodd-primary-parents/>)

Assemblies

School Assemblies are generally held on Friday afternoon from 2:15pm for the presentation of Principal's Awards, grade presentations and other general announcements. When there are no grade presentations, Assemblies will begin at 2:30pm. A general assembly may be held at other times as the need arises.

Birthdays

Sometimes parents like to celebrate their child's birthday at school. For health and safety reasons only individual serves (for example; lolly bags, individually wrapped cup-cakes) may be sent to the school for this purpose. There are children with serious/life threatening allergies. Please ensure that any food given to children does not include any nut products. Please be sensitive to all students when birthday invitations are distributed. The child not included can be deeply hurt.

Crunch and Sip

All years from Kindergarten to Year 6 participate in Crunch and Sip. A healthy snack in the classroom helps the students concentrate on school work. Children can eat fruit or vegetables (any other food will be left for recess and lunch) and can also use their water bottle. Please cut up fruit and vegetables for your children if they prefer to eat them that way.

Mobile Devices at School [apart from iPads and laptops] smart watches etc

As a school community we believe the appropriate use of technology is essential in enhancing the learning environment at St Michael's School. We do not however encourage students to bring mobile devices other than their iPad to school. In an increasingly complicated world we understand that the ownership of these devices enables some families to feel safe and secure. To ensure that the learning environment is not disrupted by the ownership or use of a mobile device we believe that there is a need to set guidelines.

These are as follows:

- During the school hours the most effective means of communication is via the Administration Officer at the front desk
- Mobile devices other than their iPad are not to be used at any time on site.
- If the device is lost, stolen or broken by any person including the owner, the school is not responsible
- Students involved in daytime excursions are in the care of school staff and are not permitted to use mobile devices.

If these guidelines are not adhered to by a student, parents will be contacted and the device will be confiscated and placed in the school safe until the end of the school day.

Messages From Home

It would be appreciated if parents contact the Office prior to 2.00pm with urgent messages for children, especially if there is a change of details for travelling home from school.

School OPAL Card

Student travel passes are only available online. Please visit <https://transportsw.info/tickets-opal/ticket-eligibility-concessions/child-student-concessions/primary-secondary-school>

Please reinforce the school's message of safe bus conduct to your child.

Lost Property

Every item of school clothing should be labelled. Articles of clothing are returned to children if labelled. Follow up on lost items with your child's teacher as soon as possible. If parents are satisfied that the item is not in the classroom, they are invited to check the lost property chests which are located near the uniform shop during drop-off and pick-up times.

Toys and Valuables

No responsibility can be taken for these items at school. Toys should not be brought to school except in special circumstances. Electronic and computer games, play guns or war-like toys are not permitted.

Pets and Smoking

Dogs or other pets are not permitted on school grounds. Smoking is not permitted on the premises or on the boundaries of St Michael's school.

COMMUNITY ORGANISATIONS

<p>Sydney Catholic Early Childhood Services (SCECS) Out of School Hours care (OSHC) https://www.scecs.nsw.edu.au/service/st-michaels-lane-cove (02) 9568 8628 or 0473 458 895 lanecove.oshc@syd.catholic.edu.au Monday - Friday: 7am - 6pm</p>	
<p>Uniform Shop - Pickles Schoolwear https://www.picklesschoolwear.com/school/st-michaels-catholic-primary-school-lane-cove Mondays: 2pm-4pm</p>	<p>Option instead of Canteen Flexi Schools www.flexischools.com.au Tel: 1300 361 769 Food is supplied by Sweet Temptations Patisserie Lane Cove: (02) 9428 1220</p>
<p>Shining Little Souls - Mindfulness & Creativity Sessions www.shininglittlesouls.com emma@shininglittlesouls.com</p>	<p>Chess Club - Sydney Academy of Chess www.sydneycademyofchess.com.au (02) 9745 1170 enrolment@sydneycademyofchess.com.au</p>
<p>St Michael's Lane Cove Association Netball: https://stmichaels.nsw.netball.com.au click on 'NSW' and input the search 'St Michaels Netball Club Lane Cove' Enquiries: secretary.smnclc@gmail.com St Michael's Junior Football Club https://stmfc.org.au/juniors-football StM.registrar@gmail.com St Michael's Basketball registrarstmbasketball@gmail.com</p>	
<p>Lane Cove Girls Cricket www.playcricket.com.au</p>	<p>Lane Cove Junior Rugby Union Club www.lcjru.com.au</p>
<p>Lane Cove Tigers Junior Rugby League www.lanecovetigers.com.au</p>	<p>Lane Cove Cats Junior AFL Club www.lanecovecats.com</p>
<p>Lane Cove Junior Cricket www.playcricket.com.au Email: lccc.juniors@gmail.com</p>	