



# Aranmore Catholic Primary School

Parent  
Information  
Booklet 2017

## **Welcome to the 2017 school year**

This booklet outlines the history and some of the traditions, routines and practices here at Aranmore Catholic Primary School. I hope by reading this information you will come to see that our wonderful school offers innovative programmes, provides a safe and secure environment for all and encourages parents to become partners in their child's education.

Upon enrolment at Aranmore Catholic Primary School all parents sign the enrolment form whereby it stipulates that parents will agree to abide by the policies and directions of the school and the Catholic Education Office of Western Australia as they are enacted from time to time.

Please keep this booklet at home as a handy reference for the year ahead. Updates via the newsletter or notes sent home will inform you of any alterations to procedures and policies and will keep the information current.

My greatest wish is that you and your family involve yourselves fully in the spiritual, academic and social life of the school. It is through active participation in the education process that most gains will be made for all concerned.

I hope you have a wonderful year at Aranmore.

Mrs Margaret Williamson  
Principal

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# 1. ARANMORE

## 1.1 Bishops Mandate

Catholic schools in Western Australia have a distinctive ethos and are mandated by the Bishops of Western Australia.

All those in Catholic schools are called to relate personally with Jesus himself. His teachings and Gospel values are the educational norms that permeate Catholic school life. Each member of the Catholic school community strives to give Christian witness through words, attitudes and actions.

The ethos of the Catholic school contributes to students developing a Gospel vision for society as they learn to live a Gospel inspired life. One of the key roles of Catholic schools is to help parents in the education of their children and especially in their development as young men and women ready to make a positive contribution to society.

The Bishops *Code of Ethical Conduct* clearly states that all those in Catholic Schools in WA must uphold the following - Gospel values, dignity, giftedness, relationships, confidentiality and accountability. At Aranmore we all work together as a professional team, collaboratively, respectfully, openly, honestly and energetically, upholding the vision of the school as well as the expectations of the Bishops Mandate.

## 1.2 Ethos

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

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

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

## 1.3 Vision Statement

*The Aranmore Family,  
enriched by its Catholic tradition and cultural diversity,  
nurtures in each child  
a love of life  
a passion for learning  
and the skills to make a difference.*

To ensure that our vision becomes effective in the life of our school, the Aranmore Catholic Primary School Community is committed to these core aspects which we value, celebrate and promote... **Our Catholic Tradition, Our Cultural Diversity, Our Children, Our Community and Our Curriculum.**

### Our Catholic Tradition

We achieve this by:

- Upholding the Catherine McAuley tradition of educating girls
- Upholding the Edmund Rice tradition of educating boys
- Valuing, celebrating and promoting the life of Christ
- Sharing, living and responding to our faith through rituals, prayers and sacraments

### Our Cultural Diversity

We achieve this by:

- Welcoming and accepting people from many lands
- Celebrating the differences inherent in our diversity
- Promoting the many cultures present in Australia
- Responding empathically to the varying needs of our diverse community

### Our Children

We achieve this by:

- Respecting the dignity of each child
- Valuing the special gift each child is to us
- Developing the child's love for life
- Nurturing the child's passion for learning
- Celebrating the child's journey towards discovering his/her place in the world

### Our Community

We achieve this by:

- Maintaining a friendly, welcoming environment
- Valuing the role of parents, extended family and the wider community
- Striving to promote inclusiveness and openness
- Responding to and respecting the changing needs of families within the school community

### Our Curriculum

We achieve this by:

- A commitment to excellence of delivery of Religious Education
- A commitment to excellence of delivery of the Curriculum Framework
- A commitment to embracing progressive pedagogy
- Promoting the involvement of parents in the educative process

## 1.4 Aranmore Motto and Crest

The motto of Aranmore Catholic Primary School is Trust.

It is this ideal that is central to the relationship between parent and child, student and teacher, student and student, teacher and teacher.

Aranmore embodies three ideals:

- a deep-seated respect for the past
- a strong commitment to those in school at present
- confidence that through learning and trust, God's love will continue to ennoble, enrich and empower our lives

Our school aspires to create an environment in which each child's dignity is actively developed spiritually, emotionally, academically, socially and physically.

Through this, the child will recognise and respect his or her own worth as well as the dignity and rights of others.

Aranmore's distinctive crest incorporates the spirit and history of the school, combining the school of the Sisters of Mercy with that of the Christian Brothers. At the centre of the A is a triangle representing God as Trinity, the three divine persons who are one God of love.

In the centre of the triangle is the Celtic cross representing Christ as Saviour and taking the school back to its Irish origins. We continue the commitment of those European migrants who founded and built the school with meagre resources.



## 1.5 School Prayer

Aranmore's school prayer is recited along with the school song which is sung at assembly.

***Jesus, Mary and Joseph  
May we in our school years  
Take time to READ  
Take time to THINK  
It is the road to Wisdom.  
Take time to LAUGH  
Take time to LOVE  
It is the way to be Alive.  
Take time to GIVE  
Take time to PRAY  
It is the road to GOD.***

***Amen***



## 1.6 History

- 1903** A vast network of Mercy schools was established in Perth by the Sisters of Mercy and Australia, including St Mary's (Aranmore).
- 1933** The first Parish Priest of Leederville, Reverend Monsignor John Moloney, instigated the building of St Mary's Church in Franklin Street, Leederville. St Mary's Convent was built opposite the church.
- 1942** The Christian Brothers opened a boy's school, CBC Leederville, next door.
- 1954** The girl's school was renamed St Mary's College for Girls. St Mary's College for Girls was completed. St Mary's Primary and CBC Leederville Primary both had their origins on the St Mary's/CBC Leederville High School sites.
- 1976** St Mary's opened a separate primary school (Pre-Primary to Year 7) in Brentham Street, Leederville.
- 1979** The boys' campus (Years 5-7) moved from Franklin Street to Jugan Street, Glendalough.
- 1988** The two primary schools amalgamated and became Aranmore Catholic Primary School, taking its name from the island of Arranmore off the coast of Ireland.
- 1989** The Jugan Street Campus moved to what was formerly called the St Mary's Primary School site with co-educational classes throughout the whole school from Pre-Primary to Year 7.
- 1997** The first enrolments for kindergarten were accepted and consequently housed in the old Pre-Primary premises on Brentham Street.
- 1999** Since its beginnings the school had been under the principalship of the Mercy order of religious and 1999 saw the retirement of its religious head allowing for the first lay principal to carry on the Mercy tradition.
- 2009** Aranmore became a K – 6 School, with Year 7 students moving to high school.
- 2012** Aranmore became a PK-6 school with the introduction of a Three Year Old Programme (Pre-Kindy).

## 1.7 Aranmore Day and Mercy Day

A celebration/feast day for our school is held in Term One/Term Three. [Aranmore Day is celebrated in Term One and Mercy Day is celebrated on or near September 24 each year.](#) Both days serve to strengthen our link with the history of our school, in particular, the Sisters of Mercy.

We celebrate each day with a prayer service/mass, the children take part in tabloid sports, research the school history, play games in class and they receive a free sausage sizzle for lunch. During Aranmore Day the children participate in Aranmore Has Talent and receive a commemorative ribbon for Aranmore Day.

## 2. ST MARY'S PARISH

In 1903 the Sisters of Mercy from West Perth opened a convent and school in Marian Street Leederville, which is now called Aranmore, after a well-known island off the coast of Ireland. By 1904 a weatherboard building was erected and Mass was held each Sunday. On the 1st of March 1919, the Leederville Parish was established with its own parish priest Father Moloney. He was born in Limerick, Ireland in 1882 and educated by the Christian Brothers at Charville, France and later studied philosophy at Mt Melleray. After arriving in Western Australia, he served as curate at St. Mary's Cathedral, followed by periods as parish priest in Busselton, York, Victoria Park, Menzies and Wagin. He died in February 1958 after a long illness and his burial cross and surround now reside within the church grounds.

Following extensions, the completed Church of St Mary's Leederville was blessed and opened by the most Rev. Patrick Joseph Clune, Fourth Bishop and First Archbishop of Perth on the 13th of February, 1938. The bell that rings faithfully every Sunday morning was cast at the O'Byrne Foundry in Dublin in 1928, probably ordered when the original plans for the church were first drawn up.

It is important to look at the past, if only to secure us in the present and give us strength for the future. The history of St. Mary's Leederville shows us that the passion for Christ can open doors for all.

### St Mary's Parish Timetable

#### Weekend Masses

Saturday 6.30pm  
Sunday 8.00am, 10.30am (English)  
9.15am (Italian)

#### Weekdays

Monday 8.00am Communion Service  
Tuesday, Thursday, Friday 8.00am Mass  
Wednesday 9.00am Mass  
Saturday 8.00am Communion Service

**Address:** 40 Franklin Street, Leederville, Western Australia

**Telephone:** 08 9444 9624 or 08 9444 9598

### **3. PARENT INVOLVEMENT POLICY**

#### **3.1 Rationale**

Today, it is generally accepted that when parents express confidence in the school and are involved with it in some way, their children are likely to be happier and perform better in the classroom. Young children see their parents and teachers sharing common beliefs, attitudes and goals. They therefore feel more secure and more purposeful.

It has been found that when home-based educational objectives clash with school-based objectives, the student normally resolves the conflict by rejecting the school. This underlines the importance of the need for parents and teachers to work together.

#### **3.2 Close Links**

At Aranmore Catholic Primary School we try to maintain very close links with parents. Once forged, these links have been found to result in:

- greater understanding by parents of their children's schooling
- greater understanding by teachers of the children and their needs
- better communication between home and school
- fewer crises and misunderstandings
- higher pupil morale and confidence
- more goodwill and mutual esteem between parents and teachers
- a happier school

#### **3.3 Family Involvement**

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

Parents are involved in the following ways at Aranmore Catholic Primary School:

As community members, they elect and largely comprise the School Board and are the basis of the Parents and Friends Association which builds our educational community and provides so many resources.

Through their communication with their child's teacher, home and school can complement each other in encouraging the development of the whole child.

Parents can play a valuable role in the classroom by extending the children's experiences and access to adult assistance. The active, developmental style of learning we provide at Aranmore Catholic Primary School utilises parent support in areas such as sports carnivals, Canteen, excursions, camp and in classrooms.

As teachers are entrusted with the development of whole classes of children and have the long term good of each child at heart, we ask that parent helpers also provide for all children the confidentiality, support and equal opportunities they would wish for their own child. The teacher, as the caring professional, will at all times provide the guidance needed by classroom helpers. If there is any part of the programme that helpers are not clear about, we ask that they discuss it with the teacher and not outside the classroom.

Children benefit greatly from the involvement of their parents in school activities and events.

Our discipline programme works best with parent support.

### **3.4 Guidelines and Confidentiality For Parent/Family Helpers**

The classroom teacher is responsible for the children's education and monitoring the behaviour of the children. The parent helpers work under the teacher's direction.

The classroom teacher is a professional. The school expects parents to respect the teacher's expertise and maintain a professional attitude as they work alongside the teacher. The teacher will make it very clear exactly what is expected of parents when they come to help.

The school stresses the importance of being professional and it insists that **parents do not discuss details of any child's academic achievements or social behaviour outside the classroom.**

### **3.5 Parent-Teacher Communication**

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

Avenues of communication include:

**Weekly Newsletter** – emailed each Friday via the newsletter link to each family. Please ensure that your email address is updated at the school office.

**Annual Calendar** – to inform parents of events for each term and assist with forward planning.

**School Website** – [www.aranmorecps.wa.edu.au](http://www.aranmorecps.wa.edu.au) – contains school information, including newsletters.

**Parent Information Meetings** – Pre-Primary to Year 6 meetings are held early in the year to discuss the year's programme and expectations in each class. It is essential that each family be represented at the meeting(s) relevant to their child/children.

The Pre-Kindy and Kindergarten meetings are held in November/December so that information provided can be of benefit in the transition period of the Christmas holidays, in order to prepare the younger students for their commencement at Pre-Kindy and Kindergarten.

**Progress Reports** – Evaluation and reporting are important elements in the teaching/learning process. Teachers provide written reports at the end of each semester for PP-6. Parent-teacher interviews during the year provide opportunities for the exchange of information regarding the child and his/her development. In Kindy a book containing a sample of the child's work is sent home at the end of the year.

**Interviews** - Teachers welcome parents to make appointments to discuss their child's progress at any stage of the year. Due to responsibilities of classes and demands on teachers for out-of-school hours preparation and meetings, parents are asked to make an appointment at a mutually convenient time.

At the end of Term 2/beginning of Term 3 the Kindy teacher will invite all parents to attend a final interview to discuss your child's progress.

**Learning Journeys** – Is a positive experience for both students and parents where students discuss what they are learning, what they are working on and how they feel about their experiences with their parents. On two occasions during the year, the classrooms are opened for Learning Journeys. The Learning Journey occurs in Term One and Term Three. The Learning Journeys are scheduled from 3:15pm - 6.30pm. Parents and students visit the classroom during these times and spend some time together reflecting about the learning that has occurred.

Students and teachers prepare for the Learning Journey in class by reflecting on work completed during the term and individual students reflecting on how their learning is progressing and maybe what could be further developed. The opportunity to immerse students in an experience leads to greater engagement, enjoyment and attachment to the learning. In essence, students are practising to become more responsible for their own learning.

**P&F Meetings** – These provide a good forum for gathering information about school happenings and are a way to make a real contribution to your children's education. P&F meetings take place twice a term on a Wednesday evening.

Please check dates in the Calendar.

**Notes** – These are sent home periodically by class teachers and administration. Please respond promptly if an answer is required. Each student has a **diary** to write homework and reminders as well as any parent / teacher communication.

**General Meetings** – Meetings are scheduled during the year to ensure cooperation and understanding of current topics such as sacramental programmes, curriculum and learning activities. Parents are urged to attend these as they provide an overview of your child's experiences.

### 3.6 Tips for Parents

- Make an effort to understand what the school is trying to do. If you can, express your support for its aims and the values it expresses.
- If at all possible, participate on committees and in discussion groups that consider educational issues and give opinions to the staff.
- See the school as YOUR school. Encourage your children to see it in the same way.
- By all means offer constructive criticism and suggestions and direct your information to the right people.
- Go to school activities - open days, plays, concerts, picnics, sporting functions, and celebrations. Take a friend.
- Join the official parent group and look after the school's interests.
- Welcome new parents. Help them feel that they belong. Build their confidence in the school.
- Support a broad and balanced curriculum. Resist attempts by any pressure groups to narrow the curriculum to things that are purely functional and measurable.
- Encourage your children to cooperate fully, to join in all school activities and to take a pride in the buildings, the grounds and the school community as a whole.
- Let the Principal and the teachers know that you support them, even if sometimes you have to be a friendly critic or a critical friend.

*(from Barry Dwyer - Parents, Teachers, Partners)*

### 3.7 Parental Concerns

Parents are welcome to discuss concerns of any kind, at any time. It is more efficient, considerate and convenient to both parents and teachers if an appointment is made, so that full attention can be given to the issue at hand.

Please direct all classroom queries to the classroom teacher first. You may wish to discuss further concerns with one of the Assistant Principals or the Principal.

### **3.8 Procedures and Protocols**

Upon enrolment at Aranmore Catholic Primary School, parents sign and agree to abide by the policies and directives of the school and the Catholic Education Commission of Western Australia.

The Catholic Education Commission issues Catholic Schools with policies and directives which the Principal and Leadership Team are bound to implement at the school.

The School Board is overall responsible for planning the financial management of the school and acting in an advisory capacity in regards to policy formation. The Board is advisory rather than operational, administrative or managerial, as these latter responsibilities lie with the Principal. The Board's sole connection to the operation of the school is through the Principal. Therefore, Catholic Schools are run by the Principal and the School Board provides support to the Principal in upholding directives from the Commission. The school is therefore not run by parents or parent directed, as ultimate responsibility rests with the Principal.

The P&F Association is an important grassroots organisation. The Association, in consultation with the Principal, enables interaction with other parents, organises fundraising events to raise money to support the purchase of resources and may also organise educational activities for parents, e.g. drug education speaker. Queries, concerns and suggestions to the P&F President should relate to these matters only.

As stated in the Parents and Friends Federation of W.A. brochure, 'the P&F is not entitled to interfere in the day to day running of the school or the curriculum'. However, parents' views and suggestions may be called upon by the Principal and School Staff members from time to time.

If you have a query, concern or suggestion the correct protocol to follow at Aranmore Catholic Primary School is to speak with the classroom teacher, asking them to pass on the concern to the Leadership Team, if required. Alternatively you can speak directly to one of the Assistant Principals or the Principal, either in person, via an appointment or via the telephone.

Open and frequent communication is encouraged. Parents need to direct their concerns, queries and suggestions to those who are able to listen, provide correct information and possible solutions, that is, with the teachers and Leadership Team. Discussion amongst parents regarding concerns is not encouraged as information may be ill-informed, misdirected or incorrect advice given. The school does not entertain avenues of expression such as petitions, group letters or group appointments. Such avenues of expression are inappropriate and not the correct venue for expressing concerns at Aranmore as they may cause disharmony within the school community.

## 4. ROUTINES AND PROCEDURES

### 4.1 SCHOOL HOURS

#### **Pre-Primary to Year Six:**

Classrooms open:	8.30am
School Day:	8.45am – 3.00pm
Recess	10.50-11.10am
Lunch:	12.40 - 1.20pm

#### **Kindergarten:**

	3 full days: Tue, Wed, Thurs
	Optional fourth day - Friday
Classrooms open:	8.30am
School Day:	8.45am – 2.45pm

#### **Pre-Kindy:**

	Monday and Fridays
Classroom opens:	8.45am
School Day:	8.45am – 2.45pm

#### **Office Hours:**

8.00am – 4.00pm

### 4.2 Before and After School

Before school supervision commences at 8.15am in the Undercover Area. If children are on school site from 8.15am, they must wait in the Undercover Area. If parents are at school early and waiting with their children we ask that they come to the Undercover Area to wait rather than outside the classrooms, so all children can easily be supervised by the teacher on duty,

#### **Children must not be on the school site prior to 8.15am.**

Classroom teacher supervision begins at 8.30am when classrooms are opened. Children should arrive at school in good time so that they have fifteen minutes to prepare for the day, order lunches and unpack bags. Children should go immediately to their classroom when they arrive at school after 8.30am and not leave the classroom without the teacher's permission. Teacher supervision concludes at 3.20pm each day.

Children are not permitted to use sport equipment or be on playground equipment before or after school.

### 4.3 School Parking Policy

#### **RATIONALE**

**Parking on the Aranmore Catholic Primary School site relies on the care and good driving of every driver, if the children are to remain safe.**



## PRE-KINDY AND KINDERGARTEN PICK UP

Pre-Kindy and Kindy children can be collected from the classroom at 2.45pm. Children are to be dropped off and collected by an adult, therefore parents are asked to park their cars on neighbouring streets. **Please do not park in the Kiss & Ride between 8.00am-9.30am and 2.30pm-3.30pm.**

## GENERAL

There is one supervised pick-up area where children (Pre-Primary-Year 6) may wait after school. This is at the front of the school.

### Kiss & Ride (Pre-Primary-Year 6)

- Parents enter from the north and move in a southerly direction without overtaking
- Traffic is to be kept moving
- **Strictly No Parking is permitted between 8.00-9.30am and 2.30-3.30pm**
- The West side of Brentham Street is for parking. Children must be walked across the road by parents/guardians
- Avoid illegal acts such as double parking, parking on footpaths, driving through the staff car parks or unsafe practices such as stopping in the traffic flow areas, which will endanger your child/children
- Be on the alert for children who may not be looking for moving vehicles
- Please be courteous to other drivers at all times.
- Please have your family name tag displayed so staff on duty can call your family name enabling your child to be read, thus assisting with the flow of traffic.
- Children should only enter cars from the sidewalk (lefthand/passenger side).

To reduce congestion please consider some of the following options:

- Car pool with another family
- Have your child ride their bike to school
- Walk to school
- Walking Bus – if you live close, walk with a couple of families and parents can take turn being Walking Bus Drivers
- Drop children off at 8.30 a.m. Classrooms are opened at 8.30 a.m. and teachers are inside supervising
- Pick up a little later. Instead of coming at 3.00pm, when it is very congested, come at 3.10pm. Teacher supervision is from 3.00pm.to 3.20pm
- Both Staff car parks should only be for staff parking and no parent/guardians should be using these for parking or a drop off/pickup point
- Please note that the City of Vincent Rangers patrol the area on a regular basis and will issue infringements for any illegal parking.

#### 4.4. Pupil Free Days and Staff Meetings

**Professional Development Days:** Parents will be notified of pupil free dates via the newsletter/calendar.

**Staff meetings/Professional Learning:** Staff meet weekly on Wednesdays from 3.30pm.

**Staff prayer:** Staff meet weekly on Thursday morning from 8.15am.

**Staff are unable to meet with parents during these times.**

#### 4.5 Bicycles

On the recommendation of safety authorities, we have a policy that only children 10 years and above are permitted to ride to school without a supervising adult. Riders must wear an approved safety helmet and keep to the bike paths. Bikes should be parked behind the Administration building near the maintenance shed.

#### 4.6 Children's Attendance

Children are required to attend school unless they are ill and this includes days for which special events are planned, e.g. camps or sport days.

To ensure the children's safety and for legal requirements by the Education Act of W.A. parents are asked to comply with the following:

- If a child is to be absent or arriving late on a particular day, parents are asked to notify the school by 8.30am. Notification is also needed for dentist and other appointments.
- If the office has not been notified of your child's absence or late arrival, parents will receive an SMS from the school alerting that your child is not at school.
- When a child returns to school after being away, a written, signed and dated explanation must be given to the teacher – letter or email.
- Children are not permitted to leave the school grounds during school hours without written consent of parents and permission from the Principal.
- All extended absence requests from Aranmore Catholic Primary School should be placed in writing to the Principal. This includes such absences as family holidays and a copy needs to be given to the classroom teacher. If families are going away for two weeks or more, parents must meet with the classroom teacher in order for work to be set for children.
- Children must be signed in at the office by parents/guardians when arriving late to school.

#### 4.7 Collecting Children for Appointments

As part of our duty of care, parents collecting children for appointments, sickness etc, will need to come to the school office to sign the children out. Name, date, time, reason why, who is collecting the children and signature will be required.

If your child is returning to school after an appointment, parents/guardian must present the child to the office before the child returns to the classroom and sign the child in. Parents are still required to inform the child's class teacher via a note of their intention.

## 4.8 Monies

**School Fees Payment of accounts** - Payment should be made by the due dates according to one of the following methods:

1. Payment of the account in full by **cash or cheque**
2. Pay via **EFTPOS** machine – **Credit Card or Savings** Accounts
3. Pay by PHONE from your credit card to the School Office on 9444 9366.
4. Mailing your payment. Tear off the remittance advice and send your cheque or credit card details to the School Office.
5. Payment by **B-Pay**. Biller code: 79954. Contact your financial institution via telephone or Internet banking to make this payment. Refer to your statement for your reference number.
6. Payment by **Direct Debit**, this allows your account to be paid automatically to the school from a nominated bank account. Forms available from the Finance Officer.
7. Please contact the Finance Officer should you need to make alternative arrangements.

**Health Care Card Holders**- Parents/guardians who are responsible for the payment of school fees and hold a current means tested family Health Care Card or Pensioner Concession Card are encouraged to check with the Bursar regarding eligibility for a discount on tuition fees. This discounted tuition fee does not cover additional charges such as incursions/excursions, amenities, swimming, P&F levy and building levy etc. and does not apply to Kindergarten Friday sessions or the Pre-Kindy programme.

To access the Health Care Card Tuition Fee Discount Scheme, parents/guardians will need to show a valid Health Care Card or Pensioner Concession Card (code PPS) and complete a simple form available at the office. Holders of cards that are due to expire prior to the end of term will need to show their new card once issued for discounts to continue.

**Overdue fees**- Where no arrangements have been made with the Principal or the Finance Officer, the School, without notice, may seek recovery through its Debt Collection Agency. Parents/guardians will be liable for any legal costs and commissions incurred through recovery of the debt.

Please note: School Fees are jointly and separately payable by parents (both parents are responsible for school fees unless there are custody orders that indicate otherwise).

**All Other Monies**, unless specifically directed, should be paid by the child to his/her teacher first thing in the morning.

All money should be:

- correct cash or a cheque made payable as per instructions
- all money sent to the school should be placed in a sealed envelope with the child's name, class and the amount and purpose of payment written clearly on the front

**Ashton Scholastic Book Club** books are available throughout the year. Correct money or a cheque made payable to Scholastic Australia must accompany orders securely enclosed in an envelope with student's name, class and amount clearly marked. Credit card payments available.

#### **4.9 Emergency Procedures**

The school has an evacuation plan in case of emergencies and has practice drills at least once a year. If you are a parent helper and are working with a group of children when an emergency or drill siren sounds, please check the following:

- that your entire group is present
- that you rejoin the main class group as soon as possible by a safe route
- classes assemble on the oval at the rear of the school

If you are working in the Canteen or Library, please follow the Librarian or Canteen Manageress to their designated area.

#### **4.10 Lost Property**

No responsibility is taken by the school for lost articles. Parents are most welcome to check for lost items in the lost property collection box situated in the Undercover Area. Please enquire at the school office for smaller lost items such as watches, sunglasses, keys etc.

#### **4.11 Assemblies**

Morning Assemblies are held each week on Friday at 8.45am in the Hall. At these whole school gatherings, the School Prayer is recited and the School Song and National Anthem is sung. Classes are rostered on for a Prayer and Performance Assembly.

Aranmore Awards are presented to affirm children's individuality and successes.

Mercy Value awards are presented at the last assembly of every term to acknowledge those children who consistently display these values.

At assemblies, the Student Councillors manage the Golden Groom and Environmental Awards,

Parents are very welcome at all assemblies.

## 5. SCHOOL ORGANISATION AND SERVICES

### 5.1. The School Board

The School Board is the body responsible for the financial management of the school, for improvements and financial planning. The Board is comprised of the Parish Priest, the Principal, a representative from the Parish Council, a representative of the Parents & Friends Association and a minimum of four and a maximum of six other elected persons.

The School Board is responsible to the Catholic Education Office of Western Australia (C.E.C.W.A.) and subject to the School Board Constitution as set down by C.E.C.W.A.

### 5.2 Parents and Friends Association

The Parents and Friends Association foster community interest in education, promote closer liaison between school and community and assists with school amenities.

Meetings are held monthly and are advertised in the school newsletter and term calendar.

New families are always welcome to form friendships and contribute to the school community.

### 5.3 The Regional School Psychologist

The purpose of the School Psychologist is to provide psychological services to assist schools optimize student learning and development.

Support can be provided to staff, students and parents in the following main areas:

#### **Student learning**

*Failure to make adequate progress.*

Assistance can be provided with identification, assessment and development of appropriate interventions.

#### **Student behaviour**

*Management of student behaviour in the school.*

Assistance can be provided in terms of appropriate programmes for individual students, whole class and whole school levels.

#### **Social and emotional**

*Interpersonal and personal issues.*

Support issues and intervention to individuals and groups.

#### **School and system support**

*Policy and practice issues.*

## 5.4 School Chaplaincy Worker (Social Worker)

Aranmore has a School Chaplaincy Worker (Social Worker) employed at the school two days per week – Tuesday and Wednesday. Assistance can be provided with such issues as:

- Dealing with separation and family conflict
- Grief and loss
- Child protection
- Refusal to attend school
- Behavioural concerns at school or at home
- Bullying issues
- Building resiliency and self-esteem
- Peer problems at school
- Conflict resolution
- Dealing with anxieties and fears
- Organise welfare assistance and information for families in financial distress

## 5.5 School Canteen

The Canteen operates on Monday, Wednesday and Friday.

Lunch orders are to be written on lunch bags and these are available from the Canteen. Correct money when ordering is appreciated. On line orders at the Canteen are accepted at : [www.ouronlinecanteen.com.au](http://www.ouronlinecanteen.com.au)

Children who leave lunches at home will be provided with a sandwich lunch and a note advising parents will be given to the child concerned to take home. Money for the lunch provided must be forwarded to the Canteen the following day.

**Late orders** – Every attempt will be made to fulfil late orders however some food items may not be available and the order will be filled with whatever is left.

The School Canteen relies on parents/family members volunteering for roster to assist the Canteen Manageress.

## 5.6 Library

The Library serves the Aranmore Community by providing a centralised collection of books, audiovisual and other resources. These enable teachers to programme resource-based learning and the children to develop independent learning skills and literacy through enjoyment of real literature.

The children come to the Library weekly to select reading materials and for sessions, planned in cooperation with class teachers, to develop their learning skills. All children from K-6 must have a library bag in order to borrow books. As the Library is fully automated, students have the

opportunity to use a computer in a real-life situation. Children are introduced to the automated catalogue and taught skills that enable them to locate material.

The details provided through the computerised search terminals supply meaningful information related to each resource, thus enhancing the efficiency of the Library and encouraging children to become independent information seekers, capable of making informed judgements and decisions about available resources.

Parents can help by sharing their children's library books with them, either reading with them or by discussing them. While the responsibility for regular returning is the child's, gentle reminders from home on library day can help.

The Library opens at lunchtime on Tuesday and Wednesday to provide such activities as games, recreational reading, stories and computer activities for children.

## **5.8 Gumtrees YMCA Out Of School Care**

Gumtrees YMCA Out of School Care is located at 22 Brentham Street, right next to the school.

The centre is open for early morning child care. Children are welcome from 7.00am and can enjoy breakfast before they are delivered to Aranmore Catholic Primary School. After School Care operational hours are 1pm - 6pm. Children are collected from the school by a Gumtrees staff member.

Gumtrees is also open during the holidays from 7am – 6pm.

For more details or to register your interest, please contact the centre directly on 0427 471 201 or [gumtree.oshc@ymca.org.au](mailto:gumtree.oshc@ymca.org.au).



## 6. UNIFORM

Our uniform is a sign of our community and all are expected to support it.

- Children are expected to be attired in correct and complete school uniform at all times
- Summer uniform is worn in Term 1 and Term 4. Winter uniform is worn in Term 2 and Term 3

### 6.1 Hair

- Hair, for both health reasons and appearance, is to be neat and tidy
- Shoulder length hair is to be tied back (with red, white or blue hair ties or clips)
- Hair to be tied up in a conservative manner
- Fringes are to be above the eyebrows or clipped back
- Hair colour is to be kept natural (no tints, streaks, tips etc)
- **Hair styles should be of a conservative nature** (no tracks, hawks, undercuts, tails, mullets, partly shaved/close cut hair etc)
- Hair should be no shorter than number 2 cut
- Minimal hair product/gel may be used
- The Leadership Team shall have discretion in determining appropriate hairstyles

### 6.2 Jewellery

For safety and security reasons, it is recommended that no jewellery be worn. The school accepts no responsibility for loss or damage of jewellery. Children are permitted to wear:

- A watch
- A bracelet (no bands, leather ties, etc)
- A maximum of one earring in each ear, must be worn in the lobe (no other part of the ear), sleepers or discrete studs only
- A gold/silver necklace with a small Christian religious medallion or cross, kept tucked in shirt/dress (no leather or neoprene bands, etc)
- No other body or face piercing or tattoos is permitted

***If you are unsure of jewellery requirements, please speak to one of the Assistant Principals.***

- Parents must be aware that all jewellery worn is at the owner's risk
- Nail polish and make-up is not permitted
- If some accident or problem prevents children from wearing their full uniform on any particular day, parents need to send a note of explanation
- Hats are part of the uniform and need to be worn every day – **No hat, no play**



### 6.3 Uniform Shop

A uniform shop is operated by the school. The uniform shop is open **Tuesdays 8.00am to 9.30am**. All components of the uniform must be purchased at the uniform shop (except shoes/sandals).

### 6.4 Uniform Requirements

#### ACADEMIC UNIFORM (Year 1 - Year 6)

GIRLS	BOYS
<p><b>SUMMER</b></p> <ul style="list-style-type: none"> <li>Blue dress with white collar</li> <li>Black school shoes with short white Aranmore socks or brown sandals (Roman) without socks.</li> </ul> <p><b>WINTER</b></p> <ul style="list-style-type: none"> <li>Blue school tunic (with belt)</li> <li>White school shirt (long or short sleeve)</li> <li>School Tie</li> <li>School jumper</li> <li>Black school shoes</li> <li>Short White Aranmore socks/navy tights.</li> </ul>	<p><b>SUMMER</b></p> <ul style="list-style-type: none"> <li>Grey school shorts and blue school shirt</li> <li>Black school shoes with Aranmore school socks or brown sandals (Roman) without socks.</li> </ul> <p><b>WINTER</b></p> <ul style="list-style-type: none"> <li>Grey shorts or long trousers</li> <li>Blue school shirt (worn tucked in at the waist)</li> <li>School tie</li> <li>School jumper</li> <li>Black school shoes with Aranmore school socks.</li> </ul>
<p><b>Blue Aranmore Catholic Primary School hat</b>  <b>Aranmore Catholic Primary School bag</b></p>	

#### SPORTS UNIFORM (Year 1 - Year 6)

GIRLS	BOYS
<ul style="list-style-type: none"> <li>Blue Shorts –(Blue Skorts optional for girls)</li> <li>Coloured School Top - with Logo</li> <li><b>Sports Shoes (mainly white)</b> with white Aranmore socks</li> <li>Blue Track Suit (with Logo)</li> </ul>	<ul style="list-style-type: none"> <li>Blue Shorts</li> <li>Coloured School Top - with Logo</li> <li><b>Sports Shoes (mainly white)</b> with white Aranmore socks</li> <li>Blue Track Suit (with Logo)</li> </ul>

PRE-PRIMARY UNIFORM	
<p><b>SUMMER</b></p> <ul style="list-style-type: none"> <li>Aranmore blue sport shorts or skort</li> <li>Aranmore polo shirt in faction colour (logo)</li> <li>White sneakers or brown Roman sandals</li> <li>White Aranmore socks</li> <li>Aranmore Catholic Primary school hat</li> </ul>	<p><b>WINTER</b></p> <ul style="list-style-type: none"> <li>Aranmore navy fleecy tracksuit (logo)</li> <li>Aranmore polo shirts in faction colour (logo)</li> <li>White sneakers</li> <li>White Aranmore socks</li> <li>Aranmore Catholic Primary school hat.</li> </ul>

Pre-Kindy and Kindergarten children are not required to wear school uniforms however they are encouraged to wear "I'm an Aranmore Kid" t-shirts and pullovers, which are available from the uniform shop.

## 6.5 Booklists

Booklists are issued in Term Four for the following year. Orders may be collated or ordered online and delivered. Many materials can be used from the previous year if children care for them.

## 7. CHILDREN'S HEALTH

### 7.1 The School Nurse

A Community Nurse visits the school throughout the year. You will be notified of an impending visit in the newsletter, of when the nurse will be available to students and to parents to discuss a child's health concerns.

Routine School Health screening is carried out in Kindergarten and Pre-Primary and from these screening results, referrals are made, if necessary, to other agencies after discussion with parents.

The health appraisal includes measurement of height and weight. There will also be a general physical assessment, e.g. checking skin, hair and teeth. Posture, gait and coordination also will be observed.

### 7.2 Health and Emergency Information

It is vital that all emergency details are kept up to date. If at any time your address, phone number or emergency contact number is changed, please notify the school immediately. In the event of no contact being made with parents, the emergency contact will be phoned. In cases of suspected injury to the back, neck or serious limb injury, an ambulance will be called and parents will be notified immediately.

Sick children do not enjoy school and often spread their sickness to others. Children who are too ill to remain at school will be sent home. Parents are asked to ensure sick children have recovered before sending them back to school.

Written notes should be sent to school immediately after any absence. Email valid but not phone call only.

### 7.3 Infectious Diseases

We require the following exclusion table to be observed in cases of infectious diseases as set down by the Public Health Department of W.A. Further information is available from the office.

**CHICKEN POX:** Children are infectious in the early stages from 2 days before rash appears until all blisters have crusted. Exclude until at least 5 days after the eruption first appears. Return when fit.

**MUMPS:** Infectious from 6 days before to 9 days after the onset of swelling. Exclude for at least 9 days after onset of symptoms.

**MEASLES & RUBELLA** (German Measles): Until a medical certificate is produced or 7 days from onset of rash (4 days for rubella).

**WHOOPING COUGH:** Medical certificate or 4 weeks from onset. In any case not before the whoop has ceased.

**IMPETIGO** (school sores): Until treated and covered.

**RINGWORM:** Until day after treatment has been carried out.

**SCABIES:** Until medical certificate is produced stating that treatment has been carried out.

**CONJUNCTIVITIS:** Until discharge from eyes has ceased.

**HEAD LICE:** Most schools suffer from periodic outbreaks of head lice. Parents are asked to routinely check their children's hair. Children may return to school when all live headlice and eggs have been removed.

#### **7.4 Medication**

- The administering of medicinal drugs to children at school is the responsibility of parents.
- Generally no teacher should be asked to administer drugs of any kind.
- Children should not have medicinal drugs in their possession at school as these can inadvertently find themselves in the wrong hands and be incorrectly and perhaps dangerously misused.
- If there are extenuating circumstances that may be contrary to the above, discussions between the Principal, the teacher(s) concerned and the parents must take place and the resultant action be recorded via a medical form.
- Children needing Asthma Puffers need to ensure that they carry their own puffers at all times. Medications or Epipens should be supplied to the school with full instructions for children who suffer with severe allergies.

Parents must notify the school immediately should there be a health concern regarding their children, especially emergency plans.

School staff will not administer any medication without written authority from the parent/guardian. This refers to any medications, even aspirin or paracetamol. Parent/guardian authority forms are available from the school office.

## 7.5 Food Allergies

A food allergy is a reaction to a component of the food consumed. It usually gives rise to symptoms very quickly, generally within minutes of eating or even touching the food. The symptoms are often severe, and may even be life threatening. The kinds of symptoms that might appear include asthma, vomiting, diarrhoea, eczema, hives, nasal drip, swelling of areas of the skin and in extreme cases, anaphylactic shock (total collapse).

The foods which are the most commonly associated with allergy include milk, eggs, nuts, fish and wheat. Aranmore is an allergy aware school. Parents are asked to avoid placing nuts, eggs and fish in lunchboxes. Please ensure that information on your child's allergies is updated at the office.

## 7.6 Healthy Food and Drink

Schools are well placed to support healthy eating and in fact have a vital role to play in helping to reduce the worldwide epidemic of childhood obesity. Children should eat a wide range of foods so that they have the energy for learning and growing. Nutrition and physical activity messages are being taught in the classroom to promote healthy lifestyles. **Aranmore has a long term vision of embracing a whole of school approach** to ensure that the standards for healthy food and drink choices are consistent with these curriculum messages and apply to canteens, class parties, cooking activities, birthday treats, camps and excursions etc as well as other school community events involving the students.

### Class Parties

Teachers ask that only small plates of food be sent in to class and teachers will assign boys/girls or factions to bring food in, to avoid wastage.

### Children Birthdays

Birthdays are celebrated in class with the teacher and classmates and each student receives a Happy Birthday sticker and has the 'Happy Birthday' song sung to them. Some classes have a birthday hat, crown, badge etc. Each month those children who have had a birthday will have their birthday celebrated at liturgical singing and receive a birthday pencil. The children's birthdays are well celebrated at school and parents should not feel pressured to send in treats. However, if parents still choose to send something in it needs to align with the traffic light system and food items from the suggested list may be brought in. Parents are asked to support the school by not sending in chocolate, cupcakes, lollies, chips, etc. Please see the classroom teacher for a list of suitable food items.

### Crunch and Sip

Crunch and Sip is a set break time where children can eat fruit or vegetables and drink water in the classroom. Students refuel with fruit or vegetables during class time at approximately 10am each day, assisting physical and mental performance and concentration. Each student also has a water bottle in the classroom from which they can drink from throughout the day. Through Crunch and Sip, Aranmore demonstrates its commitment to nutrition education in the classroom, by making links with the curriculum and creating a supportive school environment that promotes healthy eating.

## **Whole School Celebrations/Events and Religious Celebrations**

Aranmore celebrates Easter, Christmas and Sacraments as special events on the religious calendar through assemblies, school masses and classroom lessons. Should children wish to share treats such as Easter eggs and candy canes with their friends, we ask that you support the Healthy Food and Drink Choice Policy and therefore share out of school time. Any whole school celebration which may involve a special treat will be limited and consumption carefully monitored by the staff.

### **7.7 Sun Damage Awareness**

The Anti-Cancer Council warns that exposure to harmful rays of the sun can cause skin damage. Children should be protected by an adequate sunscreen and always have their hat before leaving for school.

Throughout the whole year, children are required to wear their Aranmore school hat when outside.

Each classroom is provided with a container of sun-cream. Children are encouraged to use the sun-cream during the day as part of our on-going sun damage awareness programme. On days where the expected temperature is deemed as extreme, the ovals will not be in use at recess/lunchtime. The library and classrooms will be opened for the children during this time.

### **7.8 Dental Clinic**

Students from Pre-Primary to Year Six are eligible for free general and preventative dental care. No work is attempted until parents sign an authority to do so. The dental van may be contacted on 0408 926 794.

### **7.9 Smoking**

The school buildings and grounds are smoke free zones.

## **8. SCHOOL PROGRAMMES**

### **8.1 Pre-Kindy**

Pre-Kindy is an educational programme for children aged three years. The program is play-based and provides children with meaningful experiences that promote the development of spiritual, social, emotional, language, intellectual, creative and physical skills. The Pre-Kindy programme operates on Mondays (from the beginning of the year and Monday and Fridays (Term Two onwards)). Please refer to the Pre-Kindy booklet for further information.

### **8.2 Kindergarten**

The Kindergarten programme is available for children who turn four years of age prior to 1<sup>st</sup> July in the year they are due to commence. The Kindergarten classes operate from Tuesday to Thursday, with one class offering an optional fourth day on Fridays. The programme is designed around the concept of Play-based Education, being the principle learning strategy for children of this age. Please refer to the Kindergarten booklet for further information.

### **8.3 Pre-Primary**

Aranmore Catholic Primary School uses a developmental programme to facilitate the development of the whole child. Activities within the centre are child-centred. Pre-Primary children attend full time from the commencement of the year. Please refer to the Pre-Primary booklet for further information.

### **8.4 Pastoral Care**

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

The underlying philosophy of the Pastoral Care Programme is to acknowledge and reinforce the positive behaviours of the students whenever possible.

Self-esteem is perhaps the single most important factor in helping a child achieve his/her potential.

#### **8.4.1. Code of Conduct**

The Code of Conduct promotes positive work practices and establishes expectations for personal and professional boundaries concerning appropriate and inappropriate behaviour in relation to staff, students, volunteers, parents and guardians. It provides guidance about behaviour, relationships, attitudes and responsibilities and outlines the process that will be followed if the code is not observed.

#### **8.4.2. Protective Behaviours**

Child Protection and Safety is a key priority for Catholic schools in Western Australia. One of the Department of Education Services requirements for 2017 is that every school must deliver "to all students a developmentally appropriate protective behaviours curriculum. The curriculum must be developed by experts in child abuse prevention, and cover the boundaries between appropriate and inappropriate interactions and when, how and who to tell when a boundary is crossed".

### 8.4.3. Digital Technologies

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

### 8.4.4 Stem

STEM (Science, Technology, Engineering and Mathematics) is either the teaching of the disciplines within its umbrella or a cross-disciplinary approach to teaching that increases student interest in STEM-related fields and improves students' problem-solving and critical analysis skills.

### 8.4.5 Buddy System

Another important feature of the Pastoral Care Programme is the buddy system whereby junior grades are teamed with senior grades in order that a mutual exchange of responsibility and care is fostered. Buddy groups have been established so that older children in our community take responsibility for the care of our younger members and develop a friendly relationship with them.

### 8.4.6 Rainbows

Rainbows is a peer support programme for children living in a single parent or step family or who have suffered a significant loss in their life. It provides children with an opportunity to express their feelings in a safe and confidential setting. Grief is a normal reaction to a significant loss. Frequently children do not express their grief verbally so it surfaces in their behaviour, schoolwork, as a physical ailment or it affects their emotional development.

#### 8.4.7 Positive Behaviour - Discipline Programme

At Aranmore we are continuing to reflect upon and develop behaviour management policies. We continue to search for better ways to ensure a safe, secure and happy environment which best enables each child to live, grow and learn.

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

We take the stance that no child's behaviour will be allowed to interfere with a teacher's right to teach or a child's right to learn. In particular, we believe that the support of parents is important in effective behaviour management and that teachers should provide a positive, caring and consistent environment within their classroom.

In each classroom, the teacher establishes their classroom behaviour management plan early in the year. He/she ensures that students and parents are aware of the simple rules established to promote academic and social development in the classroom. All classes follow the standard school procedures for their Classroom Management Policy.

The progressive stages in positive and negative consequences are clearly explained to each class.

#### 8.4.8 PATHS (Promoting Alternative Thinking Skills)

PATHS is designed to assist primary school children to develop better thinking skills, more mature and responsible ways of behaving and improved academic performance. When children think independently, feel good about themselves and act responsibly, they are likely to be motivated, to work up to their potential and to persist when they are experiencing difficulties.

##### **What are some of the goals of the PATHS curriculum?**

- Increasing children's abilities to think and solve problems for themselves
- Increasing children's abilities to use their thinking skills to act responsibly and maturely
- Improving children's understanding of themselves and others
- Improving children's feelings about themselves (that is, improving their self-esteem)
- Increasing children's abilities to learn more effectively in the classroom environment

PATHS lessons are implemented throughout the entire school from K-6. In addition to the lessons, PATHS concepts and materials are used to encourage and model the ideas throughout the school day.



#### 8.4.9 Aranmore Catholic Primary School Behaviour Code

There is a 'Behaviour Management Policy' for managing student behaviour both in and out of the classroom. Its scope encompasses playground rules, positive and negative consequences, a Token competition), classroom management and current practices. It is part of the broader Pastoral Care Policy which encompasses bullying Intervention.

**We recognise that all people in our school  
have the right to work, learn and play in a supportive,  
secure and safe environment.**

*We will treat others with courtesy, respect and consideration and show care for the safety of all.*

- **Rough, abusive, unfair or bullying behaviour is completely unacceptable and will be dealt with immediately as stated in the box below:**

*We will care for our own and others belongings.*

- **Stealing or damaging the property of the school or other students is completely unacceptable and will be dealt with immediately as follows:**

If either of these two rules are broken:

1. A phone call or meeting will occur with the parents by either the classroom teacher or one of the Leadership Team.
2. Consequences will be determined by either the classroom teacher or one of the Leadership Team depending upon the severity eg. time out, withdrawing of privileges, contract arrangement etc.

*We will wear correct school uniform at all times*

- Any child without a hat must stay in the Undercover Area.
- A child wearing incorrect or incomplete uniform will receive a uniform slip from the teacher which must be taken home, signed and returned to the class teacher. After two written reminders the teacher or Assistant Principal will contact parents directly to inform of incorrect uniform.

The following matters are safety issues and children will be encouraged and reminded to adhere to these by active intervention and specific feedback from staff.

#### Before and after school:

- Children must not be on the school site before 8.15am
- If your child arrives between 8.15am and 8.30am, they must wait in the Undercover Area
- After the 8.30am bell, children must be in their classrooms
- After school, children must sit in the designated pick-up area

#### In the playground:

- Children must stay within boundaries
- Children must walk in covered areas, on pathways and on paved/brick areas
- When the bell rings, children should line up in their designated areas
- Sport equipment may only be used on the oval, courts or four square area

#### At lunchtime:

- Children must sit down to eat and remain until dismissed by the duty teacher at 12.55pm
- All rubbish must be put in the bin
- Children should line up in designated areas at the Aranlicious Canteen
- Children must be sitting when eating and drinking

#### Other:

- Mobile phones are not permitted at school. If your child is walking to and from school or catching a bus and parents require them to have a mobile phone, parents will need to notify the school in writing and mobile phones will be kept in the office during school hours
- Electronic games, PSP's, Ipods, toys or personal or valuable items etc are not permitted at school

#### 8.4.10 What is Bullying?

Bullying is the repeated, willful conscious desire to hurt, threaten or embarrass someone.

For example, when a person:

- is called hurtful or racist names
- is hit, punched or kicked
- is threatened
- is sent nasty notes
- is teased repeatedly in a nasty way
- is left out
- has their property interfered with
- has rumours spread about them

## **KEY TO OVERCOMING BULLYING IS:**

- Openness
- Consistency
- Acknowledgement that it does happen
- Support for sufferers
- Use support of 80% of bystanders in a positive way

## **ADDITIONAL MEASURES:**

- PATHS, Friendly School and Families Curriculum
- Circle Time
- Resources available or series of lessons on Bullying Behaviour, Friendly Kids, Friendly Classrooms
- Incursions relating to Bullying
- Opportunities to discuss 'bullying' in class time
- Life skills
- Posters- Pupil designed as well as commercially purchased posters.
- Learning Area Integration – Religious Education, Values Education, and Health, Society and Environment

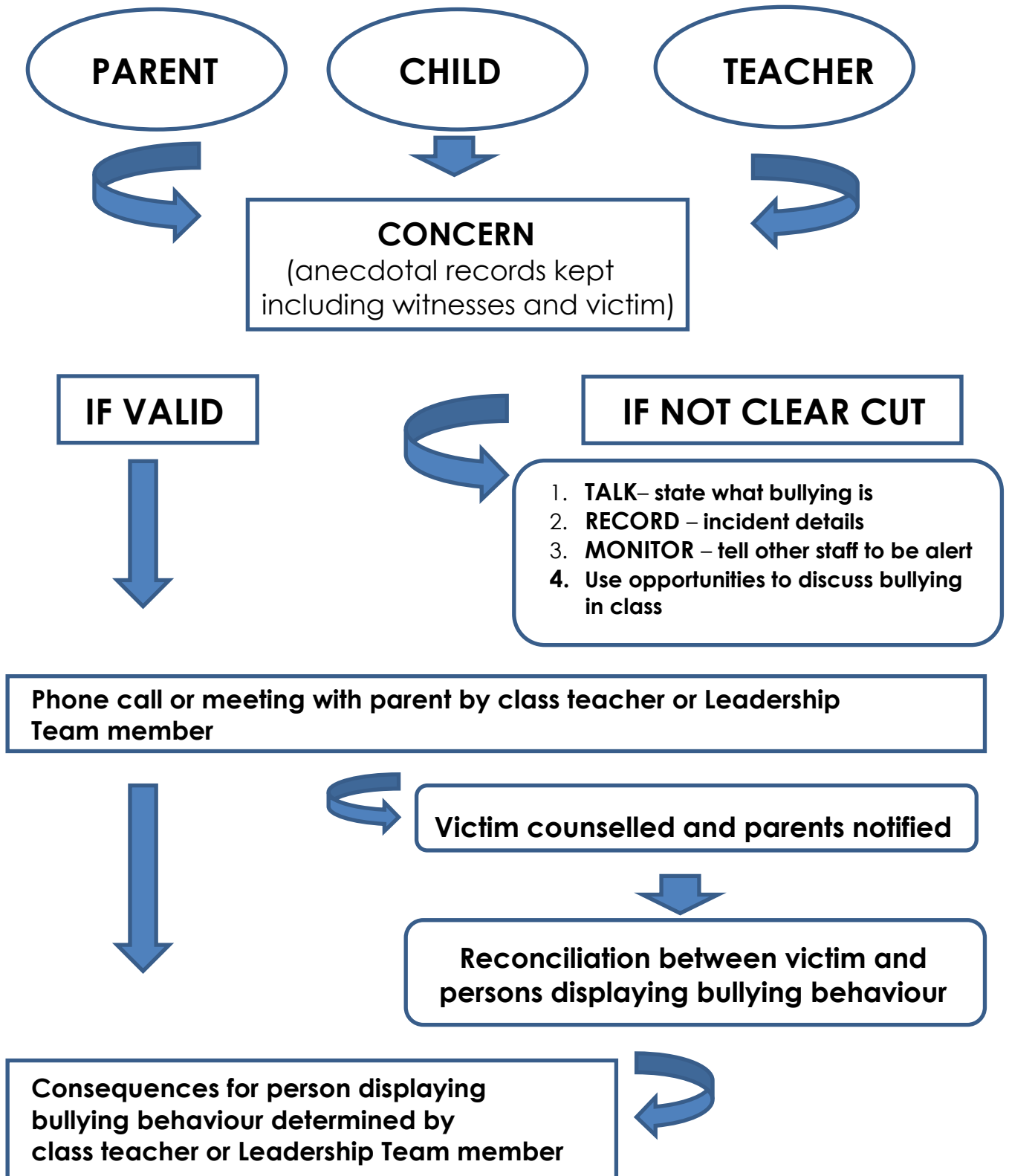
## **ACTION ON BULLYING:**

- Please see next page

### **8.4.11 Rewards**

- Individual classroom rewards
- Whole school reward
- Faction Tokens

# ACTION ON BULLYING



➤ Repeated bullying may result in in-house and/or home suspension and is at the discretion of the Leadership Team.  
Exclusion is an extreme disciplinary sanction and applied as a last resort.

## **9. CURRICULUM**

The Western Australian Curriculum Framework and Australian Curriculum set out what all students should know, understand, value and be able to do as a result of the programmes they undertake from Kindergarten through to Year 12. Its fundamental purpose is to provide a structure around which schools can build educational programmes which ensure that students achieve agreed outcomes.

The Curriculum Framework identifies common learning outcomes for all students. It is intended to give schools and teachers flexibility and ownership over curriculum in a dynamic and rapidly-changing world environment.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students.

### **9.1 Religious Education**

Religious Education Programmes are based on the Religious Education Units of Work for the Archdiocese of Perth.

The Sacrament of Reconciliation is celebrated in Year 3 and the Sacrament of First Holy Communion is celebrated in Year 4. Students in Year 6 receive the Sacrament of Confirmation.

An important feature of the Sacramental programme is the Sacramental Buddy system whereby children throughout the school are buddied up with a child within the Sacramental programme. These buddies write a prayer, visit, draw pictures, make cards etc for their special buddy and pray for them during the preparation period.

The Religious Education Programme includes class and whole school Masses and Liturgies of the Word celebrated by the Parish Priest, to which the school community, parents and friends are invited via the school newsletter. These liturgies are held on Friday mornings at approximately 9.15am.

### **9.2 English**

In the English learning area, students learn about the English language, how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.

### **9.3 Mathematics**

In Mathematics, students learn to use ideas about number, space, measurement and chance and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of students' numeracy and assists learning across the curriculum. Aranmore has a whole school approach to teaching Mathematics and is currently utilizing the Maths Plus and Mathletics programmes which align with the Australian Curriculum.

#### **9.3.1 Numero Club**

### 9.3.2 Chess Club

## 9.4 Science

In the Science learning area, students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life.

### 9.4.1 Sustainability

Looking after the world we live in is a very important part of our school community. All classes take care of the School Garden which is situated behind our Music House (26 Brentham Street). Classes grow vegetables, herbs and plants or are involved with composting and worm farms. Aranmore is a Waterwise and Wastewise School.

### 9.4.2 STEM

## 9.5 History and Geography

The History and Geography learning areas develop students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

## 9.6 Technology and Enterprise

In the Technology and Enterprise learning area, students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and processes to create solutions that consider the short and long term impact on societies and environments.

### 9.6.1 Information Communication Technology (ICT)

It is our policy at Aranmore Catholic Primary School to integrate the use of ICT into children's learning in the classroom. In keeping with this policy, each classroom has access to computers, iPads and interactive whiteboards for integrated daily use. The school also has a computer lab which each classroom has access to throughout the week. Please read the Student Use of Information and Communications Technology information at the end of this Handbook.

### 9.6.2 Digital Technologies

## 9.7 Health and Physical Education

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

Physical Education and Sport is taught by a specialist teacher from Pre-Primary to Year 6 and by the Pre-Kindy and Kindergarten teachers as part of the Pre-Kindy and Kindergarten programme.

It is important that your children are properly attired for Physical Education and Sport lessons. On sport days, children wear their sports uniform for the whole day.

Each year the children participate in a school Cross Country Carnival in Term 2 and a Faction Athletics Carnival early in Term 4. Aranmore Catholic Primary School takes part in inter-school carnivals each year: Winter Sports Carnival (Years 5-6), Athletics (Years 4-6) and Cross Country (Years 4-6).

Each year children in Pre-Primary – Year 6 participate in swimming lessons organised by State Swim.

### Our faction names are:

**Blue - McAuley**, named after the Foundress of the Sisters of Mercy.

**Gold - Mercy**, named after the Sisters of Mercy Religious Order who founded Aranmore.

**Green - Moloney**, named after the first parish priest at St Marys Leederville.

**Red - Arranmore** – the name of the island off the coast of Donegal in Ireland after which Aranmore is called. (The second 'r' was dropped from the school name).

**EXTRA CURRICULAR:** Opportunities are also provided to join the Aranmore Swim Club and Aranmore Netball teams, which are run by our parent body and after School Soccer clinics.

## 9.8 The Arts

In the Arts learning area, students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in dance, drama, media, music, visual arts and combinations of art forms.

The Arts develop students' sense of personal and cultural identity and equips them for lifelong involvement in and the appreciation of the arts. Each year, Aranmore Catholic Primary School participates in the Catholic Schools Performing Arts Festival in Term Three.

### 9.8.1 Music

Music at Aranmore Catholic Primary School consists of one classroom music lesson per week and liturgical singing from Pre-Primary to Year 6.

Children in Years 4 – 6 will, by invitation, have the opportunity to participate in the choir and school band. An instrumental programme is offered to students in Year 1-Year 6. Our tutors offer lessons in the following instruments:

Junior students – Piano, Violin, Guitar, Voice, Drums

Middle/Upper students – Depending on the size of the student, as well as the above instruments, Flute, Clarinet, Cello, Saxophone, Keyboard (in pairs or groups from Year 4) will be offered. Lessons occur in our Music House (26 Brentham Street).

## 9.8.2 Gallery on Brentham

## 9.9 Languages Other Than English

In the Languages Other Than English (LOTE) learning area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills which they can use in future social, cultural and vocational areas. Through LOTE, students are also able to further develop their skills and understanding in English and of literacy in general.

**ITALIAN CLASSES:** Children from Kindergarten to Year 6 have lessons in Italian each week. The children are taught to communicate in Italian as well as learn about the culture. They learn through role-playing, singing, poems, prayers and games. The Italian classes are funded by the Italo-Australian Welfare and Cultural Centre.

## 9.10 Enrichment

Enrichment takes place within the individual classroom setting by the classroom teacher. It provides opportunities for access to new and more challenging concepts or content. Enrichment activities aim to go beyond the core curriculum at a suitable developmental level for the students. They are designed to broaden knowledge, understanding, skills and interests and promote a higher level of thinking. Enrichment may include additional subject material, supplementary material beyond the normal range of resources or cover class work in more depth.

### 9.10.1 Extension Programme

Aranmore is dedicated to educating all students to their full potential. The Extension Programme (Years 4-6) goes beyond the core curriculum at a suitably developmental level for the students. The programme is designed to broaden knowledge, understanding, skills and interests and to cater for all intelligences (word, logic and mathematical, space and visual, body, music, people and self).

Identification of extension students within the school is based upon multiple criteria and includes individual identification and the use of standardized test data. This ensures that talented underachievers and those talented children with learning difficulties are identified and catered for effectively.



## 10. EARLY INTERVENTION AND LEARNING SUPPORT PROGRAMMES

The aim of these programmes is to provide support to classroom teachers and students throughout the school. Support is in the form of developing specific programmes for individual students, at their own developmental level, thus enhancing their learning. It may also involve extra personnel working with individual students or groups of students.

Whenever a teacher is concerned about a child's academic progress or social development, they will notify the parent. When parents are concerned, we ask that they follow the following procedure:

- Consult with the class teacher to decide if there is a concern; where the concern lies; who and what might assist in solving the concern.
- If it is decided to develop a plan of action to assist the child's development, whether it be homework, home/school liaison, external tutoring, modified school programme etc.
  - the plan needs to complement the school programme to avoid confusion for the child
  - the plan needs to have specific aims and set specific behavioural outcomes, to seek specific changes
  - the plan needs to be for a specific time
- A specific date needs to be set for review of progress and appropriate modification. Regular parent-teacher review is essential, to assure that the plan has been adhered to, to celebrate achievements and to re-plan where concerns still exist.

**INCLUSIVITY** - Learning Support at Aranmore seeks to address the individual child's needs. We ensure every child has an equal right to an appropriate and inclusive education in a Catholic School. Support is aimed at children who require specific intervention. Intervention is designed to improve the participation and learning outcomes of students.

In collaboration with the classroom teacher, the Learning Support Team works with students who have Learning Disabilities, Specific Learning Difficulties and Learning Delays. Children with Learning Disabilities may include those with Autistic Spectrum Disorder, Intellectual, Hearing, Physical, Vision, Speech or Language Impairments. The school may receive partial funding from the Catholic Education Office for resources to assist these children.

**HOW SUPPORT HAPPENS** - In the early years children are assessed using Performance Indicators in Primary School (PIPS), The Observation Survey and The Mathematics Assessment Interview. Where children require further investigation, The Sutherland Phonological Test and Oral Language tests are used.

From Years Three to Six, children who are identified as being 'at risk' are supported by the Third Wave co-ordinator. Inclusion in the Third Wave intervention process is determined by the results from a bank of standardised tests. From this data, teachers design specific point-of-need intervention for Curriculum Adjustment Plans (CAPs) and Individual Education Plans (IEPs). The intervention takes the form of fun, interactive and motivational activities that address the individual's educational needs.

While children learn differently, there are certain milestones they have to achieve in order to facilitate their learning. Areas of focus derive from phonological knowledge, spelling, decoding, fluency, comprehension and basic mathematical concepts. Under the direction of the Principal, Catholic Education Learning Support Consultants and the regional psychologist from the Non-Government School Psychology Service may assist in providing additional specialist support.

### **10.1 OLI**

OLI (Online Literacy Interview) is a programme designed to assess students in Pre-Primary and can assist with:

- Assessing the progress of students in literacy, numeracy and phonological awareness
- Diagnosing individual student work and providing data to indicate in which areas students are achieving or underachieving
- Predicting future performance for identifying individuals who might benefit from early intervention

### **10.2 Observational Surveys**

These are completed for Years 1 and 2 are completed in Term One each year. The Observation Survey incorporates six literacy tasks, all of which are necessary for describing a young child's emerging reading and writing behaviours. They include: Letter Identification; Burt Word Test; Concepts about Print; Writing Vocabulary; Hearing and Recording Sounds in Words and Text Reading. Observational Surveys are also completed for children in Year 3 with a reading level of 19 or lower.

### **10.3 Reading Recovery**

The Reading Recovery series of lessons is an intensive programme targeted at children in Years One or Two who have been identified using the Observation Survey. In each lesson, a trained Reading Recovery teacher works with the student in reading and writing tasks that aim to develop the effective strategies that are used by independent readers and writers.

### **10.4 Mathematic Recovery**

Mathematic Recovery small group work is run with students from Years Two and Three who require support with key concepts in Early Numeracy.

### **10.5 Mathematical Assessment Interview**

The Mathematical Assessment Interview (MAI) is a 30 minute one-on-one conversation between teacher and student that features a number of numeracy based activities. All Year One and Year Two students are individually tested in Term One of each year as well as all children who are 'at risk.' Data from these assessments can be used by teachers to pinpoint a student's progress in Mathematics.

### **10.6 Standardised Tests**

These are administered throughout the year.

## **10.7 Outside Agencies**

Parents are to discuss their child's outside therapy needs with the classroom teacher. It is important for classroom teachers to be aware of what your child is involved in so we can all work together to assist your child. Preference is for appointments to take place out of school time so the children do not miss out on their schoolwork, however, this may not always be possible. Please discuss any ongoing therapy appointments that take place within school hours with the Principal.

Teachers are very happy to communicate with therapists to discuss your child's needs and to reinforce at school what actually occurs at therapy. If you have any written reports from your therapists, it is important that you send a copy to the office so that the teachers are updated with the progress your child is making. It also assists teachers in gaining an overall understanding of your child's growth, development and learning needs.

## **11. LEARNING**

### **11.1 Excursions and Incursions**

At Aranmore Catholic Primary School we seek to provide children with maximum opportunities to be active learners in the environment in which they live. To this end, opportunities for learning outside the classroom through excursions and incursions are provided to complement a topic's learning objectives.

Experiencing at first-hand farms, factories, museums, art galleries, parks, ports etc allows the children to develop concepts about their world in a way that connects life with school learning.

Throughout the year, teachers will notify parents about forthcoming incursions and excursions and any permission notes that need to be signed. A levy to cover the cost of excursions and incursions is included in the school fees.

Incursions will be advertised through the school's weekly newsletter.

### **11.2 Camp**

Camp is an integral part of our active learning programme in Year Six at Aranmore Catholic Primary School. A balanced graduated programme of relevant, curriculum-based, active learning experiences which complement levels of children's development and classroom objectives has been included in the curriculum.

Camps aim to assist children to develop socially, emotionally, physically, intellectually and as members of a spiritual community, within an environment outside the familiar routines and patterns of school and home.

Essential social and problem solving skills of self-reliance, independence, awareness of others and acceptance of differences are encouraged as children learn to live with and respond to people outside the sphere of home and classroom. It is crucial in today's education that children learn effective strategies of cooperation and teamwork and maintain a curiosity that will help to make them learners for life. Through the prayer and liturgy sessions at camp, creative activities, recreational and outdoor activities, teamwork and environmental

awareness, the children gain hands-on learning impossible to experience in the same way at school.

Camp venues and length of stay may vary from year to year depending upon availability, cost and the education programme focus that is decided for the class for that particular year.

## 12. HOMEWORK POLICY

### Philosophical Basis

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits.

Homework should be an extension of the classroom learning programme and should provide an opportunity for children to take personal responsibility for organising their time and tasks effectively, whilst encouraging independent work habits.

Homework should provide a positive link between the school and the home and serve as an avenue of communication through which affirmation and support can develop.

Since homework is essentially the child's responsibility, it should not be the cause of family tension or disharmony. Children should be provided with adequate time and an appropriate work place in which to complete set requirements. Parents can assist by showing an interest rather than an over concern and encourage pride and a positive attitude towards homework.

Failure to complete requirements is dealt with by the teacher and parents will be notified.

Homework requirements vary from class to class and the expectations of a particular teacher for his/her class will be outlined at Parent Information Evenings.

Pre Primary	5-10 minutes
Year 1	10-15 minutes
Year 2	15-20 minutes
Year 3	20-25 minutes
Year 4	25-30 minutes
Year 5	30-45 minutes
Year 6	45-60 minutes

Please note that these times include recreational reading time.

## **13. INFORMATION AND COMMUNICATION TECHNOLOGY (KINDERGARTEN TO YEAR SIX)**

### **RATIONALE**

Information and Communication Technology (ICT) and in particular the Internet and email, are valuable tools in the Catholic school's goal to educate the whole person. The Internet offers great educational opportunities when we use it responsibly. Using email and the internet, we can communicate with people all over the world and research interesting topics. If we do not follow school rules, it also can be harmful to us as we can access or send inappropriate material. As students in a Catholic school we must remember our responsibility to use email and the Internet in a positive way to help spread the Good News of Jesus. We do this through our words and actions. Our communications must always be truthful and respect other people.

### **DEFINITION**

'Information and Communication Technology (ICT)' means all computer hardware, software, systems and technology (including the Internet and email) and telecommunication devices in facilities that may be used or accessed from a school campus or connected to a school's communication network.

### **PRINCIPLES**

1. Aranmore Catholic Primary School ICT is provided for educational purposes only.
2. Using Aranmore Catholic Primary School ICT is a privilege. This privilege can be removed if school rules are broken. Students using the school's ICT must not break State or Federal laws (a summary of these laws is an attachment to this Policy and forms part of this Policy).
3. The school has the right to check all students' written, graphic, audio and other material created, produced, communicated, stored or accessed on school ICT, including emails.
4. Students shall be made aware that access to ICT, particularly the Internet and email, can expose them to inappropriate material or potential harm.

### **PROCEDURES**

1. Students understand that the use of Aranmore Catholic Primary School ICT is a privilege. This privilege may be lost, at the Principal's discretion, if a student uses ICT in an unacceptable way.
2. Students need to obey all of the school rules about the Internet and take good care of the school computer equipment.
3. Below are the school rules for using ICT at Aranmore Catholic Primary School. The rules are modified to suit different year levels and are displayed in the classroom.

## **ACCEPTABLE USE**

Students need to:

- Follow teachers' instructions at all times
- Access only the information the teacher has agreed to
- Research information for a topic or assignment given by the teacher
- Correctly acknowledge the work of others according to Copyright laws
- Respect the privacy of others including other students and staff members
- Inform the teacher immediately if you are concerned that you have accidentally accessed inappropriate material. Turn the monitor off immediately if any inappropriate sites appear.
- Handle all ICT equipment with care

## **UNACCEPTABLE USE**

Students are not to:

- Use ICT without permission or without supervision by a teacher
- Visit any site that has not been approved by the teacher
- Use the Internet to access offensive or inappropriate information.
- Interfere with files belonging to others
- Download anything without the teacher's permission
- Use any software from home to install on the school computers

Students do not have access to the email messaging system at school.

## **14. USE OF SOCIAL NETWORKING MEDIA**

Social networking media (e.g. Facebook, MSN, mobile phones) has the potential to harm the reputation of the school, to make public sensitive information and to portray individuals in a negative manner, so, despite the fact that the use of such media may occur in students' own time, using their own computers and/or mobile phones, Aranmore CPS has the right and responsibility to insist upon appropriate behaviour by all students.

### **STUDENTS MUST:**

- Take care when posting to any public website (i.e. facebook, MSN) that comments do not harm the reputation of the school – even if the online activities are entirely unrelated to the school.
- Take steps to ensure that any person making contact via a social networking website is who they claim to be, before allowing them access to their personal information.
- Ensure that personal information is not accessible via a 'Public' setting, but ensure that it is set to a 'Friends' only level of visibility.

- Take steps to ensure that they protect themselves when online. Do not publish personal information (eg. addresses, birthdays, phone numbers). Always protect their password and login details.

**Please note: REGISTRATION AND ACCOUNT SECURITY FROM FACEBOOK STATES THAT:**

- **You are not permitted to have a Facebook account if under the age of 13.**

**STUDENTS MUST NOT:**

- Request / add any staff member to their 'friends' list.
- Name their school.
- Post any comment which may harm the reputation of the school (i.e. comments about the school, teachers, photos / videos of unacceptable behaviour).
- Post any material clearly identifying the school uniform.
- Post any material clearly identifying any member of staff.
- Comment on any other student of their actions.
- Post any material / comments that might upset, threaten or embarrass any other students or staff members.
- Comment on any member of the Aranmore CPS community (including teachers, parents, board members, staff members, other students).
- Post any material that can be linked to Aranmore CPS that may damage the reputation of the school.
- Post any material which may bring into question their good reputation.
- Post any material clearly identifying themselves, any other student, or any member of staff that could potentially be used to embarrass, harass, or defame.
- Post any comments or materials that are in contrast with the beliefs of the Catholic Church, the vision and values and the Aranmore school ethos.

**USE OF WEB 2.0 TECHNOLOGY (SUCH AS YOUTUBE)**

Students must ensure that they do not harm the reputation of Aranmore CPS, other students or themselves through the material which they upload.

**STUDENTS MUST:**

- Always gain the permission of all individuals before uploading images, videos, and recordings.
- Always seek to ensure that they consider their personal reputation before uploading any material.

**STUDENTS MUST NOT:**

- Post any material which features the Aranmore CPS uniform.
- Upload any material filmed within the school grounds, without the permission of the Leadership Team.
- Upload any material of the school buildings, children, staff, parents filmed outside the school grounds, without the permission of the Leadership Team.

## **MOBILE PHONES**

- Mobile phones are not permitted at school. If your child is walking to and from school or catching a bus and parents require them to have a mobile phone, parents will need to notify the school in writing and mobile phones will be kept in the office during school hours.

## **STUDENTS MUST NOT:**

- Use their mobile phone to take photos or record any video footage within the school grounds, without the permission of the Leadership Team.
- Use their mobile phone to take photos or record any video footage of the school buildings, children, staff, parents outside the school grounds, without the permission of the Leadership Team.

## **15. PRIVACY COLLECTION NOTICE**

1. The School collects personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for your son/daughter.
2. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the school to discharge its duty of care.
3. Certain laws governing or relating to the operation of schools require that certain information is collected. These include Public Health [and Child Protection]\* laws.
4. Health information about pupils is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about pupils from time to time.
5. The school from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, [Catholic Education Office, the Catholic Education Commission, your local diocese and the parish]\* medical practitioners and people providing services to the School, including specialist visiting teachers, [sports] coaches and volunteers.
6. If we do not obtain the information referred to above, we may not be able to enrol or continue the enrolment of your son/daughter.
7. Personal information collected from pupils is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, pupil activities and other news is published in school newsletters, magazines [and on our website].
8. Parents may seek access to personal information collected about them and their son/daughter by contacting the school. Pupils may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the school's duty of care to the pupil, or where pupils have provided information in confidence.
9. As you may know the school from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. [It may also be disclosed to organisations that assist in the school's fundraising activities solely for that purpose.] We will not disclose your personal information to third parties for their own marketing purposes without your consent.
10. If you provide the school with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the school does not usually disclose the information to third parties.

\*

If

appropriate





**Aranmore Catholic Primary School,**  
20 Brentham Street, LEEDERVILLE WA  
Ph: 9444 9366 Fax: 9242 2784  
Email: [admin@aranmorecps.wa.edu.au](mailto:admin@aranmorecps.wa.edu.au)  
[www.aranmorecps.wa.edu.au](http://www.aranmorecps.wa.edu.au)