

St Ambrose's Catholic School

Newmarket



ST AMBROSE'S SCHOOL
NEWMARKET

Hospitality Humility Happiness

A GREAT FAMILY SCHOOL

'Keeping the Habits Alive'

Parent Handbook 2012

Welcome

Welcome to St Ambrose's School. We are so pleased to have your family here and know that you and your child will enjoy this great journey in education. You are welcome and encouraged to participate as much as you can in the excitement of your child's primary education. By taking a few moments to read this booklet, you will discover not only some of the great things that your child will be participating in, but also, ways in which you, a parent and friend of our school, can get involved to make this the educational experience of a lifetime for you and all your family.

Important Information

This handbook also contains important information aimed at ensuring that legal, logical, pastoral and professional requirements are known and adhered to at St Ambrose's School. Upon becoming members of this school community families agree to abide by these policies, guidelines and procedures.

Contact Information

Address: Davidson Street, NEWMARKET, 4051

Phone : (07) 3356 4130

Email address pnewmarket@bne.catholic.edu.au

Website: www.stambrosesschool.qld.edu.au

VISION

St Ambrose's School is a welcoming, vibrant community, nurtured by the tradition of the Good Samaritan Sisters, reaching out with the "hands of God" in respect and compassion, to empower learners to realise their potential

MISSION

We encourage and nurture our children to develop their potential through:

Faith and Mission

- Valuing the love of God, family, self and others.
- Valuing Church traditions and live their lives displaying Christian values.
- Acting upon their beliefs and values displaying a sense of right and wrong.
- Empathising with others.

Building Community

- Demonstrating awareness of and compassion to those in our community.
- Being responsible for fostering and nurturing relationships between all stakeholders in the parish/school community.
- Actively contributing to the wider community.

Teaching and Learning

- Being active participants in a broad range of learning opportunities.
- Having confidence to take risks responsibly and to achieve their full potential.
- Recognising their personal learning achievements and understand that individuals achieve this in varying ways.
- Being a critical self-reflective learner who is engaged in lifelong learning.

Organisation

- Taking responsibility for the organisational skills associated with learning. (Goal setting, time management)
- Being independent self-motivated learners.
- Showing initiative and resilience when facing challenges

St Ambrose's Catholic School

2011 STAFF

PARISH PRIEST	Father Peter Brannelly
PRINCIPAL	Sue Branson
APRE ¹	Ben Campbell
CURRICULUM SUPPORT	Moira Meehan
LEARNING SUPPORT	Lynece Cavanough
IT ² SUPPORT	Marianne Bland
PREP A	Lisa O'Keeffe
PREP B	Shannon Mackay
Yr 1 A	Michele Pezzimenti & Nicole Nicholls
Yr 1 B	Anna Silvester
	[Breanna Brosteanu returning July 2012]
Yr 2 A	Debbie Trembath
Yr2 B	Therese Statham
Yr 3 A	Corina Bradley & Lisa Gibbs
Yr 3B	Gina Cantarella
Yr 4/5A	Ben Campbell & Deborah Searle
Yr 4/ 5 B	Jillian Frawley
Yr 6/7 A	Jenny Surawski
Yr 6/7 B	Marianne Bland
RESOURCE CENTRE COORDINATOR	Moira Meehan
LOTE ³ (JAPANESE)	Mary Davis
INTEGRATED ARTS	Donna Gray
SCHOOL SECRETARY	Glenise Orr
FINANCE SECRETARY	Julia Churchman
GUIDANCE COUNSELLOR	Cecily Cairns
GARDENING COORDINATOR	Yvonne Enter
SCHOOL OFFICERS	Jude Tapsall Liz Celegato Dione Blanche Chris Jones Deb Rogers Iva Spanevello Carole Anderson
GROUNDSPERSON	Michael Scheer

2012 TERM DATES

Term 1: 24th January – 30th March

Term 2: 16th April – 22nd June

Term 3: 9th July – 21st September

Term 4: 8th October – 7th December

PUPIL FREE DAYS

Term 1: Monday 23rd January

Term 2: Friday 11th – 13th April

Term 4: Monday 22nd October

SCHOOL HOURS SUMMARY

8:40 am	Lessons commence
10:15 am	Morning Tea
10:35 am	Mid-morning lessons
12:05 pm	Lunch
12:30 pm	Mid-afternoon lessons
1:30 pm	Afternoon Tea
1:50 pm	Afternoon lessons
2:50 pm	Dismissal



ABSENTEEISM (STUDENT)

In the event of a child being absent from school, a courtesy telephone call is needed from parents on the day of absence before 9:30 a.m. to the School Office. The School Office will try to contact parents after 10:30 a.m. if after roll call a child is absent and no call has been received from a parent.

ACCIDENT PROCEDURES

For all serious accidents parents will be called and expert medical attention and advice sought. For minor accidents the school first aid officer will attend to the injury and parents will be informed should the injury possibly require further monitoring or treatment.

Please note that all children are covered by Catholic Church Insurances 'School Care Insurance'. This cover includes activities organised by the school including sporting activities and camps.

AFTER HOURS USE OF THE SCHOOL

The building and grounds cannot be used after school except with the permission of the Principal. The Principal needs to be informed and grant permission for those who wish to take student activities after school using school grounds, rooms or resources.

As Out of Hours School Care must have sole use of certain areas after school it is vital that permission be sought for use of any school facilities.

¹ Assistant Principal – Religious Education

² Information Technology

³ Language Other Than English

ARRIVAL AND DEPARTURE OF CHILDREN

An Out of Hours School Care facility is provided for children both prior to, and after, designated school hours.

Children are to arrive at the school no earlier than 8.20am when supervision is provided. A parent must stay with and supervise a student if arriving earlier than 8:20 am. Upon arrival, children may place school bags in the designated class areas, then proceed to the supervised play area. **A teacher will be on duty at 8.20 a.m.** Children are not permitted to stay in classrooms prior to class commencing. The class teacher will supervise any children in the classroom at this time or request that they go to the designated play area.

Children depart following lessons concluding at 2.50 pm. Unless teacher approval and supervision is provided no children are to remain in the classrooms. Unless Principal permission is given, no student is to remain in the school following dismissal.

Parents are requested to notify the school whenever their child is to leave or return to the school premises during school hours. Children must be accompanied and signed out by their parent or guardian. Their parent or guardian must also sign in children returning from an appointment during the day. Teachers have been advised not to let a child leave the school unless the above has occurred..

ASBESTOS REGISTER

This school contains asbestos in specific locations nominated in the ASBESTOS REGISTER kept in the School Office. All staff are familiar with the location of asbestos materials in the school and maintain safe practices in regard to such materials. All asbestos located on this site has been determined to be LOW RISK.

ASSEMBLIES

At 8:50 am each Monday a school assembly is held in St Ambrose's Bolton Centre. The assembly is led by the Year 7 Ministry Groups with each class rostered to present a Life Skill and or a Habit of the Heart each fortnight. These assemblies normally conclude by 9.15am at the latest. Each fortnight we adopt and promote, as a school, a life-skill or habit. Monday's prayer gathering introduces The Life Skill or Habit of the Heart of the Fortnight.



BEHAVIOUR MANAGEMENT

As members of a Christian community, all our actions must meet the test of being signs of love and respect for ourselves and for each other.

Our procedure aims at safeguarding the rights of teachers to teach and the rights of children to learn in a safe, supportive environment. The main objective is that pupils will accept responsibility both for their own behaviour and for the natural and logical consequences that flow from it. At St Ambrose's every child has the right to feel safe, and the responsibility to ensure that all others feel safe and secure.

To achieve this we endeavour to create an environment within the classroom that is warm, encouraging and consistent. The areas that we have highlighted of importance are:

- **Respect**
- **Learning**
- **Safety**

Each class teacher at the beginning of each year will work through with children what these areas look like in the classroom and playground and what they don't look like. This enables a consistent approach to both positive and negative behaviours. Children will both contribute and be made aware of school and classroom rules and the consequences of their actions should these rules be broken. Continued misdemeanours and all serious matters will be reported to parents.

Because we believe in love, understanding and respect, we encourage the development of self-discipline and a sense of Christian and social responsibility through the promotion of life skills that underpin our behaviour management.

We recognise that the majority of children will grow in discerning right from wrong without major consequence or reward. We will encourage and praise behaviours by children that reflect the life skills. We also strive to develop an intrinsic motivation to do what is right in the student of St Ambrose's (self discipline - INTEGRITY).

The responsibility for maintaining and promoting positive behaviours in the school is a shared responsibility of children, parents and school staff. All parties should reflect a cooperative spirit marked by mutual respect in communication.

CLASSROOM STEPS PROCESS

These steps are the agreed school-wide approach to behaviour management used in conjunction with other teacher response option:

Step 1. Minor consequences child stands behind chair (recommended time 2 minutes).

Step 2. More serious consequences child stands in designated position in the room facing the teacher (recommended time Prep to Yr. 2 - 5 minutes, Yr. 3 to 7 to 10 minutes).

Step 3. Serious exclusion child stands in a designated position in the room facing the wall (recommended time Prep to Yr. 2 - 20 minutes, Yr. 3 to 7 - 30 minutes).

Step 4. Serious consequences the teacher requests a member of Administration team to come to collect child (recommended time of withdrawal - 1 hour).

Step 5. Very serious consequences the teacher requests a member of Administration Team to come to collect child. The Administration Team member contacts the parents to request that they come immediately to the school to discuss the situation and take the child home for the remainder of the day. A follow-up meeting for the next school day is made to negotiate the conditions for the child's re-entry to the school. This would constitute a formal agreement between the parents, child and school Principal in consultation with the class teacher.

ANTI BULLYING POLICY

St Ambrose's School strives to provide a supportive leaning environment which is underpinned by strong values. The School is committed to ensuring that all members of the school community feel safe, respected and happy. No one should expect to be bullied and no one has a right to bully. This policy and associated procedure confirms the school's strong position of not accepting any form of behaviour that undermines the safety of its community members, impinges on human rights and diminishes the school's shared values.

A school without bullying:

- Embraces and celebrates the diversity of its school community range
- Accepts that everyone is an individual and understands differences
- Promotes respect of others, values and compassion
- Applauds the efforts and achievements of all individuals in the school community.

Definition of bullying

At St Ambrose's, bullying is the misuse of power, position and privilege. It is done to intimidate, coerce, and engender fear and to control. There are three critical elements in this definition:

Power

Children who bully may acquire power through various means either directly or indirectly. This may take one or more but are not limited to misuse of physical size and strength, coercion, status within a peer group and recruitment within a peer group so as to exclude others.

Frequency

Bullying is not a random act; it is characterised by its repetitive nature. Because it is repetitive, the children who are bullied not only have to survive the humiliation of the attack itself but live in constant fear of its reoccurrence.

Intent to harm

Bullies usually deny any intent to harm others and may not always be fully conscious of the harm they cause. Causing physical and emotional harm is usually a deliberate act. It puts the child who is bullied in a position of oppression by the child who bullies.

Bullying is 'recipient defined', ie "It was only a joke" or "He doesn't mind" are unacceptable excuses. In many cases of bullying, there are elements of harassment and discrimination on the grounds of

difference. The intention of the bully is irrelevant, the important factor is the harm done to the other person.

Bullying can be:

Physical

Kicking, punching, pushing, shoving, spitting, fighting, damaging or destroying other people's property, jostling, pinching, touching, or any unwelcome physical intimidation, such as gestures or staring.

Verbal

Offensive or abusive comments, sarcasm, crude jokes and comments, ridiculing appearance, actions or beliefs, obscene or threatening communications via any medium, teasing or putting other people down, verbal intimidation, whistling.

Social

Exclusion, spreading rumours, gossip, racial or sexual comments, graffiti and inappropriate notes/information about others, using emails, SMS and social networking sites.

Emotional

Victimisation, instilling fear in others, extortion (forcing other students to hand over money, food or other possessions), forcing other students to do their work.

This list is not exhaustive.

Signs your child maybe the victim of bullying

- Loss of interest in schoolwork
- Reluctance to attend school
- Diminished academic performance
- Reluctance to talk about school and activities
- Limited social contact with peers
- Mood swings, especially toward depression, irritability, unhappiness or outbursts of anger
- Reported headaches, stomach pains (frequently in the morning before leaving for school), poor appetite
- Loss of sleep
- Visible cuts, scratches, bruises
- Loss of personal property because of theft or extortion or damage to personal property

The National Safe Schools Framework states that the effects of bullying on school victims can be:

- Negative impacts on educational outcomes
- Long term stress and anxiety
- Depression and illness
- Increased tendency to self harm.

Responsibilities and accountabilities

Managing bullying is not just the responsibility of the school. It requires a commitment from all members of the school community. The responsibility and accountability to address incidences of bullying lies with the school, children and parents.

At St Ambrose's this means:

The Principal creates the best circumstances for a safe environment by:

- Ensuring the expectations of children and teachers are clear
- Monitoring the implementation of rules
- Encouraging rewards
- Developing strong parent and community links
- Effectively communicating and promoting the school's Behaviour Management Policies
- Ensuring all members of the school community are aware of the school policy and procedures
- Responding to each incidence of bullying in accordance with the procedures set out in association with this policy.

Teaching and non teaching staff actively create a safe environment by:

- Being role models in words and actions at all times
- Treating every complaint of bullying seriously no matter the perceived level
- Discouraging any signs of bullying or anti-social behaviour
- Being vigilant and observant for signs of bullying in the playground and classroom
- Managing bullying issues in accordance with the anti-bullying policy
- Where applicable ensure that incidences are reported to the principal
- Providing children with skills and strategies to recognise and manage stress which may arise through relationships, individual differences and communication.

Developing within the children non-violent alternatives to resolve conflict

- Developing a sense of 'fair play' in children.

Children actively create a safe environment by:

- Not bullying other children
- Not standing by while another child or children are being bullied but actively intervene to stop the situation, if possible
- Reporting to a teacher or the principal if they feel they are being bullied or if they witness any incidence of bullying either at school or on the way to and from school.
- Obeying rules
- Developing self discipline and helping others
- Being good role models for other children by displaying strong values as taught and expected of all children at St Ambrose's.
- Taking a level of responsibility for their behaviour appropriate to their stage of development.

Parents create a safe environment by:

- Being role models in words and actions at all times
- Familiarising themselves with the school anti-bullying policy.
- Discouraging any sign of bullying behaviour which may become apparent in their child/children
- Cooperating in full with the school if it is found that their child has been directly or indirectly involved in bullying behaviour and supporting any activity designed to change the child's behaviour
- Encouraging their child/children to tell them and the teacher, if they feel they are being bullied
- Watching for any indication of bullying and notify the child's class teacher immediately if they suspect their child may be the victim of bullying.
- Seeking understanding of all the facts of a bullying instance before reacting
- Working in partnership with the school to assist the child to overcome the impact of identified bullying, including implementation of appropriate support and coping strategies which will empower the child to respond to emerging situations with confidence
- Working in partnership with the school to assist the child to take responsibility for bullying behaviour and its impact on others and developing appropriate behavioural strategies to strengthen and improve their social interactions.

Procedures

Dealing with bullying is difficult in that many of the behaviours are not readily observed and hotly debated with much taking place 'out of sight' away from the attention of teachers or adults. One critical factor in the treatment of bullying is the disclosure of such treatment to an appropriate person. Without knowledge of these matters the school is unable to attend to addressing them.

Staff shall:

- Make efforts to remove opportunities for bullying through active supervision at all times
- Provide children with clear procedures in the event of bullying
- Take appropriate action by reporting suspected incidents to the appropriate staff member [Class Teacher, Assistant Principal-Religious Education or Principal].

The school expects parents to:

- Take an active interest in their child's whereabouts after school and their child's friends and acquaintances
- Inform their child's class teacher if bullying is suspected, if the child is reluctant to do so
- Discourage the child from retaliating
- Not approach the child or the parents of the child that has allegedly bullied your child or involve an older child to deal with the bully. Please inform the school immediately
- Be willing to attend meetings with staff at the school if their child is involved in bullying incidents.
- Reassure their child that steps are being taken
- Keep listening to their child as 'the story unfolds'.

This requires children to:

- Refuse to be involved in any bullying situation
- Put in place strategies from 'Say No to Bullying' from the Protective Behaviours and Personal and Social Development Programs.
- Immediately, if present when bullying occurs:
 - if appropriate, take some form of preventative action

- refuse to condone or encourage or be a spectator to bullying
- report the incident or suspected incident to a teacher.

Bullying Prevention and Policy Implementation

The school shall adopt a four-phase approach to anti-bullying.

1. Primary Prevention

- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving
- Continue professional development of staff in strategies relating to counteraction of bullying and harassment
- Buddy Program and peer mediation in conjunction with the Year 7 Leadership program
- Continue to educate children about prevention of bullying through the 'Say No to Bullying' from the Protective Behaviours and Personal and Social Development Programs
- Each classroom teachers shall clarify at the start of each term, the school anti-bullying policy and the Behaviour Management Program, appropriate to the developmental level of the child.
- Expose children regularly and frequently to activities to educate about and reinforce positive social behaviours.

2. Early Intervention

- Children shall report bullying incidents involving themselves or others to an appropriate adult immediately
- All teachers on a regular basis, shall remind children to report incidents and reinforce that reporting is not dobbing
- Parents are encouraged to contact their child's class teacher as soon as they become aware of a problem
- There may be acknowledgement of positive behaviours through recognition and rewards at assembly via Lifeskills.

3. Intervention

- The Incident Register shall be closely monitored by the principal and action plans followed up promptly

- All allegations of bullying will be fully investigated and documented. Parents will be notified
- Once identified, a bully, victim and witnesses will be interviewed individually

- All parties involved will be offered support
- If bullying is ongoing, parents and child will meet with school staff to develop an action plan, including
 - consequences consistent with the school's Behaviour Management Program
- Individual Behaviour Learning Plans will be developed as needed

- Counselling may be recommended if applicable.

4. Consequences for children will be individually based and may involve:

- Exclusion from class
- Exclusion from playground
- Teaching children social problem solving strategies, mending of relationships and offering opportunities for reconciliation between victim and bully
- Withdrawal of privileges
- Internal suspension
- External suspension
- If needed counselling from an appropriate agency for both victim and bully
- Ongoing monitoring of the identified bully, victim and other children involved
- Rewards for positive behaviour.

This policy shall be reviewed by end of 2012

This policy is related to and shall be read in conjunction with:

National Safe Schools Framework

Brisbane Catholic Education Protective Behaviours Policy

Brisbane Catholic Education Behaviour Management Policy

St Ambrose's Education Behaviour Management Policy

BICYCLE SAFETY

Children who ride to and from school must use bikeways where possible, wear a helmet for safety

(compulsory) and park in the bike-rack provided. Bikes must be walked (not ridden) in the school grounds. Children's bikes should be chained to the bike-rack for security reasons.

BOOKLIST (STUDENT)

Toward the conclusion of the school year all class teachers will compile a list of classroom requirements, including books that the children will need for the next year in that teacher's classroom. The student booklist for the following year is issued towards the conclusion of Term 4. In the case of new children enrolling during the school year, booklists, handbook and other relevant forms will be issued at the interview conducted by the Principal.



CAMPS / EXCURSIONS

Camps and excursions are critical to effective learning, providing real world experience for the children. As such it is expected that children would only be exempt from such activities under exceptional circumstances (e.g. illness). All classes will generally undertake at least one excursion throughout the year. Parents will be informed well in advance and all necessary measures will be employed to ensure that the health and safety of each child takes paramount importance whilst on the excursion.

CAMP YEARS 4 - 6

An important part of a child's education is the development of a sense of independence. One way in which this can be achieved comes from planning and being involved in stays away from home. We provide the opportunity for children from Year 4 to experience a camp of 2 days duration that closely connects to the current curriculum and Years 5 and 6 to experience a camp of 3 days duration that focuses on team building and outdoor education. Our goal is to combine a range of educational and social elements as these children progress towards their senior years at St Ambrose's.

CANBERRA YEAR 7

To complement the Civics and Citizenship Program and to provide an exciting and highly valuable experience for our senior children we make a one-week excursion to the nation's capital, Canberra.

As well as viewing the icons of our nation, developing a greater understanding of the democratic process and experiencing many hands on activities, the children also participate in a visit to the snow.

CELEBRATION OF CHILDREN'S BIRTHDAY AT SCHOOL

While we appreciate parents including classmates of their child in the celebration of their birthday, please be aware we are a 'Healthy School' promoting 'Healthy Foods' and as such whatever you provide as a parent for your child's celebration needs to reflect this. Some suggestions other than a cake are a fruit platter, homemade biscuits, jelly cups or iceblocks. Please also be aware of allergies within your child's class and ***always ask the class teacher if your birthday treat will be appropriate.***

There has been an alarming amount of media attention focussed on 'obesity' in children and as a community we are trying to set the right example for children. Soft drinks such as Coke and or packets of lollies do not reflect St Ambrose's focus on 'healthy foods' and as such are unsuitable to use as part of a classroom birthday celebration.

CLEANING

Classrooms are cleaned weekly on a roster basis. Ensuring that the children are responsible for the cleanliness of their school and classroom is a simple but important part of their overall education.

CO-CURRICULA INVOLVEMENT

Events such as Masses and Liturgies, Swimming Carnival, Athletics, Cross-Country, music tuition, fund raising activities and other activities such as sporting teams, and the preparation of cultural participation groups make up the core of co-curricula activities in the school.

COMMUNICATION AND CONTACT

Parents can contact the school about any school related matter or to arrange an interview with any member of the teaching staff. Meetings should be arranged at a time convenient to all parties. Teachers have been requested not to allow classes to be interrupted except in cases of real urgency. Morning preparation time, and indeed other times through the day, are vital for staff preparation. In fairness to all, requests for on the spot meetings may be politely declined and an alternative time arranged that is more suitable.

COMMUNICATION GENERAL (WRITTEN)

Our major lines of communication are;

Newsletters –

These are now accessed digitally through the School Website. An alert mail is sent to parent's email address.

Calendar of Events - to help with forward planning a calendar of events is published for each school term and issued at the commencement of that term.

COMMUNICATION SPECIFIC (WRITTEN)

Notes and notices are sent home to parents at various times for an equal variety of reasons. As Newsletters are now digital it would be prudent to check your child's bag each day. Any parent still wishing a hard copy needs to notify the School Office.

COMMUNICATION – POSITIVE RELATIONSHIPS DEVELOPMENT PROCEDURE FOR PARENTS

If a parent has a particular problem or complaint, the following steps are recognised as being appropriate in bringing the grievance to attention and in working constructively towards having the problem resolved.

Procedure

Should a parent wish to raise a concern or problem then:

1. If the matter is of a general nature in regard to school policy or practice, an appointment should be made with the Principal.
2. If the matter is concerned with the parents' child, an appointment should be made to see the child's teacher at a time most convenient to both parties to discuss the problem and resolve the matter.
3. If the issue has been unable to be resolved in step two, an appointment should then be made with the Principal to further explore the matter and to seek a resolution.
4. If a resolution cannot be found by the above steps, or if the problem or complaint is in regard to the Principal, then contact should be made with the Brisbane Catholic Education and an appointment made with the Supervisor of Schools – Northern Region to facilitate a resolution.

Resolution Process

It is important that a sense of mutual respect, honesty and a willingness to search for an equitable

resolution be uppermost in the minds of all who engage in seeking solutions to a problem. The following guidelines should be used when meeting to discuss a problem or complaint:

- ***Establish the facts of the matter and isolate the problem.***
- ***Focus on the facts and offer solutions to the problem.***
- ***Listen to answers and don't jump to conclusions. Remain calm and work to resolve the problem.***
- ***Decide on a solution.***
- ***Agree on the implementation and fix a review date.***

It is important that you commence communication as soon as possible so that the issue can be resolved at the earliest possible stage. It cannot be fixed if people do not know about it!

COMMUNITY VISITORS

All visitors, including parents, must report to the School Office, and sign in. (Note: This does not apply to parents who are delivering or picking up their child from school). All visitors must sign out before departure.

CONFISCATION OF STUDENT PROPERTY

Toys and equipment from home are not encouraged, as the school cannot be responsible for the care of such items. Teachers may confiscate such equipment during the school day, then return it to the child to take home at the end of the day. Dangerous equipment or equipment brought on a regular basis will be referred to the Principal. If it is ever necessary to search a student's bag the Principal will contact the parents to inform them of the reason and to gain permission

COUNSELLING SERVICE

A school guidance counsellor is employed to assist children in their learning and behaviour. Teachers may refer children by appointment through the Learning Support Teacher. Parents will be fully informed and integral to any support offered by this service.

CRITICAL INCIDENT PROCEDURES

Staff are familiar with the Critical Incident Procedures for this school. The Principal will implement the procedures should a critical incident occur. A copy of

the procedures document is available from the School Office.

CURRICULUM

Curriculum is our core business. This is inclusive of the Christian focus we provide that stems from the Catholic faith we promote. Our school is committed to the progressive development and implementation of educational strategies that will best serve the learning needs of children in preparation for their life in the 21st century. The core components of our approach to learning are based on research detailing elements that facilitate the best conditions for the human brain to learn most effectively. These core components are:

- a focus on integration of content across Key Learning Areas;
- creating a learning environment marked by an absence of threat;
- providing content that is meaningful and based in real life experiences;
- providing choice for children in regard to their learning;
- allowing adequate time for learning functions to consolidate;
- creating an enriched environment for learning;
- promoting collaborative learning;
- focusing on immediate feedback to assist student assessment; and
- focusing on mastery of learning as the basic test of competence.

CURRICULUM PARENT MEETING

Each teacher conducts a curriculum meeting for parents during the first half of Term 1. During these meetings parents are informed of what will be covered in the different curriculum areas and how they can help with the learning process.

CURRICULUM PLANNING

Curriculum planning for all areas is undertaken in both short and long term timeframes. This is a developmental process as we continue to work collaboratively on ways to increase the value and effectiveness of the teaching and learning program at St Ambrose's.



DELIBERATE DESTRUCTION OF PROPERTY

Parents of the child concerned will be billed for the repair/replacement of school property/equipment, the property of another child, or the property of staff, deliberately damaged or destroyed by that child. Staff will report any such occurrence to the Principal as a matter of importance. The Principal will contact the family concerned.



EKKA SHOW DAY HOLIDAY

Two school days, generally around mid-August are declared show day holidays for Brisbane children.

ENROLMENT POLICY OF JUBILEE PARISH FOR NEW CHILDREN

The Catholic Primary Schools in the Jubilee Parish, which include St Ambrose's, Newmarket, St Finbarr's, Ashgrove and St Joseph's, Bardon, were established by parishioners, to provide for the educational needs of the children of parish families. The primary purpose of these schools is to nurture and educate the whole child through and by the principles, traditions and teachings of the Church and within a Community of faith.

There is an expectation that parents enrol their child at the Parish School within **the natural catchment area of where they are residing**. In recognition of the importance of the relationship between the Catholic School and the Parish Community and with due reference to Archdiocesan Policies and Practices, the following criteria will establish the priority for accepting enrolment:

1. The child is a sibling of a family currently enrolled at the school.
2. The child is a baptised Catholic living in the Jubilee Parish, whose family can demonstrate involvement in the life, worship and service of the Jubilee Parish.

3. The child is a baptised Catholic whose family can demonstrate involvement in the life, worship and service of another Parish and now seeks to participate actively in the life, worship and service of the this Parish.
4. The child is a baptised Catholic .
5. The child is a non-Catholic baptised child living in the Jubilee Parish. Preference will be given to children where there is a commitment to a Christian faith.
6. The child is a non-Catholic baptised child.

Preference will be given to children where there is a commitment to a Christian faith. **The Principal, in consultation with the Parish Priest, may exercise discretion regarding applications where pastoral considerations apply and therefore may determine a child's eligibility beyond the stated criteria.**



FAMILY RECORDS KEPT AT SCHOOL

It is imperative that Family Records supplied to the school be kept up to date. Any changes in required details are to be reported to the school as soon as possible.

FEES AND LEVIES

Enrolment at St Ambrose's School requires not only a faith commitment but also a financial one. This Parish School is a Catholic Systemic School belonging to the Archdiocese of Brisbane. As such, fees are set and a central levy is paid. Further, the school follows the conditions that apply to all schools in the state. Federal and State governments acknowledge the right of parents to choose the school which best suits their children's needs for educational, religious, cultural or other reasons. However, in comparison with funds spent on children in government schools, government funds committed to non-government schools remain limited.

A brochure detailing fee and levy amounts for the year is available from the School Office and sent out in Term 4 each year with the new Fee Schedule for the following year. Your contribution through school fees is essential to the continued operation of your Catholic School.

FEE PAYMENT

School Fee Accounts are sent home over 4 terms with the eldest child for payment. Parents are asked to pay upon receipt of the account within fourteen days. School fees usually change each year in accordance with the Policy of the Archdiocese.

For new enrolments an enrolment fee of \$200 is charged upon Confirmation of Enrolment, of which \$100 is deducted from the first fee issued. This fee is non-refundable if you do not attend St Ambrose's.

The school has a building fund, which it needs to maintain capital works. Contributions to this fund are **COMPULSORY**.

We also are aware that from time to time some parents find themselves in financial difficulties. With this in mind, our aim is that no Catholic student will be denied a place in our schools due to parents' genuine inability to pay full or even part fees.

*Unless there is an agreement for fee concessions at enrolment, the acceptance by parents of a position at St Ambrose's School assumes the ability to pay fees in full. Future concessions can be considered only in cases where children have already enrolled and where financial circumstances have subsequently changed in such a manner as to make fee adjustments necessary. **Concession of Fees will be on tuition and building fund levy and must be applied for at the beginning of each and every year.***

It is appreciated that changing family circumstances will sometimes require that a student transfer to another school. Fees will be payable for the whole of the month in which the enrolment is terminated, except in cases where fair notice is given or where it is deemed that fair notice was impractical.

FEE CONCESSION PROCEDURE

1. Families wishing to apply for concessional fees should do so on the **form "Application for Concessional Fees"** obtainable from the School Office.
2. Parent/s or guardian/s requesting concessions **must provide evidence** of gross income, tax and housing costs. Pay Slips and Centrelink⁴ Statements are acceptable evidence of income, and rental receipts or bank society statements and rate notices as evidence of housing costs.

⁴ Australian Government statutory agency under the Commonwealth Department of Human Services

3. Where the Principal is satisfied with the documentary evidence provided, a concession may be granted without necessitating an interview.
4. If there is a perceived problem on the part of either party, an interview may take place.
5. The application and/or interview process is aimed at determining a just and equitable fee that is within the family's ability to pay.
6. No allowance is made for repayments on such items as holiday houses, luxury cars, investment houses, pools etc.
7. Once a fee concession is granted, it is **essential that this commitment be honoured in full and on time**. If family circumstances change the school **must** be informed.
8. All Concession fees will be paid through Direct Debit.
9. ***If concessions are required beyond the current year, new arrangements must be negotiated at the beginning of each school year.***
10. The school is willing to arrange different methods of payment if this is a help to the individual family.
11. Unless prior arrangements have been made, the school expects that agreed fees would be paid by the due date. All concession fees will be linked through Direct Debit so a regular commitment is made. If there is a problem in meeting this deadline, a letter of explanation should be sent to the Principal.
12. The Parish Priest may review any concessional fee arrangements.

FEE ACCOUNT PROCEDURE

Any arrangements to vary the terms of payment must be made with the Finance Secretary.

Reminders on overdue accounts will be processed within seven days after the due date.

Accounts that remain outstanding 14 days after the due date will be dealt with in one or more of the following ways:

- Letter from the Principal
- Phone contact by the Principal
- Interview with the Principal

Where accounts still remain unpaid three months after due date and no appropriate arrangements have been made to pay the agreed fee, the *account will be placed in the hands of a debt collector*.

Once in the hands of the Debt Collecting Agency and fees are not settled following their process, the continued enrolment of your child at St Ambrose's School will be reviewed.

FIRE DRILL PROCEDURES

The School Critical Incidents Procedures documents details on Fire Drill. Each area of the school has an evacuation map displayed that indicates the route to follow to the designated safety zone. All staff, pupils and visitors on site (including parents) are to take part in 'practice evacuations.' The school practices the Evacuation Drill twice a year. The school secretary records the results of the drill in the Evacuation Drill File.

FOOD ALLERGY GUIDELINES

RATIONALE

St Ambrose's School is a caring community who promote and protect the rights of everyone in the school community to feel safe and secure at all times, in all situations. As such, the school aims to do our best to ensure the safety of children who experience food allergies especially anaphylactic reactions also known as anaphylaxis. Anaphylaxis is a life threatening type of allergic reaction with rapid onset and development of symptoms that affects more than one body system. These allergic reactions to nuts, gluten, wheat, dairy and other food can cause serious health issues and can, in a small number of cases, be fatal.

At St Ambrose's we have a number of students with medically diagnosed allergic reactions to food and some of these are life threatening. **The basis of our approach to providing a safe environment is to focus on risk minimisation and widespread education.** Children's allergies to nuts, nut products and other foods are being diagnosed in increasing numbers and as mentioned, can be fatal.

The support of the whole school community is required to ensure a safe environment in which our children can learn, play and where children who have allergies can eat their lunches alongside their classmates.

PREVENTION STRATEGIES: STAKEHOLDERS

School Community

The school community requests that there be no nuts and nut products brought to school.

The School Tuckshop will not sell nut products. Any products that may contain nut traces will be clearly identified as such.

New families will be informed of our Food Allergy Guidelines when starting at the school. A copy of Guidelines will be included in the Parent Handbook. Reminders will be published regularly in the newsletter and at orientation and parent information nights.

Information about food safety and the seriousness and potential life threatening nature of allergies will take place at school as well as at a P&F Meeting during Allergy Awareness Week.

Arrangements will be made to invite a Guest GP to P&F Meeting to discuss the nature and impact of allergies.

Nut and other products will not be offered at St Ambrose's OSHC.

Special fluorescent lunch bags will be available for medically diagnosed children with food allergies in which to place their Tuckshop orders.

All teachers, aides, relief staff and students will be educated about food allergies.

Students

Education about food safety and the seriousness and potential life threatening nature of allergies will take place during Allergy Awareness Week, within classrooms, using posters, through discussions and through exposure to Anaphylaxis Australia children's DVDs.

Students will be encouraged to wash hands with soap after eating [soap dispensers will be provided].

For the younger classes (Prep, grades 1 and 2) signs will be placed above the bag racks to remind children (and their carers) not to include potentially allergenic food in their lunch boxes.

If any potential allergen is brought to school children (and their carers) are encouraged to inform the classroom or duty teacher so that all steps can be taken to minimise risk.

All students, especially younger children, will be encouraged not to share or swap food.

Any inappropriate behaviour relating to an at risk student's food allergy will be taken seriously and dealt with immediately.

Staff (Teachers, Aides, Relief teachers)

- Will undergo annual anaphylaxis first aid training including the identification of signs and symptoms of an allergic reaction and the proper use of the EpiPen®.
- Will complete regular First Aid training and certification as specified by Brisbane Catholic Education Office.
- Will take **EpiPen® and Anaphylaxis Plan Kits** to school excursions and sporting events. A mobile or other communication device will be available on each trip for emergency calls.
- Will carry EpiPen® and pocket-sized photos of students who are anaphylactic when on playground duty

Parents/Caregivers of 'at risk' students

- Must inform the Principal in writing that their child is at risk of anaphylactic reaction.
- Provide an "Action Plan for Anaphylaxis" signed by the treating medical practitioner. The action plan must contain a current photo of the student, a list of known allergies, parent/caregiver contact information, symptoms and signs of mild and severe allergic reactions and actions to undertake in the event of an emergency.
- Supply at the beginning of each school year 1 medical kit containing:
 - an EpiPen®;
 - an unlaminated colour copy of the child's anaphylaxis plan; and
 - any other prescribed medications such as anti-histamine or Asthma Inhaler (Ventolin®, Asmol®).
- Replace the EpiPen® and other medication required for the treatment of such allergies after it has been used or when it expires. It is also advisable to replace photos/anaphylaxis plan kits every year as the student grows.
- Should be aware of typical school occasions and events where chances of exposure to allergenic foods are increased, where food supervision is more difficult and where students may use outside Tuckshops. These include but are not limited to: student birthdays/farewells when parents may bring in cakes or ice-blocks for the class; sport or swimming carnivals; school dances and other events not held at the school

premises; craft days; class market stalls; class celebrations; house group pastoral days; sausage sizzles; fundraisers and mission days where students or others may bring and share or sell food brought from home; Christmas and Easter where students and staff may swap chocolates, lollies or presents.

- Provide written authorisation for the school to administer the EpiPen® or other medication or to assist a child to administer the medication.

PREVENTION STRATEGIES: CLASSROOM GUIDELINES

In the class where there is a student/s with a life-threatening food allergy, parents/guardians of **ALL** students in that class will be notified of such and will be provided with a list of the foods which cause this allergy by the classroom teacher and will be requested not to bring these foods to school.

CONTENT, DISPLAY AND LOCATION OF THE ANAPHYLAXIS PLAN

The action plan must contain a current photo of the student, a list of known allergies, parent/caregiver contact information, symptoms and signs of mild and severe allergic reactions and actions to undertake in the event of an emergency.

Individual **Anaphylaxis Plan Posters** for each child will be displayed in the staff room, sick room, Tuckshop, work room and in the classrooms of at risk students. All staff and especially relief staff, are expected to familiarise themselves with these.

EpiPens® will also be kept in the classrooms of relevant students and at the School Office.



HEAD LICE

The occurrence of head lice is the most common insect infestation in humans throughout the world. In Queensland, infestation occurs mainly in children of primary school age. However, head lice infestation may affect people of any age, nationality, gender or socio-economic status. It is as much a social issue as a health or educational issue, and the way that it is approached can have significant influence on a student's emotional, social and educational development.

As a school we have been asked to utilise the following guidelines, adapted from guidelines developed by Education Queensland, for minimising the presence of head lice at school and managing head lice incidents.

PREVENTION

Expectations of Schools

1. Instruct classroom teachers to inform the Principal immediately of possible outbreaks in their classrooms;
2. Implement classroom organisation and teaching programs, as well as guidelines for play, that minimise head-to-head contact during outbreaks of head lice;
3. If head lice is detected at school, parents are informed to come and collect their child immediately, so treatment can be carried out;
4. Support and encourage parents appropriately through practical advice; and

Request parents not to send children with head lice to school until after treatment has commenced and school is informed that hair has been treated. (This is in accordance with the recommended minimum exclusion period promulgated by Queensland Health to schools.)

Expectations of Parents

It is the parents' responsibility to ensure that their children do not attend school with untreated head lice. To achieve this, it is reasonable to expect that parents will:

1. regularly inspect their child's scalp and hair to detect the presence of lice or lice eggs;
2. regularly inspect all household members and treat them if required; and
3. notify the school if their child is affected, and advise when treatment has begun.

Detection

It is considered the prime responsibility of parents to detect and treat head lice.

There is no general expectation that schools will physically check children for the presence of head lice. However, if the teacher suspects the presence of head lice at school, it must be reported to the Principal and parents are notified.

Treatment

As outlined in above, it is the parents' responsibility to treat head lice. Current information on recommended treatment is available from Queensland Health, the local pharmacy or doctor.

HEALTH SCREENING SERVICE

The School Health Service visits the school each year. Parents are then contacted by letter about any particular problem that has been diagnosed. These services have been most successful in diagnosing visual and auditory problems. If problems are diagnosed, suggestions are usually made about how parents can assist in remedying these.

HISTORY OF THE SCHOOL

In 1928, His Grace, Archbishop J Duhig, appointed his former Secretary, Father Brian Bolton, to the Newmarket area to establish a parish.

Father Bolton was strong adherent for Catholic Education and under his leadership St Ambrose's School was established in 1936 under the direction of the Good Samaritan Sisters. We acknowledge the debt we owe the Sisters for their contribution to the education of the Catholic Youth and the spirit of care and concern that has carried through the years to this day. With the decline of religious vocations the Good Samaritan Sisters withdrew from the school. Their place was gradually filled by lay staff who continue to pursue the ideals of a Catholic School founded in the Samaritan Tradition.

St Ambrose's School is *a little gem shining* in the city of Brisbane!

HOMEWORK

POLICY

St Ambrose's School will set reasonable, flexible and relevant homework activities for children that complement the educational program and take into account student needs for adequate rest and recreation.

RATIONALE

General:

The amount and type of homework given will be decided by the class teacher, taking into account the current educational program, student developmental needs and the requirement for adequate rest and recreation.

Parents:

- Provide adequate time and suitable space for their child to complete homework.
- Encourage and assist their child in completing homework.
- Ensure that their child has adequate rest and recreation.
- Contact the teacher should any problems arise.

Children:

- Complete homework activities to best of their ability.
- Discuss any areas of difficulty with the teacher.

School:

- Inform children and parents of general requirements for homework.
- Ensure that homework set allows for adequate rest and recreation.
- Work to resolve any areas of difficulty for either children and/or parents.

PROCEDURE

Setting of Homework

First and foremost recognition is given to the need for adequate rest and recreation for all children after completion of the school day. Homework set should not impinge greatly on a student's time for life events such as participation in community groups, cultural activities, sports, etc. In particular, homework should not create stress for the student or adversely affect rest and relaxation.

Homework will be set at the teacher's discretion, taking into account the learning needs of the children in conjunction with the teaching and learning program presented, balanced with an assessment of each child's need for adequate rest and recreation.

Teachers can make an allowance for children who may be engaged in other significant events that may preclude them from undertaking set homework.

No homework will be set for holidays (inclusive of holidays taken by families during school term time). No homework will be set for a child who is ill.

Importance of homework

Staffed by professional educators, we recognise that:

- Homework is an important self-discipline activity and provides an opportunity for a student to revise, practise, and expand on, what is learnt in class.
- Making mistakes are just as important in learning as getting correct answers and this applies equally to homework undertaken by a student.
- Regular assessment of homework tasks is essential to gauge the level of student learning and provide assistance in the learning journey of each child.

Importance of routine

A pattern or routine for homework is essential for student, parents and teacher alike. Teachers will determine the routine based on the guidelines below and inform all relevant parties of these expectations.

Recommended time and focus for homework

Generally homework will combine elements of reading and written work. The guideline below offers direction on the priority each should take in the *total time per day* allocated for homework.

Homework can be undertaken as set tasks on a daily basis, contract work over a set period of time, project style, etc. The class teacher determines the nature of homework activities.

YEAR	READING	WRITTEN
Prep	Nil	Nil
Year 1	15 minutes	As outlined by Class Teacher
Year 2	20 minutes	As outlined by Class Teacher
Year 3	15 minutes	15 minutes
Year 4	15 minutes	15 minutes
Year 5	20 minutes	20 minutes
Year 6	20 minutes	20 minutes
Year 7	20 minutes	20 minutes

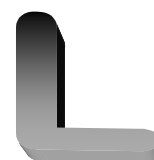


INFECTIOUS DISEASES

Queensland Department of Health regulations are followed with regard to children with infectious illnesses or diseases. If any doubt exists in regard to a particular instance it is the advice of a registered medical practitioner that is accepted. Details of infectious diseases and exclusion periods are noted on a chart attached to the back page of this document.

INTERNET ACCESS

As part of the school's curriculum we offer students, supervised – and where appropriate independent [*with teacher supervision*] - access to the Internet. Before the school allows students to use the Internet independently, we must obtain parental permission. Both you and your child must sign and return the enclosed form as evidence of your approval and their acceptance of the school rules on this matter. This form will be sent home in Week 1 of Term 1 of each School Year.



LEARNING SUPPORT REFERRALS

As part of our commitment to ensuring all children are given every opportunity to succeed, our Learning Support Unit provides opportunity for classroom assistance, particularly in literacy and numeracy sessions, small group withdrawal and specific testing and advice. Teacher aides are employed to assist in the learning program under the guidance of the Learning Support Teacher.

LIFE EDUCATION VAN

The Life Education Van visits the school every two years and provides an important avenue of enhancement to our Personal Development Education program.

LIQUID PAPER

In accordance with health advice, pupils are not permitted to have "Liquid Paper" at school.

Teachers, at their discretion, may allow the use of correction tape by children.

LOST PROPERTY

A 'Lost Property' Box is located in the Undercroft area. Any items found around the school - without identification - should be put in the box.



MAINTENANCE

The maintenance of the school is generally carried out by the school groundsperson. Staff will inform the School Secretary of any maintenance needs they observe for rectification.

MEDICATION AT SCHOOL

The following procedures for the administration of medication to children will be strictly observed.

A '*Student Medication Request Form*' form **must be completed by a Doctor** for any doctor prescribed, pharmacy labelled, oral medication and forwarded to the School Office. This form is available from the School Office. Parents are solely responsible to ensure that this form is updated and current.

Parents of children with severe allergies must inform the Principal. Appropriate measures ensuring their safety at school must be outlined and discussed with the Principal.

(a) Non-prescribed oral medications (such as analgesics and over-the-counter medications)

WILL NOT be administered UNLESS these are prescribed and a '*Student Medication Request Form*' has been completed by the doctor outlining the amount of medication and the time or conditions under which the medication is to be administered is furnished to the Principal.

Such medication should be forwarded to the school in the **original** packaging to enable staff to identify it accurately.

(b) Prescribed medications can only be administered only under the following conditions

They will only be administered when a '*Student Medication Request Form*', completed by the doctor, outlining the amount of medication and the time or conditions under which the medication is to be

administered, accompanies the medication. This is to be addressed and given to the Principal.

The medication should be forwarded to the school in the original packaging provided by the pharmacist. Instructions detailing the times/conditions and dosage for administration should be written on the original packaging by the pharmacist or written down by a doctor.

Instructions solely by the parent WILL NOT be accepted. All medication will be kept in a secure place in the First Aid room until it is required. NO medication (except an asthma inhaler and EpiPen) is to be kept in a classroom or left in the possession of a student.

It is the responsibility of the student/parent to collect unused medications from the First Aid Room at the appropriate time.

MISSIONARY/CHARITY APPEAL COLLECTIONS

As a committed Catholic school, we try to live the gospel value of service. In our missionary and charity activities we collect money to help those less fortunate than ourselves through Catholic Mission Groups helping those families who are in need.

MOBILE PHONES

St Ambrose's acknowledges that providing a child with a mobile phone gives parents reassurance that their child can contact them in emergency situations or in risk situations involving personal security and safety, **this does not apply during the schools day** when children have access to school phones and personnel. It is recognized that children may need a mobile phone before or after school and if so, **this mobile should be handed into the School Office during the day and collected at home time.** *Children at St Ambrose's are actively discouraged from bringing mobile phone, iPods, MP3 players or any other electronic devices to school unnecessarily.*

MONIES COLLECTED

Any money for events, donations, raffles, etc, should be brought to school in a sealed envelope with the child's name, class, amount of money and reason for the payment written on the envelope. E.g. Mary Jones Yr 4 \$5 Trivia night raffle.

N

NON-CONTACT TIME

As part of the award, each full time teacher is entitled to two hours non-contact time per week (part-time teachers receive pro-rata release time). This is a time for teachers to spend uninterrupted on preparing lessons, marking or on professional development activities.

O

OUT OF HOURS SCHOOL CARE

A before and after school care program is offered on the school site from 7:00 am to 8:30 am and from 2:50 pm to 6:00 pm. This program may be used on a regular basis or in the case of an emergency. Please contact the OHSC⁵ Coordinator (ph: 3352 5386, fax:3352 4071, Mobile: 0407 378 588 or email: newmarketoshc@bne.centacare.net.au) to enrol your child. Childcare Assistance Rebates are available. Centacare⁶ administers this facility under the direction of the OHSC Coordinator. All matters pertaining to the facility should be referred in the first instance to the Coordinator.

P

PARENT VOLUNTARY ASSISTANCE

A great deal of what is being done in our school requires parental involvement, which we see as of great assistance to our pupils who, at this age, love to see parents supporting them in some of their educational adventures.

⁵ Out of hours school care

⁶ Centacare Brisbane is an organisational section of and provides a range of social services to the Catholic Archdiocese of Brisbane

To help us provide the best possible education for your children, your involvement as parents is always welcomed.

Help can be in many forms:

At home:

- praying together and talking about God
- ensuring that homework is being done
- ensuring that your child is happy with school
- ensuring that your child is reading and/or being read to each night (or regularly) and enjoying it
- talking with your child about school (highlighting the good parts)

At school:

- participating in the school worship celebrations
- assisting the teachers with reading, craft, computer work, typing stories, or any area of the curriculum that you enjoy or have competency in
- assisting when transport is required
- attending working bees
- attending P&F meetings
- joining the sporting/cultural committee
- offering to help in our library resource centre
- attending social events where possible

Parents' participation in the life of the school community is invited and welcomed at all levels. The school acknowledges parents as the first educators of their children.

PARENT VOLUNTEER REGISTER

As from 2007, The Commission for Children and Young People and Child Guardian have new guidelines for Volunteers in Schools.

From this year:

- Only Volunteers who do not have children currently attending school will need a Blue card
- All Volunteers MUST complete a Student Protection In-service
- All Volunteers will sign a *Volunteer Code of Conduct*
- All Volunteers will sign a *Volunteer Suitability Declaration*

- All Volunteers will be provided with a *Volunteer Register Sheet* to be completed and signed
- All Volunteers will be provided with the *Student Protection Handbook for volunteers* prepared by Catholic Education in the Archdiocese of Brisbane

These are available from the School Office.

PARENTS AND FRIENDS ASSOCIATION

The members of the P&F⁷ Association work throughout the year in an effort to improve the social, environment and financial standing of the school and it is important that their efforts are rewarded with support from the whole school community. It is a reasonable expectation that all school community members will support some of the different functions that the P&F organises.

P&F Meetings are held on the second Tuesday night of each month beginning at 7:30 pm.

PARKING

Parking is always a major safety concern and great care must be taken when entering or leaving the school car parking areas. Access is via Davidson Street. Cars are **NOT** to be parked in the parish car park. For safety, the speed of travel is to be kept to a walking pace.

Children waiting for parents do so in the supervised pick-up area provided near the car park. Children are not permitted to walk in the car park before school or at pick-up time.

PICK-UP AND DRIVE THROUGH

Please take time to read the following procedures and if anything is unclear please don't hesitate to ask. These have been put in place to ensure the safety of all children and your co-operation is very much appreciated.

The Drive- Thru' line will begin where the Pedestrian Crossing is, in front of the new hall area. Children will be lining up, in the shade, in the undercover area outside the Bolton Centre.

Parents are requested to arrive for pick-up from the Parish car park no earlier than 2:55pm and preferably at 3:00pm. If you wish to arrive before this time, please park in Davidson Street. Teachers will be on duty to supervise the collection of children upon parents' arrival. Should you be wishing to park and

come into the school, please do not park in the flow through area in front of the Parish Centre. Please limit your time to picking up only - if you have a meeting at the school or wish to stay and chat please park in Davidson Street to limit car-park congestion.

When children are dismissed they meet the teachers on duty in the undercover area outside the Bolton Centre. The children have been told they must not proceed to pick up area without the teachers.

- **Parents are asked to only proceed forward after the car in front has moved off. This means not pulling out to go around a car when they are loading passengers.**
- Should children not be available at the designated time, parents will be asked to remain in their car while going around the 'loop'. This does not mean parking in the loop and going to collect your children who have not arrived from their classroom.
- Teachers will be on duty until approximately 3:20pm. Children who are not collected by that time will be asked to wait for their parents on the main steps outside the School Office. If children have not been collected by 3:30pm, School Staff will contact parents and bring them into the School Office.

All other children need to be picked up by parents from the **Undercroft Area**. No child can be on any school play equipment unless being supervised by their parents.

PHONE USAGE FOR CHILDREN

Children are not to use the school telephone except in cases of real urgency and with the permission of a staff member / school officer.

PHOTOCOPYING AND COPYRIGHT

Due to copyright requirements photocopying of printed materials may be done by teachers, ancillary or administrative staff but not by children or parents.

PHYSICAL EDUCATION

St Ambrose's offers a multitude of Physical Education experiences to children to enable them to experience a broad range of skill development in their primary years of schooling. These include: Bluearth Physical Education Program; Swimming;

⁷ Parents and Friends

Athletics; Cross Country; District Representation; Zone Representation; Gala Sports. Some of these are dependent on the age of the child.

TERM 1

Swimming Program Year 3 – Year 7

School Swimming Carnival

District Swimming Nominations

District Swimming Carnival

District Sports Nominations

- AFL, RL, Cross Country, Hockey, Netball
 - Touch, Basketball, Soccer, Tennis
- Zone 4 Swimming Carnival
- before school training [Parent Coach]

TERM 2

Cross Country

Gala Sports Yr 3-7

District Cross Country

District Sports Nominations

- Athletics, Softball

Zone 4 Cross Country

- before school training [Parent Coach]

TERM 3

Athletics Carnival

District Athletics

District Sports Nominations

- Cricket

Zone 4 Athletics Carnival

- before school training [Parent Coach]

TERM 4

Swimming Program – Prep to Year 2

Dance Fever

PUPIL FREE DAYS

7 days are set down for pupil free days each year. The first 3 occur before the children return to school in late January. The next 3 generally occur during the Term 1 School Holidays. The final pupil free day generally occurs in the 3rd week of Term 4. The 2012 pupil free days are listed on page 2.

PROCEDURES FOR FLEXIBLE SCHOOLING ARRANGEMENTS

Invariably throughout the course of a school year, situations arise which require students to enter into different and flexible arrangements for their continued education. Such situations may include

extended family vacations, periods of prolonged sickness, recovery from serious injury and so on.

In such situations, the school has procedures which must be followed to ensure the appropriate continued education of the students involved. The Education (General Provisions) Act 2006, Section 182 Part 2 clearly states that a non-state school may approve such flexible schooling arrangements but only if certain conditions are met. These procedures are designed to meet the required conditions.

Procedures:

If a student is required to be absent from school for an extended period, the school may approve alternative arrangements for that student, provided that the following procedures are followed.

- (1) The parents or guardians of the student must apply in writing for alternative arrangements to be considered.
- (2) The application must state the reason for the absence and the duration if possible.

Following the application, the school will:

- (1) Consider the validity of the application and if deemed valid,
 - Have the class teacher prepare a written document outlining what needs to be done during the period of absence to address the educational needs of the student (eg a work plan, an activity booklet, an assignment, reading and written tasks etc). This work should be at the appropriate level to meet student learning outcomes.
 - Ensure that the student is in the care of a suitable provider who can assist with their ongoing educational needs.
- (2) Discuss the alternative arrangements with the student and their parent/guardian.
- (3) Present the parent/guardian with an "Alternative Arrangements Form" which outlines the arrangement and seeks their agreement. This can be located on our Website.
- (4) Have the parent/guardian sign the form.

- (5) Ensure that the form and a copy of the written work arrangements is kept on file .



REPORTING TO PARENTS

We officially report to parents about their children's progress twice a year.

TERM ONE

Parent/Teacher night

TERM TWO

Term letter/letters to accompany homework
Compulsory Parent/Teacher Interview conducted either end of Term 1 or early term 2.
Student Summary Report

TERM THREE

Term letter/letters to accompany homework
Parents to be informed if their child is under consideration for repeating for the following year.

TERM FOUR

Term letter/letters to accompany homework
Parents of children considering repeating to meet with Principal, Class Teacher and Learning Support Teacher mid-term to finalise decision.
Formal written report sent home the last week of Term.
Opportunity for interview if needed.

Parents are encouraged to make contact with teachers at any time throughout the year should they wish to discuss student progress, and likewise teachers are encouraged to do the same.

RESOURCE CENTRE

The Resource Centre is central to the learning and teaching programme of the school. The facilities and services are committed to establishing a learning environment that fosters a spirit of enquiry, and encourages a lifelong appreciation of learning.

Children are encouraged in the development of a love of literature and reading.

LIBRARY BORROWING

Each class has an allocated borrowing time during school hours. The Resource Centre is also open for borrowing on Mondays, Wednesdays and Fridays before school, during lunch and afternoon play.

Resources may be borrowed for two weeks.

Lost or damaged books incur a cost of \$15.00.

OTHER ACTIVITIES

Children's Book Week is celebrated in Term 3.

A Christmas Book Fair, where parents may purchase books, is held in November.

Children are encouraged to participate in reading challenges and reading circles.

RISK MANGEMENT GUIDELINES

RATIONALE

As a community that cares for the welfare of all its members, St Ambrose's is committed to the ongoing safety of the children and adults who live, work and learn in our school environment. In order to most effectively do this, a Risk Management program needs to be implemented in order to prevent or minimise the possible harm done by any hazard in the school. To ensure this program is proactive rather than reactive it is important that we implement sound preventive risk management practices into all aspects of life in our school. It will require a culture of risk management involving all members of the community in being aware, gathering information and passing it on through the correct processes to ensure the removal or reduction of any risks that occur at St Ambrose's.

GUIDELINES

To ensure an effective Risk Management Program is in operation, St Ambrose's School will ensure effective processes for:

- The identification of hazards (which may be anything that has the potential to cause harm) and the type and nature of these potential hazards.
- The assessment of the potential risks (the chance that some harm will be caused by the hazard) in the hazards that have been identified. This will include the extent and severity of possible consequences as well as the level of acceptability of the risk to the school.
- Determining appropriate control measures to prevent or minimise the risks
- Implementing the control measures
- Monitoring and reviewing the effectiveness of the measures implemented.

PROCEDURES

- The WH&S⁸ Committee will be responsible for overseeing the Risk Management Program as part of Workplace Health and Safety in the school.
- All Staff have access to “Out of Order Forms” which they are to complete after identifying any hazards in or around the school. These forms are to be handed to a member of the WH&S Committee so that an assessment of the risk can be undertaken. Appropriate control measures will then be determined and implemented. A review of these control measures will then be undertaken at a later date.
- All Staff have access to Excursion Risk Management Forms. These are to be completed and forwarded to the Principal before any excursion takes place. Potential hazards, the level of risk and the applying of appropriate control measures must be explained.
- The WH&S Committee will undertake regular Workplace Inspections to ensure appropriate Risk Management processes in such areas as playground safety, storage, hazardous substances, first aid, fire and emergency, classroom environment, electricity, signage, machinery, walkways and floors and security.
- Risk Management processes will be applied to P&F outside school activities on school property to ensure hazards are identified, risks assessed and control measures put in place. Emergency procedures will be clarified after the control measures have been implemented.
- Working Bees will be subject to Risk Assessment to ensure the safety of all volunteers.
- A Job Safety Analysis will be undertaken to assess potential hazards, level of risk and appropriate safety procedures of positions that have particular safety aspects.
- The WH&S Committee will keep all data from the Risk Management assessments for ongoing action and review.



SCHOOL HOURS AND DUTY OF CARE

Our school is vitally concerned with the care of your child. We operate under set hours that dictate when we formally accept duty of care. A normal school day would see that duty in force from 8:20 am to the conclusion of school at 2:50 pm. If a child is present at the school either before or after these times then they must go to Out Of Hours School Care and book into the facility.

Duty of care is extended for events such as excursions. Apart from classroom supervision the staff also complete the following duties. During these duties all staff will wear a fluorescent vest so children can easily see them.

Morning Duty: supervision is undertaken from 8:20 am to 8:40 am in the school play area.

Morning Tea: commences at 10:15 am in the undercover area where children sit to eat. At 10:25 am children are permitted to go to play. Supervision ceases at 10:35 am.

Lunch: commences at 12:05 pm in the undercover area where children sit to eat. Supervision ceases at 12:30 pm.

Afternoon Break: commences at 1:30 pm and finishes at 1:50 pm. The teacher assigned supervises the children at play.

Wet Weather Procedure: The Principal / APRE determine when wet weather procedure is to be followed. Depending on the severity of the weather, the children are let out in the Undercover Area and remain there under the supervision of the teacher assigned to that duty or remain in classrooms and partner teachers share the duty.

Pick-Up Duty: commences at 2:50 pm and concludes when the last child is picked up by the parent. Should children still be waiting after 3:20 pm they move to the School Office so that supervision is maintained and parents can be contacted immediately.

Please note: The final school day of the year is a half- day attendance only. School concludes for all children at midday.

⁸ Workplace Health and Safety

SECURITY

This school has an electronic security system. The system is activated whenever the school is not in use. Access is limited to those given appropriate security codes.

SICK CHILDREN

One of our responsibilities to the children is to look after their health and well being to the best of our ability within the circumstances of the school environment. At all times we strive to be vigilant in regard to children's health needs and ensure that appropriate steps are taken to address these needs.

GUIDELINES

Children complaining of ill health are sent to the School Office where a decision will be made as to what action should be taken. Office staff will report back to teachers.

Once children enter the sick bay, the teacher is relieved of responsibility for that child and the designated Office staff take over the responsibility.

No medication will be administered unless accompanied by a completed authorisation form from a medical practitioner. All medication will be sent to and kept at the School Office. Non-prescribed medications such as analgesics and over the counter medications are NOT to be given to children at school unless accompanied by a completed authorisation form from a medical practitioner. It is the sole responsibility of the Office staff to administer medication and to keep the ADMINISTRATION OF MEDICATION REGISTER current.

At no time will medication for one child be administered to another child.

Children who need to regularly use puffers for asthma may self-administer. A completed authorisation form from a medical practitioner needs to be completed at the beginning of each year identifying that your child needs to carry a puffer with them.

SPECIAL DAYS

There are a number of special days in the school year that are celebrated by the school community. These are detailed each year in the Term Calendar.

SPORT

It is the aim of the school that each child be introduced to the necessary skills that will enable the child to participate in sport. All children are

encouraged to participate, regardless of ability. In Prep to Year 2 the children are taught the elementary skills such as running, tumbling, dancing, balancing and ball handling to make them aware of their body movements and to experiment with their own body space. Between Years 3 and 7 the children are introduced to team as well as individual sports. Within the team, the child will experience a feeling of belonging to a group and will learn the art of winning and acceptance of defeat. Opportunities also are available to participate in interschool sport. Interschool team sports are played to further these skills.

SPORTS HOUSES

Children will be allocated a Sports House Team, **Carinthia or Bolton**. Children will be encouraged to develop loyalty to their team and actively participate to their personal best level. Teachers are assigned to Houses especially as we prepare for sports carnivals to assist with the running of these days. Parents are most welcome to join in the spirit of friendly rivalry in support of their child's sports house.

STUDENT LEADERSHIP

Student leadership is encouraged through the appointment of children to a variety of formal positions of responsibility. Year 7 children will carry out this role through the 3 Ministry Groups of Community, Pastoral and Recreation.

STUDENT AWARDS

These are given out at each fortnight at assembly and the children receive a certificate. Each fortnight we adopt and promote, as a school, a life-skill. Monday's prayer gathering introduces The Life Skill or Habit of the Heart of the Fortnight.

An award is given for children who have demonstrated the particular life-skill for that fortnight.

SUNSMART POLICY

RATIONALE

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

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that severe sunburn contributes to skin cancer and

other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

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

With this in mind St Ambrose's School realises the need to protect children's skin and educate them about SunSmart behaviour, thus reducing the risk of skin damage from exposure to the sun.

The policy aims to:

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

Our school recognises that winter sun also contributes to skin damage. The implementation of this policy will therefore be conducted throughout the year.

The purpose of the SunSmart policy is to ensure that all children attending our school are protected from the harmful effects of the sun throughout the year.

POLICY⁹

St Ambrose's Catholic School will:

- inform parents of the SunSmart policy when they enrol their child
- include the SunSmart policy statement in the school prospectus
- increase the amount of shade in the school grounds, where possible, by building shelters and planting trees
- incorporate education programs that focus on skin cancer prevention into the school curriculum
- encourage all teachers and staff to act as positive role models for children in all aspects of SunSmart behaviour
- seek ongoing support from parents and the school community for the SunSmart policy and

its implementation, through newsletters, parent meetings, etc.

- ensure that all children and staff wear hats that protect the face, neck and ears, and encourage children to use SPF¹⁰ 15 or higher, broad-spectrum, water-resistant sunscreen, when involved in outdoor activities
- encourage children without adequate sun protection to use shaded or covered areas at recess and lunch times
- review the school uniform to conform with the Queensland Cancer Fund SunSmart clothing guidelines
- incorporate a SunSmart rash vest for swimming
- ensure that, wherever practicable, outdoor activities take place before 10:00 am or after 2:00 pm (Australian Eastern Standard Time [AEST])
- ensure that adequate shade is provided at sporting carnivals and other outdoor events
- review the SunSmart policy annually.

Parents/carers will:

- provide a SunSmart hat for their child and ensure that they wear it to and from school. The Queensland Cancer Fund recommends 8-10 cm broad-brimmed hats.
- ensure that their child applies SPF 15 or higher, broad-spectrum, water-resistant sunscreen 20 minutes before leaving for school
- ensure that their child's clothing provides adequate protection from UVR. The Queensland Cancer Fund recommends clothing that has the following features:
 - dark-coloured
 - collars and sleeves
 - closely woven fabric
 - natural fibre
- act as positive role models by practising SunSmart behaviour
- support the school's SunSmart policy and help to design and regularly update the policy.

Children will:

⁹ Source: Queensland Cancer Fund (1997) *Working towards a SunSmart Queensland: a policy guide for organisations*

¹⁰ Sun Protection Factor

- be aware of the school's SunSmart policy
- take responsibility for their own health and safety by being SunSmart
- comply with SunSmart rules and guidelines by wearing suitable hats, clothing, sunscreen and sunglasses
- apply SPF 15 broad-spectrum, water-resistant sunscreen 20 minutes before going outdoors
- act as positive role models for other children in all aspects of SunSmart behaviour
- help to design and regularly update the SunSmart policy
- participate in SunSmart education programs.

SUPPORT STAFF

The school is very fortunate to have the services of a school secretary, finance secretary, teacher aides, a library aide, and groundsperson. All of these people play an important role in the effective running of our school.

SWIMMING

Children in Year 3 - 7 classes attend swimming lessons one day a week in Terms 1 and Prep – 2 children in Term 4. A swimming levy is incorporated in the school fees, which covers coaching and transportation to the Newmarket Swimming Pool. It is expected that all children participate in Swimming unless a medical reason prevents them from doing so. If a child is unable to swim, a letter must be sent by a parent to inform the Class Teacher of the reason.



TEACHING AND LEARNING APPROACHES

St Ambrose's School has developed a style of teaching and learning that incorporates the best features of the traditional teacher-directed mode complemented by more contemporary cooperative methods and integration of curriculum areas. This self-directed and highly motivating approach to learning caters for individual differences and is also ideally suited to the talents and gifts of each pupil in our school.

TUCKSHOP

The Tuckshop operates each Tuesday and Friday of the school week and is run on a volunteer basis by the P&F.



UNIFORM

Upon enrolling at St Ambrose's School each child will be expected to abide with our school dress code. This code ensures that each child will wear full and correct uniform to school each day. The only exceptions to this are when the school holds an "out of uniform" or "free dress" day. The school should be notified by phone or in writing if a child is unable to wear the correct uniform. Parents are asked to strongly support this rule, making sure that shoes are of the correct type and kept clean, and that the uniform is not faded or worn. Our dress code states that all children are expected to wear their full regular uniform three days per week and their sports uniform on two days. The sports uniform is worn as required by the class teacher. It is a shared responsibility of all school community members to ensure that children wear correct uniform.

Parents: Provide the correct uniform for their child and ensure that it is maintained in good condition and is worn to school and other designated events involving school participation.

Children: Wear the correct uniform as required in a manner that conforms to a neat and tidy appearance.

School: Provide information on the correct uniform and maintain communication with both parents and children when necessary to ensure requirements are met. Ensure that the uniform components meet SunSmart standards.

UNIFORM REQUIREMENTS

Uniforms are available through Ashgrove West Drapery. All articles of clothing are to be marked with the child's name.

Day Uniform

GIRLS:

- Bottle green slouch hat
- Green, gold and white check dress or Green culottes and Unisex Shirt

- Hair ribbons may be white, bottle green, gold or purple.
- Shoes to be **black** leather lace up or **black** sandshoes.
- White or bottle green ankle socks in summer, white or bottle green knee length socks or bottle green tights in winter. **[Socks MUST cover ankle bone]**

BOYS:

- Bottle green slouch hat
- Green, gold and white check unisex shirt
- Bottle green shorts.
- Shoes to be **black** leather lace up or **black** sandshoes.
- White or bottle green ankle socks in summer, white or bottle green knee length socks in winter. **[Socks MUST cover ankle bone]**

Sports Uniform

BOYS and GIRLS:

- Bottle green slouch hat
- Unisex gold and green polo shirt
- Bottle green shorts(boys) & Bottle green culottes (Girls).
- **Black sandshoes.**
- White or bottle green ankle socks in summer, white or bottle green knee length socks in winter. **[Socks MUST cover ankle bone]**

Winter uniform additions

Both boys and girls may wear bottle green school tracksuits during cold weather.

Hair

Should always be neat and tidy. Long hair needs to be tied back.

Jewellery

No jewellery is to be worn apart from watches, religious chains, sleeper or stud ear-rings, one in each ear. No nail varnish is to be worn on finger-nails.



VISION STATEMENT

ST AMBROSE’S SCHOOL IS A WELCOMING, VIBRANT COMMUNITY, NURTURED BY THE TRADITION OF THE GOOD SAMARITAN SISTERS, REACHING OUT WITH THE “HANDS OF GOD” IN RESPECT AND COMPASSION, TO EMPOWER LEARNERS TO REALISE THEIR POTENTIAL.



WEARING OF HATS

We require the children to wear a hat when they play outside in the sun. Children who do not have a hat must stay in a shaded area. When a class is going on an excursion away from school it is expected that they each will wear a hat. All hats need to be clearly named.

WORKPLACE HEALTH AND SAFETY OFFICER

The Principal is the designated Safety Officer for St Ambrose’s School with the teaching staff making up the Committee. As part of the staff meeting agenda a WH&S segment will constitute a proactive response to issues of health and safety in the school.

INFECTIOUS DISEASES	
Condition	Minimum Period of Exclusion
Chicken Pox	Until fully recovered - no fever, sores must be dry
Conjunctivitis	Until discharge from eyes has ceased
Hand, foot and mouth	Until sores have dried out
Head Lice	Until appropriate treatment has commenced
Measles	For at least four days from the appearance of the rash or until a medical certificate of recovery is provided
Meningococcal	Until a medical certificate of recovery is provided
Mumps	For nine days from the onset of swelling or until swelling goes down
Ringworm	Until appropriate treatment has commenced supported by medical certificate. Lesions (sores) must be covered. If an ointment is being used, a dressing must be applied.
Rubella (German Measles)	Exclude until fully recovered or for at least four days after the onset of the rash
Scabies	Until appropriate treatment has commenced
Scarlet Fever	Until appropriate medical treatment and a medical certificate of recovery is provided.
School Sores	Until all sores have fully healed. The child may return to his/her class provided that appropriate treatment has commenced and those sores on exposed surfaces are properly covered with suitable dressings.
Viral Hepatitis	For at least seven days after onset of jaundice and upon receipt of a medical certificate of recovery
Whooping Cough	Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing