

**LEARNING TECHNOLOGY POLICY****RATIONALE**

Computer-based technology is an integral part of our lives. As the reliance on such technology increases and evolves over time, it is considered imperative to give students access to technology and equip them with the skills that will allow them to use and adapt to changes in technology.

Using technology as a learning tool provides opportunities for students to gain understandings about a variety of information and communication media, and about their responsible and effective use. In addition, learning technology is integral to, and supports students in, their gaining of understandings across the Key Learning Areas. Learning technology can also facilitate access to learning for those with special needs.

**GUIDELINES**

- All children from Kindergarten to Year 6 will participate in the school's computer awareness and learning program.
- Computer skills will be developed across all stages of learning enabling children to become confident users of technology.
- Children in every classroom will have daily access to a computer, with additional resources available in the school library.
- All classes will have access to Interactive Whiteboards
- All classes will have access to iPad technology

**IMPLEMENTATION**

- Conduct school-based professional development workshops to train teachers in new technologies, software and applications of technologies.
- Promote external and system-based professional development opportunities
- Develop a scope and sequence of technology skills that are embedded in Key Learning Areas in each stage.
- Implement a scope and sequence of technology-based tasks that form part of every child's learning portfolio each year.
- Produce and implement a Learning Technology Development Plan.
- Devise a School Technology Hardware Plan which will guide future acquisitions and maintenance.
- Refer to the Catholic Education Office's Acceptable Use of Technology Policy Statement to guide staff's use of technology.
- Guide children and students in their use of technology through production of Infants and Primary Acceptable Use Agreements.

**BUDGET**

- A budget is provided for the professional development of staff and the acquisition and maintenance of resources. The budget is the responsibility of the Learning Technology Coordinator.

## **LIBRARY POLICY**

### **RATIONALE**

At St Patrick's we believe that the library should play an integral part in the teaching and learning of the school, serving many functions within everyday school life for both the students and the teachers. The library is a place which both enables students to read widely for enjoyment, enrichment and recreation as well as playing an active part in the promotion of assisting students and staff to become lifelong learners.

### **GUIDELINES**

- The library will operate under a cooperative planning model where the teacher-librarian and classroom teachers cooperate as equal partners in the planning, implementation and evaluation of information skills programs that enable students to develop skills related to retrieval, evaluation and use of information for a given need.
- In cooperation, every session in the library will be designed to fulfil a specific purpose and will be based on resource-based learning ie the use of a wide range of resources which are carefully chosen to suit that purpose.
- The students will be encouraged to borrow books regularly to promote the enjoyment of reading as well as for its many purposes.
- An efficient circulation system will be maintained with daily access to books and materials for educational and leisure purposes provided.
- Ready access to resources and information will be provided to both staff and students.
- Curriculum support for class teachers will be provided.

### **IMPLEMENTATION**

- Library lessons will be run under a cooperative plan with flexible timetabling:
  - Grades will attend lessons in 8-week blocks, twice a year. It is expected that each class will attend a minimum of 8 lessons per block.
  - The teacher librarian will meet with the grade teachers to plan the unit and work out an appropriate timetable prior to their block of lessons. A new timetable will be produced at the start of each block and distributed to the teachers, Principal, Assistant Principal, office staff and displayed in the staffroom.
  - A weekly timetable will be displayed on the circulation desk so that any weekly changes can be noted as well as any time being booked by other teachers for library use.
- A bulk loan, which supports the integrated unit undertaken by grades, will be sent to the appropriate grade at the commencement of each term. Each grade will be responsible for ensuring that these resources are returned at the end of each term.
- Each class will be assigned a half hour borrowing time each week, with the class teacher using the computer to check out the books to the children. The borrowing takes place while library lessons are occurring so a strict adherence to the library rules is expected. Classes are welcome to stay for the half hour eg for silent reading, as long as the library rules are followed and the class is silent when library lessons are conducted.
- It is the class teacher's responsibility to investigate any overdue books as they borrow for their class. However, the teacher librarian will be responsible for issuing overdue notices and following up lost and damaged books.
- Book returns will be sent to the library each morning where the teacher librarian, with the assistance of parent helpers, will return and re-shelf the books ready for the day's borrowing.

- The teacher librarian and library assistant will endeavour to maintain a library collection that is both up to date and relevant to the teachers' and students' requirements. A library collection plan will be developed at the commencement of each school year to guide library purchases for that year.
- A stock-take of the library will occur each year.
- A library budget will be set by the Principal and maintained by the teacher librarian and library assistant each year.
- Evaluation of the library's policy and procedure will occur on a regular basis.

## PASTORAL CARE POLICY

### RATIONALE

Pastoral care is central to the ethos and identity of Catholic schools. It is the responsibility of all members of the community to provide a comfortable and secure environment where individuals feel safe, valued and respected.

Ultimately, the wellbeing of the school community is an integral factor for effective learning and teaching. The wellbeing of the whole school community will be enhanced by the creation of a culture that reflects a positive attitude towards learning and the achievement of educational outcomes.

At St Patrick's, we aim to develop the whole person in an atmosphere where Christian attitudes and values are nurtured, the rights of all individuals are protected and respected, and where each individual is encouraged to take responsibility for his/her actions. Integral to our policy is a commitment by all to ensure that the self-worth of every member of the school community is respected and promoted.

### GUIDELINES

- Positive and mutually respectful relationships between staff, students, parents and the parish community will be promoted
- Individuals will be valued and treated with respect, regardless of race, gender, ability, cultural background or economic circumstances
- Discrimination, harassment and bullying undermines the dignity of the individual and will not be tolerated
- All policies, programs and practices will reflect the school Mission Statement
- Fair and consistent routines will be established to encourage children to take responsibility for their behaviour
- Positive models of behaviour, using effective and appropriate strategies to solve conflict, will be provided
- A variety of behaviour management strategies will be implemented in order to cater for the specific needs of individuals within the school community

### IMPLEMENTATION

Pastoral Care at St Patrick's will be developed through:

- **St Patrick's Mission Statement:** All decision making processes and procedures reflect the Mission Statement. It is the basis for our school rules and demonstrates what we value.
- **School and Parish life** – The Catholic school community is seen as a vital part of the Church and therefore is instrumental in contributing to the success of parish links. This is done through involvement in events such as the fete, celebrating feast days, supporting sacramental programs, teaching Gospel values and doctrine through liturgy, and involvement of the Parish Priest in school celebrations, assemblies, and class talks.
- **Celebrations:** It is important to recognise and celebrate achievements of individuals and to acknowledge special events in their lives.
  1. **Students:** acknowledgment of achievements, improvement, efforts and excellence
  2. **Staff:** staff social outings, acknowledgement of personal and professional achievements, appointments, sacramental programs, marriage, engagements, births, support in times of bereavement
  3. **Parents:** acknowledgement through the newsletter of births, recent deaths, welcoming new families and farewell to families leaving the school
- **Teaching-Learning Programs:** Children learn best in an environment in which they feel safe, secure and challenged. All teaching-learning programs are specifically designed to meet the needs of all children and include modifications to cater for individual differences

- **Learning Support programs:** Children with specific identified learning needs are accommodated through programs such as Special Education, Literacy Support and Intensive Reading. Children who excel in learning are challenged through an Enrichment Program
- **Parental Involvement:** Parents are always welcomed within the school and are invited to have a voice through the Parent Group which facilitates meetings throughout the year. Parents are encouraged to discuss matters of concern with the staff and Principal by requesting an interview time.
- **Outreach:** The school is involved in many activities throughout the year and children are encouraged to provide support and compassion to others in need through: fundraising for charities, Grandparents Day, Project Compassion, Fete, Catholic Missions, Christmas Appeal, Senior Citizens performances.
- **Counselling:** A school counsellor is available (upon approval of the Principal) to individuals and families in need of this support.
- **Student Leadership Responsibility:** Opportunities exist for all students to be involved in interest groups that will increase their social awareness, enhance their leadership skills and allow them to take on roles of responsibility. The Student Representative Council (SRC) represents all students and elects representatives from each class (Year 2 – 6) and is led by a Student President. The SRC meets each term to share student concerns, offer suggestions for outreach programs and discuss ways to build and promote wellbeing among other students. Other groups that provide opportunities for students to develop responsibility and exercise leadership include: School Leadership Team, Class leaders, Library Monitors, Duty Bag monitors.
- **Awards and Rewards:** Positive reinforcement and encouragement is given to reinforce socially acceptable behaviours, to reward self discipline and celebrate learning achievement. Awards are presented at School Assemblies, Stage Assemblies and End-of-Year presentations. A Principal's Morning Tea is provided each term to reward specific behaviours, values and learning. A variety of class reward systems is implemented by individual class teachers
- **Multiculturalism:** Teaching and learning activities and programs have been developed to ensure they celebrate cultural differences and avoid racial stereotypes. Equality and anti-discriminatory language and behaviour will be exercised during policy development, communication, personal relations, school activities, employment opportunities and enrolments. Any racist behaviour will be dealt with immediately in the appropriate manner that is required

### **Links to Other Policies**

The following policies support the underlying principles of Pastoral Care:

|   |                                 |
|---|---------------------------------|
| Student Management Policy               | Supervision Policy              |
| Anti- Bullying Policy                   | Asthma Management               |
| Duty of Care                            | Enrolment Policy                |
| Grievance Procedures                    | Induction Policy                |
| Maintaining Right Relations Policy      | Professional Development Policy |
| Professional Standards and Expectations |                                 |

### **Evaluation**

The Leadership Team will be responsible for the evaluation of the Pastoral Care Policy and its effectiveness through consultation with the staff, parents, students and parish priest.

## **PROTECTIVE BEHAVIOURS POLICY**

### **RATIONALE**

*“There can be no keener revelation of a society's soul than the way in which it treats its children”  
(Nelson Mandela)*

St Patrick's School recognizes that all children need to feel safe, supported, empowered and protected in all situations. The Protective Behaviours program at St Patrick's is a proactive program that focuses on developing life long skills that address issues around personal safety and the basic human right to live in a safe, harmonious environment. Emphasis is on the right to safety, networks and problem-solving strategies, in relation to personal safety issues of violence of other, physical and verbal violence, bullying, cyber bullying and unsafe touching.

### **GUIDELINES**

- All students from K-6 will participate in the Protective Behaviours program which will be taught by the PDH teacher.
- Protective Behaviours is based on two recurring themes: 1) We all have the Right to feel Safe all the Time; 2) Nothing is so awful we cannot talk about it with someone.
- Ten concepts are developed in the Protective Behaviours program based around the two themes.
- Protective Behaviours program encompasses the subject matter of the Personal Safety in the Safe Living Module of the PDHPE syllabus
- Some aspects of Protective Behaviours are sensitive and require teachers to be both sensitive and alert to the feelings and reaction of the students
- An effective Protective Behaviours program requires the support of parents and caregivers. Parents and caregivers need to be aware of the themes and concepts taught as part of the Protective Behaviours program. Notification of themes and concepts will in the School Newsletter to parents and presented to parents at Parent Information evenings
- Mandatory reporting of any disclosures must be notified to the appropriate sources
- Updating of the students Network must be undertaken frequently
- Protective Behaviours is to be timetabled independently from PDHPE but counts as part of the time requirement for PDHPE set out by the Board of Studies
- The Protective Behaviours program is to be always carried out within a Christian context
- Staff will be attend inservicing around Protective Behaviours each year

### **Resources**

Primary Protective Behaviours Manual  
Posters-Protective Behaviours Posters  
Posters- Bullying  
Protective Behaviours DVD

### **Curriculum Documents**

Personal Development, Health and Physical Education Curriculum Document

### **Links to other Policies**

The Protective Behaviours Policy is closely linked to the following St Patrick's Policies

Pastoral Care Policy

Anti-Bullying Policy

Duty of Care Policy

Religious Education Policy

### **Evaluation of Protective Behaviours Policy**

This Policy will be evaluated annually to ensure that the policy and its requirements are meeting the needs of the students.

## ROAD SAFETY POLICY

### **RATIONALE**

At St Patrick's Catholic primary School we believe that a road safety policy provides a framework of common understanding for students, staff, parents/carers and the community who interact with the school to provide a safe environment.

Our Catholic school is founded on the person of Jesus Christ and is committed to educate in Gospel values – especially in hope, love, justice and care for others in the community.

The main intention of this policy is to ensure the health, safety and welfare of our students who use the services and facilities of this school. We do this by assessing the risks in the road environment around our school, developing practical school management procedures and ensuring that curriculum that pertains to all road safety issues is taught to our students.

### **GUIDELINES**

- Teachers will develop and implement effective, sequential road safety education programs within the K-6 PDHPE key learning area. The following road safety issues will be addressed:
  - Passenger safety
  - Bus safety
  - Pedestrian safety
  - Safety on wheels (bicycles, scooters, roller-blades and skateboards)
- A road safety education program (K-6) will be taught to develop attitudes, behaviours and values promoting responsible road use.
- Procedures and practices will be in place to maximise the safety of students when they arrive at school and when they leave school.

### **IMPLEMENTATION**

- Each year, teachers in all grades will teach a two-week *Safe Living* program as part of the PDHPE syllabus.
- Arrival and dismissal procedures:
  - Supervision of students begins at 8.15am. Students arriving before this time are expected to sit on the steps outside the canteen and wait for the supervising teacher. Students arriving after 8.50am are to complete a 'Late Arrival' form from the school office.
  - Students are dismissed from school at 2.45pm from specific dismissal areas. Teachers supervise students in their dismissal areas until 3.15pm. Parents walk into the school to collect their children. Students who have not been collected wait in the designated area until parents arrive.
- Parents will be advised through newsletters, parent meetings and at Kindergarten orientation of school traffic rules both on and off site.
- Teachers will instruct students and parent-helpers regarding safety procedures before undertaking any excursion (as outlined in the Excursion Policy) and/or school activities.
- Parents and students will be informed via newsletters, Parent Handbook, assemblies and orientation activities the importance of:
  - Modelling safe road user behaviour
  - Parking vehicles safely outside the school and observing all parking signs
  - Ensuring that children are protected whilst travelling to and from
  - Reinforcing the safety messages taught at school
  - Supervising the travel of young students
  - Identifying and reporting safety issues in and around the school

- Contribute to solving road safety issues that are of concern to the school and community school
- Teachers transporting children must have approval from the Principal and parent permission. Documentation for vehicle registration, driver's licence and comprehensive insurance must be sighted. It is unacceptable for a single student to be driven by a single teacher or parent. Another student or adult should be present.
- Parents transporting students must have approval from the Principal and parent permission. A Prohibited Employment Declaration must be completed and documentation for vehicle registration, driver's licence and comprehensive insurance must be sighted. It is unacceptable for a single student to be driven by a single teacher or parent. Another student or adult should be present.

**Discretionary basis**

The Principal has the right of discretion to make provision for departure from the policy or the application of the policy in the event of unforeseen and exceptional circumstances.

## SCHOOL UNIFORM POLICY

### RATIONALE

Teachers and parents believe that all students at St Patrick's should wear a school uniform.

A properly worn uniform:

- enhances student pride in the school
- improves school tone and helps develop a sense of pride and identification with the school
- promotes equality amongst all students
- assists with student identification and safety in public places
- diminishes clothing costs and fashion competitiveness
- maintains the high public and community regard for the school and its students
- prepares students for the expectations and uniform policies of the secondary schools that St Patrick's students will attend

### GUIDELINES

- Full school uniform will be worn during school hours, while travelling to and from school, and when students are representing the school on excursions and at sporting events.
- Jewellery, with the exception of watches and earrings (studs or small sleepers), should not be worn. A simple cross/medal and chain may be worn provided it is worn beneath the uniform. No other necklaces, beads or chains are permitted.
- Students will be actively discouraged from wearing extreme hairstyles and colours. (No shorter than #3, blended, no lines) Where there is a clear breach of this, the student will be asked to address the matter. Parents will be contacted and their support requested.
- Coloured nail polish and other cosmetics are not permitted.
- All students must wear a school hat when playing outside. This includes before and after school, Recess, Lunchtime, and during all Physical Education and Sporting activities.

### IMPLEMENTATION:

- a) The Principal will be responsible for the implementation of the School Uniform Policy.
- b) If, on any day, it is not possible to wear the school uniform, parents are asked to send a note of explanation to the class teacher.
- c) All cases of genuine hardship in providing the school uniform should be directed to the Principal.
- d) The Principal may permit alternative clothing to be worn on special occasions.
- e) The Principal may excuse a student from wearing the school uniform in exceptional circumstances.

### **St Patrick's School Uniform Requirements**

#### *Girls*

Blue/green check dress  
White ankle school socks  
Black school shoes  
Navy school hat  
Navy blue or green hair bands etc

#### *Boys*

### SUMMER UNIFORM

Navy school shorts  
Midford Sky Blue shirt (short sleeves)  
Grey ankle school socks with double blue stripes  
Black school shoes

## WINTER UNIFORM

White shirt (long sleeves)  
Green tartan dress  
Navy tie  
Navy tights  
Black school shoes  
Navy school jacket/jumper  
Navy school hat  
Navy windcheater  
Optional: navy knitted woollens (eg scarf)

White shirt (long sleeves)  
Grey school trousers  
Navy tie  
Grey ankle school socks with double blue stripes  
Black school shoes  
Navy school jacket/jumper  
Navy school hat  
Navy windcheater  
Optional: navy knitted woollens (eg scarf)

## SPORTS UNIFORM

Navy sports shorts  
White school polo shirt  
White sports shoes – white laces  
White ankle socks  
Navy school tracksuit  
Navy school hat

Navy sports shorts  
White school polo shirt  
White sports shoes – white laces  
White ankle socks  
Navy school tracksuit  
Navy school hat

### Uniforms can be purchased from:

*Joseph's Drapery  
Guildford Rd  
Guildford*

*Merrylands West Drapers  
Coolabah Centre  
Sherwood Rd  
Merrylands West*

*School bags, hats and library bags are available at the school office*