

ST JAMES' PRIMARY SCHOOL MUSWELLBROOK



St James' Primary School
MUSWELLBROOK

Parent Information Book 2018

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Dear Families,

Welcome to St James' Primary School, Muswellbrook. Thank you for choosing St James' to share this unique and wonderful journey of education and faith with you and your child.

St James' has enjoyed a long tradition in providing quality Catholic education for St James' Parish Muswellbrook students from Kindergarten to Year 6.

St Joseph's High School at Aberdeen continues this education for students in Years 7-12. The schools work closely together and share resources and provide programmes throughout the year in an endeavour to transition students more easily.

We are proud of the work that we do and we value your input and acknowledge your role as the primary educators of your children. Educating a child is the responsibility of the school and the family. This partnership is enhanced by keeping open communication. I encourage you to become involved in the learning and social life of the school. St James' will continue to thrive if we work together to achieve the high academic and social goals that we aim for.

Please take the time to read through this booklet as it contains important information about your school. Please feel free to make an appointment to see me should you wish to discuss any of this information.



Niamh Marzol
Principal

Mission Statement

St James' Primary School community excel in education through living and learning in Christ.

Vision Statement

We at St James' are inspired by the Gospel to be successful learners and informed, engaged, global citizens.

Aim

St James' Primary School, Muswellbrook seeks to provide a holistic education for every child, through academic, spiritual, physical and emotional endeavours. We want our students to be learners, to be respectful and to make safe choices. At St James', learning comes first.

“Living and Learning in Christ”

We value:

A Catholic Faith Education

The Family's Role in the Education Process

Quality Teaching and Learning

An Inclusive Environment

Openness to Change & Taking Responsibility for the Future

A Catholic Faith Education

As a school we intend:

- To be involved with the Parish
- Providing pastoral care to families in need.
- Offering the 'Seasons for Growth' program to students suffering from grief & loss.
- Providing opportunities to pray, reflect and celebrate liturgies and Masses.
- Implementing a Religious Education program based on the Maitland/Newcastle Diocese K-6 Syllabus.
- Integrating Faith across school life and through social justice initiatives.

The Family's Role in the Education Process

As a school we intend:

- Acknowledging parents as the Prime Educators of their children.
- Ensuring that parents feel welcome at the school.
- Encouraging the involvement of parents in the decision making process through P&F meetings surveys and questionnaires.
- Encouraging parents to participate in intervention and small group tasks.
- Valuing the contribution of parents.
- Inviting parents and the extended community to workshops and seminars on a variety of topics.

Quality Teaching and Learning

As a school we intend:

- Teaching to the Board of Studies Syllabus mandatory outcomes.
- Providing authentic learning experiences that cater for individual differences through curriculum differentiation.
- Providing professional development opportunities for staff.
- Providing quality teaching programs in all Key Learning Areas.
- Using a Positive Behaviours for Learning framework for reward and discipline purposes across the school.
- Encouraging independent working skills and self-discipline.
- Enhancing learning through various incursion and excursion activities.

An Inclusive Environment

As a school we intend:

- Providing a safe, secure and happy environment.
- Encouraging peer support through school programs, such as the 'Buddy System'.
- Fostering respect and acceptance for all in the school and wider community.
- Catering for the special needs of all students in our care.
- Building positive relationships among parents, teachers, students and the wider community.
- Assisting in the development of effective interpersonal and communication skills.
- Utilising specialised skills and talents of the community.

Openness to Change and Taking Responsibility for the Future

As a school we intend:

- Nurturing an appreciation of the environment and encouraging students to take responsibility for their role in using and maintaining the environment.
- Developing the necessary skills to enable the students to be open and responsive to change and evaluate the effectiveness of change.
- Providing students with skills for life, such as getting along, being organised, persisting, being confident and having emotional resilience.

GOALS

Achieving these educational goals is the collective responsibility of Governments, the Catholic Schools Office, St James' Primary School teachers as well as parents, carers and the individual students.

Goal 1: *St James' promotes equity and excellence.*

- Provide challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their talents and abilities.
- Provide students with opportunities to experience success through differentiated educational teaching and learning activities.
- Promote knowledge and understanding of indigenous culture together with global cultures and religions.

Goal 2: *St James' students will become successful learners, confident and creative individuals and engaged and informed citizens.*

- Encourage students to take an active role in their learning through personal goal setting and self-evaluation.
- To teach the essential skills in Literacy and Numeracy in order to foster informed communication and collaboration.
- Employ best practice in Pedagogy and provide adequate resources to enable creative and productive use of technology to assist in communication and problem solving.
- To develop personal values and attributes so as to have a sense of self-worth and maintain healthy satisfying lives.
- To teach and model Gospel values to maintain healthy relationships and accept responsibilities for their own action.

School Profile 2017

Principal: Mrs Niamh Marzol
Assistant Principal: Mr Ashley Borg
RE Coordinator: Mrs Jane Jacobs
Primary Coordinator: Mrs Michelle Harris

Teaching Staff:

KG Miss Lauren Osborne
KM Mrs Marina Norton
1G Mrs Rebecca Harrod
1M Mrs Donna Smith
2G Mrs Jane Jacobs ER Mrs Mary Ballard
2M Mr Rowan Kmetyk
3G Mrs Jane Dengate
3/4M Miss Courtney Mace
4G Miss Emma Beletich
5G Miss Eloise Hand
5M Mrs Sarah Pickering
6G Mrs Michelle Harris ER Mrs Joanne Whitehead
6M Mr Ashley Borg ER Mrs Joanne Whitehead

Release Teachers: Mrs Mary Ballard and Mrs Joanne Whitehead.

Learning Support Teacher: Mrs Sarah Dulley

Learning Support Assistants: Mrs Lisa Bailey, Mrs Deb Campbell, Mrs Jodie Daniels, Mrs Melissa Marco, Miss Melissa Wilson & Mrs Alicia Wicks,

Leading Teachers: Mrs Jane Jacobs- English
Mr Ashley Borg – Maths

ESL Teacher: Mrs Lisa Des Forges
Teacher Librarian: Mrs Lisa Wilson
Aboriginal Teacher: Mrs Tania Thompson

Secretary: Mrs Susan McCormack
Library Assistant: Mrs Nadene Douglas
Pastoral Care Worker: Mrs Sally Jackson
Uniform Shop: Mrs Sally Jackson
Groundsperson: Mr Colin Curran

Absences

If your child is absent from school please inform the school by phone or email. If the school is not notified by phone or in writing your child will be given, upon their return, a reason for absence form, from their teacher. Parents are required to fill in the reason for the absence and sign and date the form. If the form is not returned within five days of the absence then the child will be marked absent without sufficient reason on the class roll. This role is digitally kept and cannot be changed after entries have been made.

As the class roll is a legal document and all full and partial days are required to be recorded, parents are required to sign the Late Arrival/Early Departure Book which is kept in the school foyer whenever their child is late for school or has to leave prior to the end of the school day, i.e. after 8.55am and before 3.10pm. If you have a regular appointment during school time and need to be absent please write to the principal for general permission.

Absences over 10 days duration must be applied for in writing prior to the event, addressed to the principal. The principal will issue an exemption in the form of a school certificate if the absence is granted.

Absences over 50 days cannot be granted by the principal but will be referred to the Minister for Education.

Scenario: Absences of 5 days per term are not uncommon. However, this adds up to 20 days in a year or 260 days which equates to 5 terms which is more than ONE full year of school.... over your child's school life. If absences occur due to birthdays and other non-essential occasions each year, these can add up to a staggering amount of non-attendance over all.

If you value your child's education and future please send them to school on time each day unless they are genuinely ill.

Assemblies

There is a short assembly on Monday morning to start the week with prayer and the focus of our week. An awards assembly is held on designated Friday afternoons commencing at 2.40pm. Parents are always welcome and are encouraged to attend. Please see the school calendar for dates each term. Assemblies held at other times will be advertised in the school newsletter.

Assessment and Reporting

Assessment and Reporting at St James' is considered critical in the educational process, as it provides relevant and important information for teachers, students and parents about the teaching and learning that occurs over a period of time. This belief is supported by the fact that assessment and reporting is a dynamic process that fosters the ongoing development of the whole child. Assessment at St James' includes diagnostic, summative and formative tools and strategies, which are transparent and provide valuable feedback about student progress and the quality of teaching and learning. Assessment of, for and as learning are three distinctly different assessment processes. As data is available through assessment of learning, students are placed on the Continuum of Learning in Literacy and Numeracy and are monitored regularly. Norm referenced and criterion referenced samples are considered prior to judgements being made and reported on. Assessment and Reporting values teacher judgement as it is based on teachers' professional understandings of syllabus documents and standards of achievement.

Student work samples are an integral component of the process. The work samples are a representation of the developments made in learning and are used as ongoing assessment throughout each semester. Each piece of assessment will be graded and a cumulative score given each semester. Parents receive formal A-E reports twice per year and have the opportunity to have formal parent teacher interviews at this time. Parents are also encouraged to communicate with teachers as the need arises.

Banking

The Diocese of Maitland/Newcastle Catholic Development Fund (CDF) offers the children the opportunity to save each week with a Student Bank Account. Parents are also welcome to open an account or join the Christmas Club. The Student Banking account offers students the opportunity of learning basic money management and financial planning, an attractive interest rate and the opportunity to contribute to the growth of our Diocese in a practical manner. Saving is easy - \$2.00 per school week amounts to \$1066 plus interest by the end of a child's school life. Student banking is processed on Mondays.

Best Start

Best start is a mandatory Kindergarten assessment tool. Each Kinder student will be allocated a 60 minute appointment to allow the teacher to conduct the assessment. Results are tabled and will form the basis of programming for Term 1. Each child is plotted on a continuum of learning in numeracy and literacy. The results will be made available to you after processing at a date late in Term 1. Kinder start date is postponed to allow this process to take place.

Book Club and Book Fair

Reading is an essential component of learning. The Scholastic Book Club operates within our school. Order forms are sent home at regular intervals. This club provides an opportunity to buy books that are reasonably priced and suitable to the age and interest of the children in each class. The school will conduct a book fair each year, usually in Term 3 around 'Book Week' or alternatively in Term 4 in time for Christmas shopping.

Books and Belongings

It is the school's hope that each child will develop pride in their books and the work that goes into them. We ask for your co-operation in ensuring that your child's books are neatly covered with clear contact if requested. School bags, pencils, pencil cases, books and folders should be marked with the child's name, kept clean and dry and are not be scribbled on. Parents are requested to CLEARLY mark every item of clothing and property belonging to their child.

Bus Transport

A bus service between home and school is provided by local bus companies. Children are to be courteous and behave responsibly while travelling on the bus. We need your constant support to assist our endeavours to maintain consistent, acceptable and above all, safe travel. If at any time you have concerns about bus travel or behaviour please contact the bus company or the school and we will help in any way we can. Any unsafe behaviour on the bus or at bus stops results in the confiscation of bus passes until the behaviour is corrected. Children are taken to the bus by the supervising teacher each afternoon. Bus passes can only be obtained using the following link <https://apps.transport.nsw.gov.au>.

Canteen

The school canteen operates each Friday at 11.20am. Lunch orders can be sent in on the day. A full menu is available on the school's website. The canteen will open on Monday and Wednesday at second lunch break only for the purchase of cold drinks and ice blocks in the summer and hot milo in the winter. Students can bring in coins on this day as there are no pre orders available

Catholic Schools' Office – Newcastle

Address: 841 Hunter Street Newcastle West 2302

PO BOX 714, Newcastle NSW 2300

Phone: (02) 49 791200

Fax: (02) 49 791209

Bishop: Rev. William Wright

Director: Dr Michael Slattery

Change of Details

Any change of address, telephone number, emergency contact, marital status or any other information parents feel the school should know must be forwarded to enable changes on school records. Court orders and legal matters must be addressed to the Principal in a timely manner. All documentation must be supplied.

Child Protection

Catholic schools in the Diocese of Maitland-Newcastle are committed to providing safe environments for students. Whilst we have a legal obligation to protect children, this commitment is central to our Catholic beliefs. At St James' School we believe that all children have a right to a safe environment which is free from any form of abuse or harm. At St James' School relationships between adults and children are governed by trust and Gospel values. No corporal punishment is administered. Positive Behaviours for Learning (PB4L) is the framework we work with as the preferred discipline model. Schools in NSW are required to meet the statutory obligations of legislation relating to child protection. Schools in this Diocese are required to uphold the policies and guidelines set out by the Catholic Schools Office.

This legislation includes:

The Ombudsman Amendment (Child Protection and Community Services) Act, 1998

The Children and Young Persons (Care and Protection) Act, 1998

Commission for Children and Young People Act, 1998

Catholic Schools Office documents include:

Child Protection – Identifying and Notifying Abuse

Guidelines for the Implementation of the Ombudsman Amendment Act

Child Protection – Procedures for Schools

Code of Professional Standards for Catholic School Employees.

Children and Young Persons (Care and Protection) Act

This legislation establishes a shared responsibility for the protection of children. Teachers have a legal responsibility to report a child or young person who is at risk of harm. This means that staff at St James' Primary School is required by law to make a report to the Department of Community Services when they have reasonable grounds to suspect that a child or young person is at risk of harm from abuse or neglect. This includes physical, sexual and psychological abuse, exposure to domestic/family violence, homelessness or the inability of the parents to provide appropriate medical care for the child or young person.

Child Protection and Volunteers

Diocesan Child Protection Reporting Policy (2011) outlines the reporting responsibilities of all Diocesan employees in relation to ROSH – Risk of Significant harm. Being a volunteer in a school is an important task. St James' Primary School would not be able to function as well as we do without the contribution made by the myriad of volunteers who so generously give of their time and expertise. Unfortunately, history has shown us that some adults put themselves in situations where they can use their positions of trust and power to harm children. This history has resulted in legislation in NSW which aims to protect children from abuse.

The legislation that applies specifically to volunteers includes:

Commission for Children and Young People Act 1998

NSW Ombudsman Act 1974

Commission for Children and Young People Act 1998

This legislation was enacted as a recommendation of the 1997 Wood Royal Commission. Under this legislation, in a school context, 'employees' include all persons, paid or unpaid, who have direct, unsupervised contact with children or young people through any aspect of their work in, or for, the school. It aims to protect children and young people from contact with people who have been convicted of the following:

- serious sex offence;

- child-related personal violence;
- murder of a child;
- indecency offences punishable by imprisonment of 12 months or more;
- kidnapping (unless the offender is or has been the child's parent or carer);
- offences connected with child prostitution;
- possession, distribution or publication of child pornography; or
- attempt, conspiracy or incitement to commit the above offences.

A prohibited person includes a Registrable person under the Child Protection (Offenders Registration) Act 2000.

Examples of 'employees' who perform a task for the school include, but are not limited to:

- volunteers assisting in classrooms, e.g. reading or library helpers;
- those attending a "working bee";
- persons providing transport on the request of the school;
- anyone assisting in the school canteen;
- people assisting with camps, retreats, community days and excursions;
- Religious and clergy who attend the school for liturgies, retreats or services.

All volunteers are required to complete a Working with Children Clearance available from the Department of Maritime and Roads and also complete a Prohibited Employment Declaration prior to commencing as a volunteer. Declarations are available from the office. Volunteers must read the Declaration, sign it and return it to the school office. Volunteers are also expected to attend an induction meeting at the school prior to commencing or continuation of volunteer duties at the school. These will be advertised in the newsletter or by newsflash. Duration approximately 1 hour.

It is very important for volunteers to complete the Volunteer Declaration and 100 Point check documents before signing as it is an offence for a prohibited person to apply for, undertake, or remain in child-related employment. Current drivers licence or other photo identification must be sighted by the school before the form will be submitted.

Volunteers not willing to provide a Student/Volunteer Declaration are not permitted to undertake any duties in the school.

A volunteer who has any doubts about his/her status should seek independent legal advice.

NSW Ombudsman Act 1974

This Act guides the Catholic Schools Office and school's response when a child protection allegation has been made against an employee. It applies to paid and unpaid employees (volunteers) in schools.

The Act requires the school to notify allegations that constitute sexual offences, misconduct, assault, ill-treatment, neglect and behaviour that causes psychological harm to children to the Diocesan Child Protection Unit, (DCPU), sometimes referred to as Zimmerman Services.

Once the allegation is received by the DCPU it is reported to the Ombudsman's Office. The DCPU then conducts an investigation into the allegation. The investigation gathers facts relevant to the allegation and arrives at a finding at its conclusion. The process of investigation provides the employee with an opportunity to respond to the allegation and have the response heard. All evidence is considered before a decision is made in regard to the finding.

Further information about this process is available from Zimmerman Services, Ph.: 49791390.

Below is the link to Zimmerman Services Child Protection Unit.

<http://www.mn.catholic.org.au/bishop/dcppcu.htm>

On this site you can access the child protection reporting policy at http://www.mn.catholic.org.au/about/d_policies.htm

Communication

Parents become more aware of and involved in the school by way of various methods of communication e.g. School E-Newsletters and App on schoolzine, school website, email, Parents and Friends' Association meetings and special purpose newsflashes or notes.

School Newsletters will be received electronically, with an email link sent out every second Friday on the even week of term.

An 'open door' policy exists in the school whereby parents are welcome to talk with the principal or class teachers about matters of concern or clarification. The only request is that parents make an appointment as classroom teachers have commitments to their class. It is not appropriate to phone a teacher during class or at home about a school matter. Please direct your calls to the school office. Email may be used as agreed upon by the classroom teacher out of classroom hours.

Complaints and Grievances

There is an agreed process for positively resolving concerns in our school community. Brochures are available from the school office/foyer outlining the process. All classroom matters need to be addressed to the classroom teacher first. If matters are unresolved then an executive member or the Principal will assist. If matters remain unresolved the Parent Liaison Officer from the CSO can be contacted.

Crunch and Sip

Children are required to bring a water bottle and cut up vegetables/ non spill fruit to have during Crunch and Sip (10.10 am – 10.15 am) daily.

Discipline

Parental support in dealing with discipline issues is of utmost importance. Parents' own experiences of school reflect significantly upon the child's perception of school. We ask for your support in dealing with matters of misbehaviour. By showing a united and supportive front the child will be clear on what is expected. Often if a parent is called to school it is to work through a problem and discuss the best way of together dealing with the issue at hand. Counselling services are also available. "PB4L, PPP and 1 2 3 Magic" are programs that we endorse at St James'.

Documents Required

Birth Certificate or Identity Documents

It is mandated that a student must be enrolled using the name that appears on his or her birth certificate.

Baptism Certificate

These are required to assist us with our records of sacramental and parish details.

Immunisation Certificate

All children must obtain an immunisation certificate for school entry. Please ensure your child's immunisation certificate has been forwarded to school. These certificates are available from your family doctor or the Medicare Government site.

Evidence of Residential Address

All children must provide proof of residential address e.g. rates notice, telephone account, electricity account etc.

Electronic devices

All electronic devices should remain at home. No responsibility will be taken for lost, stolen or broken devices.

Hair

Hair accessories are to be in school colours only (maroon, navy, gold). Long hair should be worn securely tied back to avoid falling into eyes. Hair dye and designs cut into short hair are not appropriate for school. Boys should have collar length hair if short but not shaved in full or part. If long, it needs to be tied back appropriately.

Jewellery

For safety purposes it is preferred that no jewellery be worn. However, one set of plain studs or sleepers can be worn in pierced ears. A necklace with religious value may be worn underneath the school uniform and a watch and a signet ring are permissible. No other jewellery is allowed. Nail polish is not to be worn and will be removed after the second sighting. Temporary tattoos must be placed out of site and no face or body piercing is permissible.

Key Learning Areas KLAs

The areas of learning for students in Kindergarten to Year 6 are:

Religious Education is primarily intent on developing understanding and knowledge of Catholic Tradition and is supported by a faith environment in the school.

English students learn about the many aspects of reading, writing and speaking and listening.

Mathematics students develop the ability to investigate and solve non-routine problems, in the strands of number, measurement, space and geometry, data, patterns and algebra.

Science and Technology Students learn about natural and man-made environments, and use technology to investigate physical phenomena as well as learning many IT skills.

Human Society and Its Environment (HSIE) deals with peoples' interactions with one another and with their social, cultural and physical environments. HSIE is taught as History and Geography units.

Personal Development, Health and Physical Education (PDHPE) aims to develop knowledge and understanding, skills, values and attitudes that will help students to adopt active, healthy and fulfilling lifestyles.

Creative Arts students explore and experience different art forms including Dance, Drama, Music and Visual Art.

NSW Education Standards Authority (NESA), has developed a syllabus based on the Australian Curriculum for each of the learning areas (except Religious Education). Along with defined aims and objectives, each syllabus has a set of outcomes, expressed in terms of knowledge and understandings, skills, values and attitudes. The New Australian Curriculum has created some different names for the areas of the curriculum. NSW schools have been using the new English and Science Syllabus since 2014. The new Maths syllabus has been used since 2015 and the new History and Geography syllabi were used to teach HSIE in 2016.

Kindergarten

Preparing Your Child for School

There are many things about kindergarten that may be different or new. The sheer size of the school community means that the child must adapt to being part of a much larger group, not only in the classroom but in the school as whole." Here are some practical ways in which you can help this transition:

Personal Independence

Skills which allow the child to do things for himself/herself within daily routines, include:

- To wash his/her hands and toilet unassisted
- To recognise his/her name among other names.
- Knowing their own belongings
- To know his/her full name and address
- To know the daily routine for travelling to and from school.
- To tie shoelaces, do up buttons, put on and take off outer clothing
- Dressing themselves
- Preparing, unwrapping and eating food
- Personal hygiene

Independence in Learning

Skills which help the child to learn include:

- Social Interaction is important for making choices
- Asking for help
- Asking for information
- Following instructions

- Listening to others
- Solving problems e.g. packing own bag, setting the table, planning, persisting, trying another way.
- Asking for something – using 'Please' and 'Thank you'.
- Encourage your child to enjoy books by providing those that are bright, attractive and have only a little reading content. Read stories daily.
- If your child writes his/her name, please do not use capital letters, e.g. It should be John no JOHN. This is a habit that is very hard to break. Encourage and monitor correct pencil grip.
- Encourage correct letter formation using the Foundation Handwriting sheet provided.

Social Interaction in important for children when starting school so they can have confidence in taking turns:

- In play, conversation, talking and listening, sharing attention and materials, Initiating and responding, in group activities, in whole class situations and with a range of people including peers and adults.
- Listen to stories, look at pictures and talk about them.
- Encourage your child to talk; answer questions and encourage interest in the daily environment and activities. The best preparation for reading and writing is good language and vocabulary development.

How to encourage independence and social interactions:

- Provide situations where your child is involved with other adults and is encouraged to communicate with them e.g. games, answering the phone correctly.
- Try to provide situations where your child has been left in the care of another adult without you, before starting school.
- Encourage some role play situations with your child as a game (you may include teddy bears or toys) e.g. where you act out separating at school or asking directions.
- Make sure all your child's belongings and clothing are clearly marked with both name and perhaps a symbol that the child readily recognises.
- Being away from home and parents for short periods.

Barriers to independence:

- Giving in to 'busyness' (doing things for your child because it saves time etc.)
- Frustration, reluctance to take risks (child is overwhelmed or needs to be reassured they are doing things the 'right' way).

Promoting Concentration at home

Provide opportunities for taking part in quiet activities (reading, games, etc.)

- Extended play e.g. long term construction activities
- Following sequenced activities e.g. playing games with rules, giving instruction with two steps ("find your school socks and put them with your shoes")
- Listening to stories (not just book stories, but your own experiences).

Settling into School The change from being at home or preschool for short periods to a full day, five days a week, brings many pressures to bear on a small child. Some children may find it difficult to cope, especially in Term One. You can help your child settle into school by observing some of the following suggestions:

Attendance Please send your child **on-time** each day. Regular attendance at school is essential for progress. A phone call is appreciated or an absentee note completed and returned promptly.

Communication Should your child be unhappy at school for any reason, please let us know. We cannot help with a problem unless we know it exists. It would be appreciated if parents could use the time before and after school for interviews and not class time. Kindergarten classes are constantly active and any interruptions can cause considerable disruption to the establishment of routines. Classroom issues need to be taken up with the classroom teacher first.

Crunch & Sip, Lunch 1 and Lunch 2 Many kinder children find eating with a large group of children quite disconcerting and eat poorly at the beginning of the year. It is best to give them smaller quantities of known favourites and "top them up" when they arrive home. We prefer that the children take home what they don't eat - this prevents waste and allows you to adjust lunches accordingly. Please pack healthy choices – fruit/raw vegetables, sandwiches/wraps etc. Please note, St James' Primary is a peanut-free school due to student allergies.

Literacy/Numeracy Block

At St James' we have a sacred time for teaching English and Maths. Children are immersed in literature and number concepts. Kinder will begin formal sounds, sight word work, reading and Maths as Term 1 progresses and as they are ready, based on the Best Start assessment data. Please assist your child's progress by helping them complete their homework each week.

Lunch Times

Eating at school will be a different experience for your child compared to eating at home or at preschool. There are no places to keep food hot or cold. Children often sit on the grass or on benches and balance their food on their knees. They will also need to be able to open everything that their food is wrapped in and they won't want to spend so much time eating that they miss out on playing.

Tips to help your child

- Our school is a peanut free area. Do not pack any food into your child's lunch box that contains peanuts. Please read the labels on products carefully. This is important as some children in our school have severe food allergies. This includes Peanut Butter and Nutella.
- Remind your child that they are not allowed to share food with other children. This is important, as some of the children in our school have severe food allergies.
- Remind your child to wash their hands before eating and after using the toilet. This is important for hygiene, and it is important as some children in our school have severe food allergies.
- Our school's main lunch break is from 11:10 a.m. to 11:50 a.m. This is the time that the children eat their main lunch, for example, a sandwich or wrap. The next lunch is a chance for the children to eat a snack.
- Pack a water bottle for your child each day and remind them that they can also get water from the bubblers throughout the day. Drink bottles, particularly when frozen, expand and leak. The drink bottle should be put in a plastic bag or towel. Please make sure your child's drink bottle is clearly labelled with their name.
- Write your child's name on their lunch box, water bottle and any other containers. Lunch boxes can be hard to open. Please take your child shopping when you buy their lunch box, and check that they can open and close the lunch box. Use insulated lunch boxes or cooler bags.
- Involve your child when packing their lunch. This means they know what they are eating for each lunch.
- Pack food that is easy to open, easy to eat and not messy. Cut a nick into packets to enable your child to open them independently.
- Please do not send cans or glass bottles to school.
- Avoid using plastic wrap because children find it hard to pull apart; paper bags or reusable containers are better for the environment too.
- Pack tissues or paper around fruit so it won't bruise.

Recess and lunch ideas

- Cut fruit into pieces (squeeze a little lemon on apples or pears to stop them going brown) and put them in a small container.
- Cut up vegetables such as carrots, celery and cucumber and put them in a resealable plastic bag or reusable container. In a separate container put dips or yoghurt to dip vegetables in.
- Make wholemeal muffins and freeze them.
- Cut an orange into slices and store in a container.
- Try different breads, such as rolls, pita, wholegrain or tortilla wraps.
- If using tomato, slice thinly and place between other fillings to stop the sandwich from going soggy.
- Cook a little extra dinner and save some for lunch the next day. Quiche, homemade pizza slices, salmon patties, roast vegetables, noodle salads or cold meats could be used. A freezer brick or frozen drink can keep this food fresh.

www.healthykids.nsw.gov.au

Praying Do not be surprised when you find that the little ones in Kindergarten are not taught all the formal prayers which older children and adults use. A five year old child should be allowed to speak to God in a five year old way; parents can do much to foster a love of informal prayer in little children. Singing hymns and doing meditation or spontaneous prayers of petition and thanks at the end of the day are some examples. Practice the school prayer.

Sleep It is helpful if your child can go to bed early – **11 hours sleep** is recommended. A tired child cannot benefit from a full day at school.

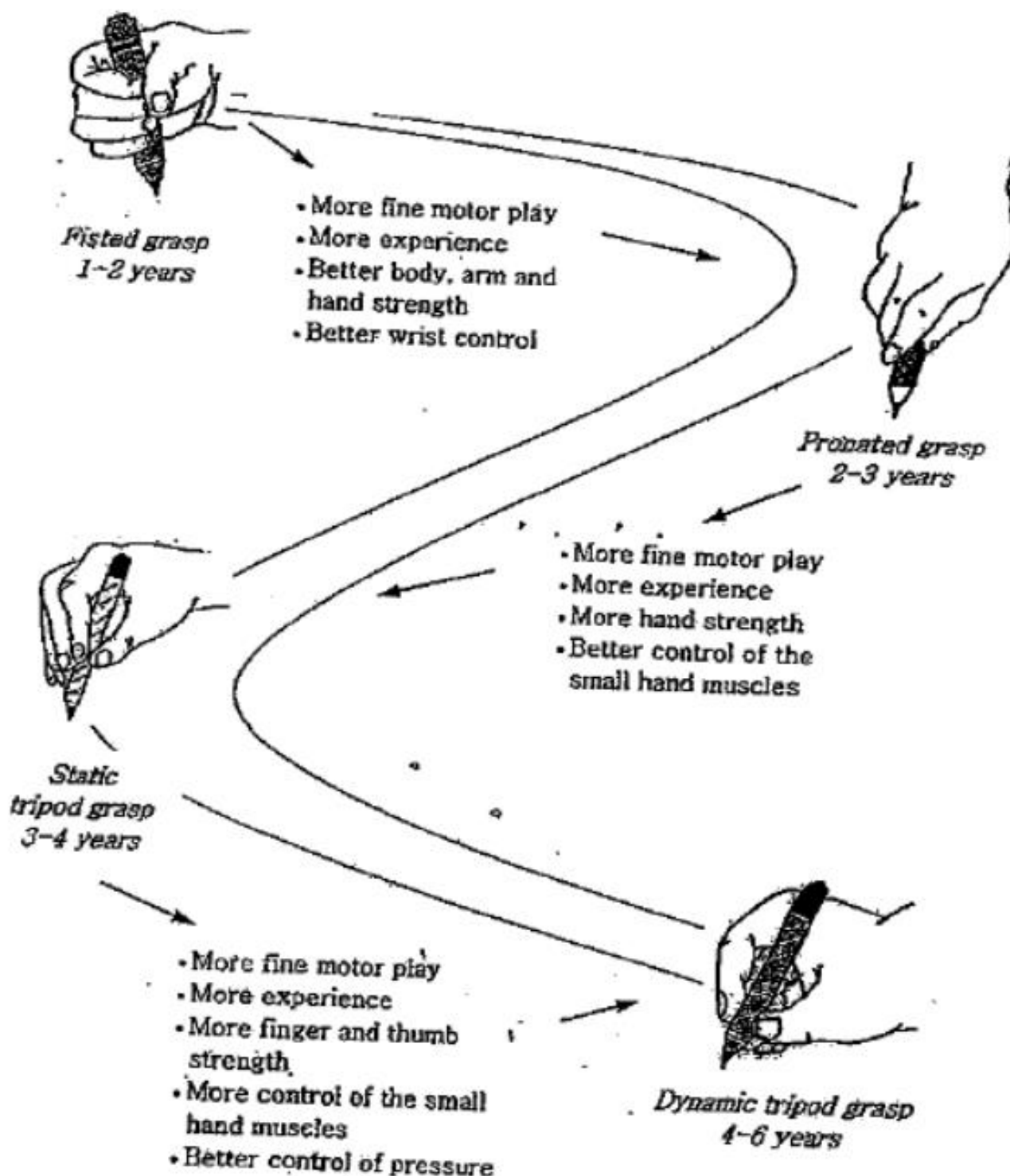
Kindergarten children often get very tired and feel the strain of being part of a large group - you will notice this particularly towards the end of the week for the first few months. A healthy diet and plenty of sleep will assist them to make a smooth transition.

Volunteering Let your child talk to you about his/her experiences. It is important that you share in their new life. Volunteer to assist with class activities and programs, such as reading groups or excursions if you can. Children love to see their parents at school and we appreciate the assistance.

Separation Anxiety Put on a brave face if you are anxious about leaving your child at school especially if they seem reluctant to let you go. It is perfectly normal for you both to feel a little anxious but you need to manage this emotion and show your child that you have faith and trust in the them and the school to work together. Remind yourself and your child that going to school is an important milestone and you will be happy to hear all about their day when they get home that afternoon. Don't let your child see you upset; leave promptly and allow the school to console your child. They are likely to forget their tears within minutes and happily attend to the task at hand. If not, we will work with you to find solutions and strategies.

Writing - Pathways to Pencil Grip

Most children don't just pick up a pencil for the first time and know how to use it. It is common to observe young children holding their pencil in a variety of ways as they gradually learn to adapt their hands so that they can draw and write more fluently. To move through the stages requires the development of better hand use and is supported by more foundation skills and experience. Not all children will move through all the stages.



Writing Guide



The image shows a writing guide for the NSW Foundation Style. It features a blue header with icons for editing (scissors, eraser, highlighter) and a title 'NSW Foundation Style writing guide'. Below the header, the letters of the alphabet are shown in a cursive style on a four-line grid. The letters are arranged in rows: lowercase a-f, g-m, n-t, u-z; uppercase A-F, G-M, N-T, U-Z; and digits 0-9.

NSW Foundation Style writing guide

a b c d e f
g h i j k l m
n o p q r s t
u v w x y z

A B C D E F
G H I J K L M
N O P Q R S T
U V W X Y Z

0 1 2 3 4 5 6 7 8 9

Library

All students are expected to borrow from the library. Students are asked to have a waterproof library bag suitable for taking home books borrowed from the library. Library bags are available from the Uniform Shop.

Damaged and/or lost books will need to be replaced and the family will be invoiced for the cost.

Medication

If your child needs to be on long term medication then it is your responsibility to complete the appropriate forms; please see the secretary for details. Medication will be administered only if specific written instructions are supplied. If your child is on short term medication such as antibiotics, then we deem the child to be unfit to attend school and they should not return until the course of medication has been completed.

Medication such as aspirin, panadol etc will not be administered to any child. Parents are requested not to give such medication to the children to bring to school as it can be misused. The school has an epipen and an asthma Ventolin puffer and spacer for emergencies. Parents are requested to send along the child's own medication with written instructions in the form of a plan from a medical practitioner.

Due to the risk of anaphylactic reactions in students, parents are required to ensure that **no foods containing peanuts** be sent to school.

Money Sent to School

At various times children will need to bring money to school for certain activities, e.g. raffle tickets. To make this process easier, please place money in an envelope with your child's name, class and the amount as well as the reason for the payment clearly stated.

Banking money should be sent in the envelope provided along with the child's bank book on Mondays.

All money should be taken into the classroom at the start of the day and given to the teacher to be sent to the office.

Parents and Friends Association St James' School

The St James' School P & F Association provides an avenue for members of the school community to become involved in friend-raising and fundraising activities on a volunteer basis. The meetings are held monthly on the 2nd Wednesday of the Month at 6.30 pm at school. Parents are encouraged to attend.

The Association has the following objectives:

- To promote the interests of St James' School.
- To foster closer association and good fellowship between parents, parish, staff and students of our school.
- To encourage community interest in the educational, community and pastoral aims of our school.
- To facilitate the growth of the school as expressed in the School's mission statement.
- To organise and conduct functions and arrange services approved by the Principal of the School for the purpose of achieving fundraising goals.

Participation

Families are invited to attend school liturgies and Masses, special assemblies, open classrooms and school based adult education seminars and workshops. Volunteer helpers are always needed in the classrooms, for working bees and for reading, writing and maths groups. Support groups are provided for parents and children eg. Parent Education Seminars and the Seasons for Growth Program.

Parish Office – Contact Details

St James' Muswellbrook
65 Brook Street.
Parish Administrator: Fr Anthony Nguyen
Parish Office: 6543 1167
Mass Times: Saturday Vigil 5.30 pm
Sunday 10.00 am.

A School/Parish Mass will be held once per term and is organised by the school. Details will be in the newsletter. All are welcome at Mass each weekend.

Pastoral Care Worker

The school provides the services of a Pastoral Care Worker to assist students, staff and families in their spiritual and emotional wellbeing. This initiative is funded by the Federal Government under the National Chaplaincy Programme. It is a voluntary service and our Pastoral Care Worker, Sally Jackson is available three days per week or as the need arises.

Punctuality

It is important that parents ensure their children arrive at school prior to the commencement of the first lesson each day. Children who arrive late on a regular basis are missing valuable lessons and this will be detrimental to the child's learning. Morning lessons commence at 8.55 am. Partial absences need to be recorded and parents must sign in/out during school hours.

Scenario: 10mins per day late arrival or early departure is equivalent to 34 hours/7.6 days in a year, which adds up to 100days/2 terms absence in the total school life of a child. If you value your child's education and future please make sure they are at school on time and do not miss parts of lessons.

School Fees

	Tuition Per Year	Resource fee / DFSBL levy / Maintenance levy / Incursion /Excursion fee	Per Term for 3 terms	Per week for 41wks
1st Child	\$1233.00	\$345+750+99+135=\$2562.00 +Voluntary \$150 = \$2712	\$ 2562/3 = \$854.00 \$ 2712/3 = \$904.00	\$62.48 \$66.14
2nd Child	10% less	\$1109.70 + 345+135=\$1589.70	\$1589.70/3 =\$529.90	\$38.77
3rd child	20% less	\$986.40+345 +135=1466.40	\$1466.40/3=\$488.80	\$35.76
4th Child	40% less	\$739.80 + 345 +135=1219.80	\$1219.80/3=\$406.60	\$29.75

The Catholic Schools Office in our diocese has initiated a system of fee assistance for eligible families who have a Health Care Card. Please contact the office for details.

Where children from one family attend more than one school; e.g. A primary and secondary school, the DFSBL fee is payable by the eldest student in the family.

School fees can be paid up front for the year or by the term but must be finalised by the end of week six each term. The school offers 5 methods of payment for school fees; BPAY, direct debit, cash, EFTPOS or cheque. Families opting to pay weekly, fortnightly or monthly, need to fill out a direct debit form at the office before fees are due. Prompt fee payment is necessary for the smooth running of the school as the money is used to meet basic requirements for the school's operation.

A percentage of school fees are kept by the school to assist with running costs such as electricity, telephone, rates, waste disposal, copyright, insurance, auxiliary wages etc. The remainder is submitted to the Catholic Schools Office to cover other expenses associated with Catholic Education e.g. Salaries, CSO Resources and new school buildings.

Failure to pay school fees jeopardises the right of enrolment in our school as the shortfall cannot be carried continually by the school. However, if families are suffering from genuine financial concerns they should contact the principal promptly regarding the payment of fees.

Resource Fee - \$345 per child per year. This fee is billed in Term 1. New enrolments pay part of this fee prior to commencement of school or on the first day of school. This fee assists us to cover the cost of the children's resource requirements. Exercise books, text books, library, home readers, paint, craft materials, photocopying, paper and school scissors are provided as well as the use of Information technology, and shared pencils and glue. However, children from Year 3 onwards can bring their own small pencil case. No textas are allowed. A personal white board, marker and eraser are recommended in all grades.

Incursion Fee / Excursion Fee \$135 per student per year (This fee is used as needed throughout the year to cover the cost of visiting performances and small excursions/activities. (Excludes Stage 3 excursion costs).

Maintenance Levy is \$99 per family. This fee will be billed across 3 terms. Monies are used to assist with the upkeep of the grounds.

Family School Building Levy - \$ 750.00 family per year collected at the rate of \$250.00 per term. This fee is a family rate regardless of the number of enrolled students in the family in both primary and secondary schools and is not tax deductible. There is also a Voluntary Pastoral Works Levy of \$150 per family. This money goes to charitable works within the diocese and Catholic Community.

The Levy will be collected at the school attended by the eldest student in the family.

Families who were contributing to their Parish Planned Giving prior to 01/01/2018 and continue to do so in the future, can receive a rebate of up to \$750.00 which can be applied for through your parish.

Enrolment Application Cost

Keeping in line with diocesan Policy St James' is asked to charge a \$100 non-refundable fee upon application for enrolment. This fee will be refunded in full if St James' is unable to offer you a place. If you change your mind we are not permitted to refund you the fee. Part of this fee will be re allocated to your resource fee for the year.

School Hours

Playground supervision commences	8.30 am. 8 50am line up bell
Monday assembly Classes commence	8.55am 9.05am class commences
Crunch & Sip	10.10 am– 10.15 am
Lunch 1	11.10 am – 11.50 am
Lunch 2	1.30 pm – 2.10 pm
Afternoon bell Afternoon Dismissal	Pack up 3pm Bells 3.05pm 3.10pm
Friday Assembly alternate weeks throughout the Term as advertised in the calendar	2.40pm – 3.10pm
Office hours	8.30am – 3.15pm Mon – Fri

Sick Children

It sometimes happens that children are sent to school sick. Unfortunately school facilities are unable to cope with the supervision of these children. If your child is ill at home, they should not be sent to school. If a child becomes ill at school, contact will be made with the parents or the emergency contact person named on the child's enrolment form, and arrangements will be made for the child to be collected. Emergency contact details must be updated as needed to assist with this process. Children with infectious illnesses need to remain at home for the infectious period and should be cleared by a doctor before returning to school.

If the school is unable to contact anyone on the student's emergency contact list the school will make a decision in consultation with the principal as to how the child will be cared for. Depending on the severity of the

symptoms, this may include the child being driven home by a staff member, calling an ambulance or the child going home on the bus as normal.

Infectious Diseases of Children

Disease	Usual time between the infection and illness	Symptoms and signs	How long to keep your child away from school because of the risk your child may infect other Children.	Whether to keep contacts home from school ('contacts' are people who have been close to the patient for some time and could catch the disease.
Chicken Pox	11-20 days	Few symptoms. Usually only for a slight upset. Outbreaks of small raised rose-pink spots may appear.	For five days after the first spots appear.	It is not necessary to keep contacts at home.
Glandular Fever	Uncertain from one week to several weeks	Headache, sore throat. Mental and physical fatigue, severe weakness and symptoms typical of influenza. Skin rashes may also occur.	It is not necessary to keep your child away from school from the point of view of infection.	It is not necessary to keep contacts at home.
Hepatitis Type A	15-50 days (av -28 days)	Onset is usually sudden, with fever, loss of appetite and nausea and vomiting, tenderness over the liver and jaundice.	Until child has recovered and for one week from the first signs of jaundice.	It is not necessary to keep contacts at home.
Measles	7 – 14 days (av- 10 days)	Fever with sneezing, runny nose, redness and watering of eyes. Dry cough, frequently present during first few days. A distinctive rash appears four days after early symptoms. Red spots and blotches on forehead and face spread progressively downwards towards feet until whole body is affected.	Five days from appearance of rash.	It is not necessary to keep contacts at home. It is recommended that all children receive immunisation at 15 months.

Rubella (German Measles)	14 – 21 days (av – 18 days)	Usually begins with a slight headache, slight sore throat, running nose and fever. Small pink spots are seen first on face, rapidly spreading over arms and body and to a lesser extent the legs. The rash usually lasts only a short time, compared to the rash of measles.	Until fully recovered, and for at least 6 days after the rash appears.	It is not necessary to keep contacts home from school.
Whooping Cough	6 – 20 days (av – 10 days)	Starts as an ordinary cold with short dry cough and perhaps sneezing. Instead of improving, cough becomes severe.	If appropriate antibiotic treatment is given, the child only needs to be kept away from school for 5 days from start of therapy.	Keep the child from close contact with young children who are not immunised against whooping cough.
Impetigo (scabby sores)	5 – 21 days (av 10 days)	Commences as small red spots, which quickly change to blisters. The sores enlarge and become pus-filled and crusted. When the scab falls off a small temporary scar remains. The face and hands are most affected but other parts of the body may be affected, particularly the scalp. Tenderness and swelling of lymph glands in the groin, armpit or neck may occur.	Your family doctor should be consulted. If the sores are being treated and are properly covered by a clean dressing, children are allowed to attend school. If they are not covered and are on exposed parts of the body such as scalp, hands or legs, the child should be kept at home until sores have healed	It is not necessary to keep contacts at home
Head lice	Eggs of lice usually hatch in a week	The scalp itches. Lice and nits (eggs) are found on the scalp. Scratches may become infected and swelling of glands of the neck can occur. Nits look like tiny white specks stuck to the hair.	Until appropriate treatment is begun.	It is not necessary to keep contacts at home. You should inspect all close contacts.
Ringworm	10 – 14 days	Begins on the scalp as a small bald scaly patch. The hairs in the affected area of the scalp are brittle and break off, leaving only the stumps. Ringworm of the skin (other than on the scalp) usually begins as a small scaly patch with a faint pink ring around the edge. Severe inflammation with crusting is quite common.	Until appropriate treatment is begun.	It is not necessary to keep contacts at home but you should inspect them regularly for signs of ringworm.

Special Events/Incursions

During the school year there are special events that take place. These may include:

Opening and Closing school Mass

St. James' Day

St Mary of the Cross MacKillop Day

Catholic Schools Week – Open classroom and assembly

Easter Liturgy

Christmas Celebrations

Swimming Carnival

Cross Country Carnival

Athletics Carnival

Spelling Bee

Maths Mentals Bee

Hunter Life Education Van

School Photos

Mother's Day – Celebration and gift stall

Father's Day – Celebration and gift stall

Special Liturgies and Parish Masses

Weekly Assemblies

Book Week – Activities and Book Fair

Debating Competition in Stage 3

Public Speaking Competition K-6

Upper Hunter Eisteddfod Years K-6

P & F Fundraising activities

Special Services

Support services for students and families regarding children with special needs are offered by the Catholic Schools Office. A School Psychologist visits the school regularly. A Learning Support Teacher is available three days per week and a Pastoral Care Worker is also available 3 days per week. For further information contact the school.

Sport

Children are provided with the opportunity to learn a number of sports. In today's world of increasing leisure time and the need for exercise it is important to the child's total development to participate as fully as possible in the programme provided.

A note must be given to the class teacher if a child is not able to participate and a reason stated. Such non-participation should be kept to a minimum for the sake of the child's health and well-being. Wednesday (Infants) and Thursday (Primary) are the official sport days but may change due to the sport program being employed.

Children are required to wear their sport uniform on this day.

Sport Teams are:	Green	Pheasants
	Blue	Eagles
	Red	Kookaburras
	Yellow	Rosellas

Staff Professional Development Days

The Catholic Schools Office allows each school three pupil free days for the staff to use to develop either school based curricula or personal professional development. Usually, two weeks' notice will be given for these days. Each full time teacher is entitled to release from face to face teaching (RFF) to organise classroom programs, work collaboratively with another teacher or attend professional development seminars and workshops. Teachers are allocated 120 minutes RFF each week. This release is partially taken in weekly library time with the remainder allocated to full days. The classroom teacher provides a schedule for the relieving teacher to minimise disruption to the teaching of curriculum. The last two days of each school year are taken as pupil free days. Teachers are required to complete administration work for the year and organise classrooms for the following year as well as attend professional development on these 2 days.

Term dates for 2018

Term 1

Tuesday 30 January 2018 to Friday 13 April 2018 (15/3 16/3 are Pupil Free days)

Students in Years 1-6 will commence school on Tuesday 30 January from 9.00 am until 3.10 pm. Kinders will commence 6/2 from 9.30am – 2.30pm.

(Term 1 Pupil Vacation – Monday 16 April 2018 to Friday 27 April 2018)

Kinder Assessment – Best Start

A mandatory component of Term 1 Kindergarten 2018 is to formally assess each student using the Best Start assessment instrument. Kinder starting date will be Tuesday 6th at 9.30am to 2.30pm. 7/2 and 8/2 10.00am – 2 30pm and from the 9/2 8.50am to 3.10pm.

Term 2

Monday 30 April 2018 to Friday 6 July 2018

Term 2 Pupil Vacation – Monday 9 July 2018 to Friday 20 July 2018

Pupil Free day – Monday 23 July 2018

Term 3

Tuesday 24 July 2018 to Friday 28 September 2018

Term 3 Pupil Vacation – Monday 1 October 2018 to Friday 12 October 2018

Term 4

Monday 24 October 2018 to Wednesday 19 December 2018

Term 4 Pupil Vacation – Thursday 20 December 2018 to Tuesday 29 January 2019

Uniform

All students are expected to wear correct school uniform.

Uniform shop hours are Monday and Wednesday 8.30am – 10.00am

School Uniform	
Girls	Boys
Summer	Summer
<ul style="list-style-type: none"> • Light Blue Check Dress • Navy ankle Socks • Navy bucket hat with school logo • Black polishable (preferably leather) shoes 	<ul style="list-style-type: none"> • Grey drill shorts (no corduroy or cargo shorts) • Blue short sleeved shirt with school logo • Grey ankle socks • Navy bucket hat with school logo • Black polishable (preferably leather) shoes
Winter	Winter
<ul style="list-style-type: none"> • Navy Tunic • White long sleeve blouse • Woollen School Jumper with logo • School tie • Dark Blue Stockings • Navy slacks- optional • Black polishable (preferably leather) shoes • Navy bucket hat with school logo 	<ul style="list-style-type: none"> • Long grey trousers Midford brand. (No jeans, corduroy or cargo pants). • Blue long sleeve shirt • Woollen School Jumper with logo • School tie • Grey ankle socks • Black polishable (preferably leather) shoes • Navy bucket hat with school logo
Sports Uniform	Sports Uniform
<ul style="list-style-type: none"> • Maroon and gold polo shirt with insignia • Maroon shorts with stripe • School Sports Jacket • School Sports Track pants • Maroon and gold socks • Predominantly White joggers • Navy bucket hat with school logo 	<ul style="list-style-type: none"> • Maroon and gold polo shirt with insignia • Maroon shorts with stripes • School Sports Jacket • School Sports Track pants • Maroon and gold socks • Predominantly White joggers • Navy bucket hat with school logo

Prices

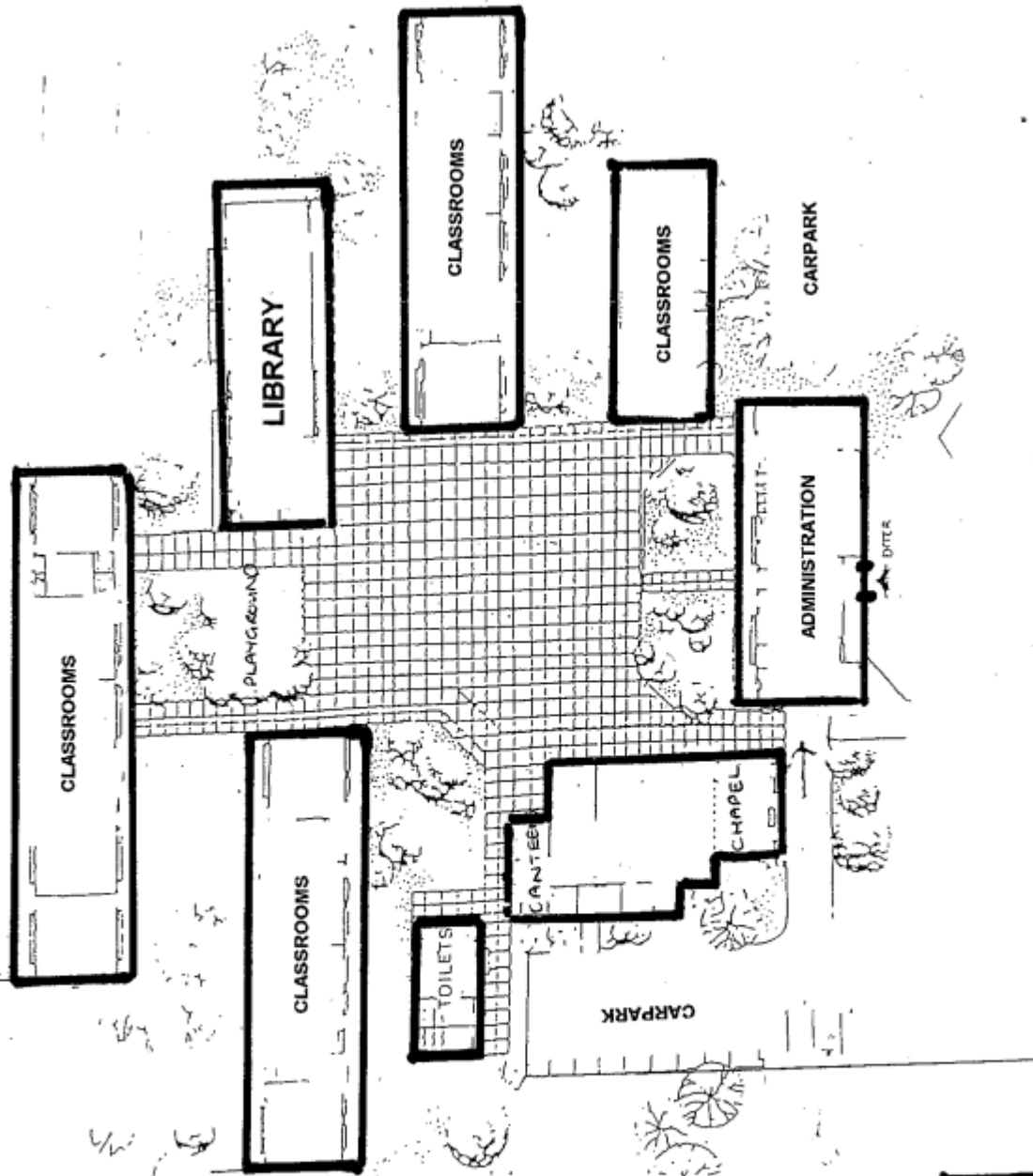
SCHOOL HATS \$15

SCHOOL BAGS \$40

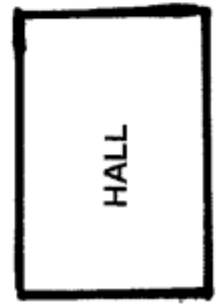
LIBRARY BAGS \$12

MOST ITEMS HAVE THE SCHOOL LOGO PRINTED ON THEM.

SKELLATAR OVAL



**MACKILLOP
FIELD**



MCAULEY FIELD



St James' Primary School
MUSWELLBROOK