



St. Emilie's Catholic Primary School



Parent Handbook

Dear Parents & Carers,

This Parent Handbook has been written as an online resource to assist St Emilie's families access key information related to our school.

We hope you find it very helpful as an easy reference document for all things St Emilie's.

If there is any other information that you believe would be helpful to have included, please contact the Administration Team by email stemiliesadmin@cewa.edu.au

Every family is asked to please make the time to read through this document. It exists as an electronic copy so that changes can be made as required.

It is also important to read the **Weekly Reminders** and to check the **Calendar** on the website for the most up to date information and for any changes to published dates in the handbook.

All the best for a great year. We thank you for the positive contribution you will make by being the very best parents you can be and by supporting us in our important work as educators.

Kind regards,

Chris Burns
Principal



St. Emilie's Catholic Primary School

St. Emilie's Catholic Primary School is situated on Whadjuk Noongar Boodjar, and we acknowledge the traditional custodians of the country on which we are located. We are all stewards of this land where we come to play and work.

Established in the faith tradition of the Sisters of Saint Joseph of the Apparition, our school draws inspiration from the person of St. Emilie de Vialar and her life of courage and compassion to help those who were less fortunate than her. Our school is part of the parish of the St. Emilie de Vialar, Canning Vale and the parish church and parish office are located on the same block as the school.

Currently, there are around 460 children enrolled at St. Emilie's Catholic Primary School between Kindy and Year Six, and our school offers two classes in each year level. Our community is a diverse mix of people from all over the world, and we celebrate the many different cultures, languages and backgrounds of our children and families.

Our school celebrates and promotes its wonderful diversity. Children and families across the school speak many languages at home. The top five languages spoken by our community currently, besides English, include Filipino, Malayalam, Mandarin, Vietnamese and Punjabi.

St Emilie's currently offers specialist classes in Digital Technologies, Health & Physical Education, Japanese, Music and Science.



School History

Since its opening in 2002, St. Emilie's Catholic Primary School has been providing a quality Catholic education for children in Canning Vale and surrounding areas for over 20 years. The school was originally named Canning Vale Catholic Primary School before later changing its name to St. Emilie's Catholic Primary School. Originally, Canning Vale Primary School provided a space for Masses to be held, and in later years, Masses were celebrated in the current Learning Hub when it was an undercover area, as well as in the current Year Six classes.

The original buildings at the school included a Library, Kindy, Pre-Primary and Administration Building, hosting around 40 children at the school.

The foundation principal at St. Emilie's Catholic Primary School was Ms Sally O'Dea, who, alongside Father Robert Carrillo was instrumental in developing the Catholic learning community in Canning Vale. Father Robert's original house was actually located on the current school site.

Sister Margaret Mary Gannon later joined Father Robert in the parish and was instrumental in the original establishment of the school. Today, one of the school Houses is named after Sister Margaret Mary Gannon.

After 2002, another five stages of building were completed to transform the school into what you see today.

Our school is proud to have many long serving staff members who carry on the faith story and history of our school and impart this positive school culture to all staff members just beginning their journey here at St Emilie's.



PRAYER

St Emilie, our Mother and guide, you were so filled with the love of God, that you helped others in difficult times. Please help us to be like you and love others.

Amen
St Emilie, pray for us.

VISION

St Emilie's Catholic Primary School's Vision is to promote life-long learning in a safe, nurturing and Christ-centred environment.

MISSION

Our mission is to courageously inspire and support children to grow, as confident critical thinkers, and collaborative and creative learners who are well equipped to relate to an ever-changing world.

VALUES

We respect ourselves and each other
We strive for excellence
We build wellbeing
We create a safe environment.



MOTTO
GROWING *in Grace*



ST. EMILIE'S
CATHOLIC PRIMARY SCHOOL



Named after **Sister Margaret Mary Gannon**, a Sister of St Joseph of The Apparition who, as the original Parish Pastoral Assistant, did much to ensure the Spirituality of St Emilie was promoted in the Parish. The charism of St. Emilie and her spirituality, love and care for the poor is evident in the work undertaken by Sr Margaret Mary.
House Day: 19 March

"Love God and be generous to all"



St Eugene de Mazenod dedicated his ministry to God through the intercession of Mary. He sought to help those not being touched by the structures of the Church: the poor, youth, prisoners and the neglected. He assisted Saint Emilie de Vialar to rebuild the Sisters of Saint Joseph of the Apparition after their move to Marseille.
House Day: 21 May

"Learn who you are in the eyes of God."



This House is dedicated to our first Australian Saint, **Saint Mary MacKillop**. This great Australian woman inspired boundless dedication to God's work in the then new colonies. In today's world, she stands as an example of great courage and trust in the way she lived God's loving and compassionate care of those in need.

House Day: 8 August

"We must teach more by example than by word."



Honouring **St Emilie de Vialar**. Through her prayer and spiritual life St Emilie developed a very close relationship with God, who favoured her with intimate graces and support. She learnt to depend totally on the wisdom of God.

House Day: 12 September

"Since God does so much for me, what could I not do for him?"

St Emilie De Vialar & the Sisters of St Joseph of the Apparition

Anne Marguerite Adelaide Emilie De Vialar was born in Gaillac France into a noble and wealthy family on 12 September 1797 during the turmoil of the French Revolution. It was a time of great persecution for the Church.

Even as a baby, she was taught to make the sign of the Cross and pronounce the holy names of Jesus and Mary. Her mother passed away on 17 December 1810 and her death for the sensitive Emilie was a heavy cross for her to bear.



“At the age of 13, God began drawing me to himself. I felt a complete change of heart.”

During 1816 a mission was preached in Gaillac and as Emilie went through her spiritual exercises she was drawn to make a general confession. From that very day, it seemed that her vocation to become a religious and serve the poor and the destitute was set. At first, she felt a great attraction to the foreign missions. But she was at the same time torn by other considerations such as several marriage proposals. Her refusal to accept any of those marriage proposals enraged her father and caused tension within the family. She was perturbed and started to blame herself.

In 1822 with the providential arrival of Fr Mercier in Gaillac she was able to discern more clearly what God wanted her to do with her life. Although it was becoming clearer to her that God was calling her to become a Religious, the question now was how and where?

At Christmas of 1832, Emilie left her family home and acquired a house that would serve the needs of the poor and the sick. She would soon become the Foundress of the Institute of the Sisters of St Joseph of the Apparition and her provisional Rule of Life was approved by the Archbishop of Albi.

In 1833 Sr Emilie was able to open a new convent, schools, women’s refuges and hospitals in the muslim nations of Algeria and Tunisia. In spite of the many trials and challenges that she had to face, her mission continued to thrive and expand. Soon the Sisters of St Joseph of the Apparition were established in Cyprus and then Malta.

In January 1855 at the invitation of Bishop Serra of Perth the Sisters left London for Western Australia. They reached Fremantle on 24 May 1855 on the Feast of Our Lady Help of Christians.

On 20 August 1856, she was taken ill and after receiving the last rites she passed away peacefully at the age of 58. She was beatified on 18 June 1939 and later canonised on 24 June 1951. Her Feast Day is the 17 June.

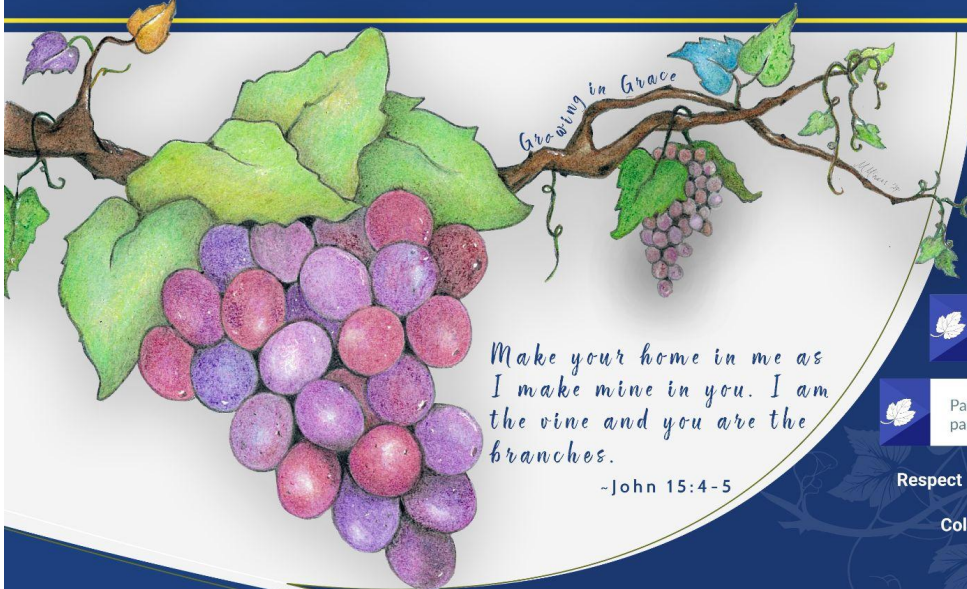


“Now I was overflowing with love for God and filled with strength to avoid every offence against Him.”

“Towards God I have the trust and simplicity of a child but, aware of my duties, I am no less eager to accomplish them.”

VISION FOR LEARNING

As Catholic educators of quality, called to courageously inspire and support all children, *we believe:*



In creating a Christ-centred, safe, nurturing school where we see, know and connect with every child.



That all children must have an active role in their learning.



In striving to reach our full potential we significantly impact each child's holistic education.



The Early Years are crucial in building strong foundations for holistic learning, as we provide for the unique and diverse needs of each child.



Parents are the first educators of their children. We authentically partner with parents.

Respect

Excellence

Wellbeing

Safe

Collaborate

Critical Thinking

Creative

Grow in Grace

Grace to Grow

Quality Catholic Learning and Teaching Practices



ST. EMILIE'S
CATHOLIC PRIMARY SCHOOL

GROWING *in Grace*

Growing in Grace Toward 2030 School Strategic Plan

The Growing in Grace Toward 2030 School Strategic Plan can be found on the school website by clicking [here](#).

Catholic School Improvement Plan (CSIP)

The Catholic School Improvement Plan (CSIP) can be found on the school website by clicking [here](#).

2026 Staff List

The most up to date Staff List for the school can be found on the school website by clicking [here](#).

2026 Term Dates (Children)

Term One – Monday 2nd February 2026 to Thursday 2nd April 2026

Term Two – Monday 20th April 2026 to Friday 3rd July 2026

Term Three – Tuesday 21st July 2026 to Friday 25th September 2026

Term Four – Monday 12th October 2026 to Friday 11th December 2026

2026 Pupil Free Days and Public Holidays

Term One

Thursday 29th January 2026 (Staff Preparation Day)

Friday 30th January 2026 (Staff Preparation Day)

Monday 3rd March 2026 (Labour Day Public Holiday)

Friday 3rd April 2026 (Good Friday Public Holiday)

Term Two

Friday 24th April 2026 (Pupil Free Day)

Monday 27th April 2026 (ANZAC DAY Public Holiday)

Friday 29th May 2026 (Pupil Free Day)

Monday 1st June 2026 (WA Day Public Holiday)

Term Three

Monday 20th July 2026 (Pupil Free Day)

Friday 31 July 2026 (Two Way Interview Day & Education Assistant Professional Learning)

Term Four

Friday 30th October 2026 (Pupil Free Day)

Monday 14th December 2026 to Friday 16th December 2026 (Pupil Free Days)



A

A SOFT LANDING FOR LEARNING (READY TO LEARN)

Children learn most effectively when they feel a sense of belonging and connectedness to the school and community to which they belong. When children are safe and feeling connected, this is when learning occurs. To ensure that children across the school return to class and are ready to learn after break times, the following process will take place at St Emilie's:

1. Children will go out to play first when the bell sounds for recess or lunch.
2. Children will then be given an opportunity to eat after they play. This will give the children time to eat their recess or lunch without rushing, provide time for the child's resting heart and breathing rate to reduce to a level more conducive for learning, as well as provide time for children to resolve any disputes they may have from play during their break times, thus ensuring that class time is not interrupted.
3. Time will be provided for mindfulness throughout the day.

To ensure that children are being assisted with their readiness for learning, the school will also offer:

- Group sessions with the school Social Worker to support children in certain areas such as grief, connecting with peers and resolving conflict.
- The use of the URSTRONG Whole School Friendship Strategy to develop a common language for forming and maintaining friendships.
- The use of brain breaks throughout the day aids concentration.

ADMINISTRATION TEAM

The Administration Team here at St Emilie's include;

- Mrs Gillian Norris & Mrs Amy Andrews (Admin and Finance Officers)
- Mrs Amy Andrews and Mrs Janine Curulli (Admin Team)
- Running a school Administration is an extremely busy, demanding and challenging role at times. Parents are asked to please be **patient, courteous and supportive** of our hard working team at all times as we will be of you.

ADMINISTRATION HOURS

Administration is open between Monday and Friday, from 8:00am to 4:00pm.

ALLERGIES

- Anaphylaxis is a sudden, severe allergic reaction that often involves symptoms including swelling of the tongue and/or throat, difficulty breathing and/or a drop in blood pressure that can lead to collapse. In rare cases, it can cause death. Symptoms typically appear within minutes to two hours after the person has eaten the food to which he or she is allergic. Even a very small amount of the food touched or ingested can trigger a serious allergic reaction.
- St Emilie's is an ALLERGY AWARE school, therefore you are asked to be well-informed and considerate when it comes to packing



your child's lunchbox – avoiding sending any nuts or nut products, e.g., peanut paste and Nutella.

- Because these severe allergies can be potentially life threatening, we appreciate your care and consideration when making lunchbox choices and urge all parents to please educate themselves and your children about anaphylaxis and allergies. This is critical in Kindy and Pre-Primary, as children are more tactile with their play, however, any child who has a history of anaphylaxis is at risk and relies on community effort and support.
- If at any time you are aware, or become aware of your child experiencing a more severe anaphylactic reaction, you are required to **obtain an emergency action plan from your doctor**, notify the school immediately and give us a copy of the plan.
- While nuts are often the main cause of anaphylaxis, we also have children highly allergic to gluten, milk products, eggs and fish. To assist with student management, children are not permitted to 'share' or swap food with another child.
- Children are reminded each year of the importance of taking the needs of others into account – especially in regard to their medical needs and to support and look out for them as necessary.
- Students with an emergency action plan are to wear an identifying yellow wristband – they look good and are highly functional. This band will be provided by the school and is to be worn throughout the school day.
- If your child needs an EpiPen, parents must provide one at the start of the year, and this EpiPen **must stay at school**.
- Kindy and Pre Primary EpiPens are housed in the classroom. Year One to Year Six EpiPens are stored in the school's sick bay area.
- EpiPens must be **replaced each year**, and this is the responsibility of the parent.
- Children's Medical Emergency Action Plans are located around the school for easy reference.
- Staff receive professional development each year in the use of the EpiPen and asthma management. Key staff hold current First Aid Certificates, which are updated as required.

ADMINISTRATION OF MEDICATION

In general terms, if a child is sick, they should be at home so they can be cared for by parents and carers. The following general principles also apply:

1. Children with an ongoing medical condition need to be clearly identified, and requirements met as far as is practicable, e.g. asthma, diabetes, epilepsy, and severe allergic reactions.
 2. Children requiring short-term medical treatment with prescription medication may also have special arrangements.
 3. The supply of non-prescription medication, e.g. antihistamines, will only be allowed on a case-by-case basis.
 4. The supply of pain relievers, cough medicines and throat soothers will not be undertaken by staff.
 5. Parents are asked to administer medications to their own child wherever practicable and possible. The administration of medication by school personnel to children is undertaken only when there is no practical alternative, or in an emergency situation, e.g. EpiPen for anaphylactic reactions.
 6. Any medication provided to the school must be accompanied by the original packaging.
 7. Children are encouraged to have a roll-on sunscreen in their school bag and to reapply the sunscreen at play breaks.
- In special circumstances where a child is well enough to attend school, but still requires oral medication, as prescribed by a doctor, the following procedure will be followed:

Procedures:

Children with an on-going medical condition.

- a. Parents must inform the school of the specific medical needs of their child.

- b. The Administration of Medication Form long-term (AMFIt) must be completed by the parent or carer.
- c. A letter from the doctor detailing what medication should be administered and under what conditions must also be completed.
- d. Both forms and the medication are to be kept at the reception desk in a locked drawer. Children requiring medication will come to the Administration Office where a member of the Admin Team will distribute the required medication.
- e. Children who need access to their medication during the day, e.g. asthma, diabetes, etc., will need to have this noted on their AMF form so the school is aware of medication that may be in school bags or in the school.

Children with the need for short-term prescription medicines

- a. Parents must complete an Administration Medication Form short term (AMFst) before administration of the medicine can commence.
- b. Medications will be stored in the Administration in the refrigerator or in a locked cabinet and administered by a member of the Admin Team.

Requests for the administration of non-prescription medication

- a. Parents must complete an Administration Medication Form for non-prescription medication, these are administered on a case by case basis.

Medical Emergency Procedures

Identification of children with a high probability of medical emergency (Medic-Alert).

- Children who are identified as being in the medic-alert category will have (with prior parent permission) an identifying photo on the staff notice board. The parent of each identified child will have completed a medic-alert form detailing what procedures need to be followed in the case of an attack or an emergency.
- When there has been no identification of a previous condition, an ambulance will be called, and the emergency contact phone number will be used. This action might be undertaken, for example, in the case of seizures occurring, laboured breathing, complaints of severe pain or non-specific bleeding. Please note that it is important to keep the school informed of any changes to your phone numbers and addresses in case an emergency should arise.

APPOINTMENTS

- If a parent wishes to meet with a teacher personally in regard to any aspect of their child's progress, a meeting time needs to be arranged **in advance**. The teacher will phone or email you as soon as possible to organise a mutually convenient time to meet.
- While there may be an opportunity to briefly speak with the class teacher at the classroom door, this is to be understood as the exception rather than the rule, because it is not the most appropriate or convenient place for such a discussion. Teachers are expected to be supervising children at this time and focused on preparing for the busy day ahead. Parents are asked to please respect this request and **send a note, email or make a call to the Administration Office** to organise a time to meet with the teacher or organise a phone conversation if necessary.
- It is important to provide your child's teacher with a brief outline of your query or concern prior to the meeting as this will ensure the teacher has the appropriate information/data at hand.
- If a parent wishes to meet with the Principal or a Leadership Team member, an appointment can be arranged through Administration. However, in general terms, it is expected that parents will always meet with class teachers first. A request will be made to a member of the Administration Team for some information regarding the purpose of the interview so that the member of the Leadership Team is better prepared to assist you.

- Please note that staff are not able to receive phone calls from parents during the school day; messages can be left with the Admin Team, who will relay the message.

ASSEMBLIES

- Assemblies give children an opportunity to showcase some of the learning that they have been involved in, and they also provide a valuable opportunity for children to speak/perform in front of an audience.
- Assemblies are yet another way for class teachers to report some of the learning that has been going on in their classroom, often using the Arts as a vehicle.
- Please check the Term Planner for class assembly dates.
- A light morning tea is served at the conclusion of assemblies, which is organised by the Year Level Rep.
- Merit Awards and the Fruit of the Holy Spirit Award are presented at the assembly.

ASSESSMENT

- Assessment is viewed as an integral and ongoing part of all teaching and learning.
- Teachers at St Emilie's implement assessment practices that are consistent with the principles of the Australian Curriculum and align with our school's Whole School Assessment Plan.

ATTENDANCE/ABSENTEES

- If your child is going to be absent from school, you are asked to contact the Administration Office and class teacher **by 8.40am**.
- You are required by law to send a **signed absentee note** – preferably the very next day.
- Verbal notification and/or a phone call to Administration is not sufficient.
- An email is acceptable as long as the following details are included: date, reason for absence, child's name, child's class, parent's name.
- Please note, legally, your child is registered as absent unless a 'late note' is presented with the student. **As the official start time is 8.40am**, all lateness is recorded on the attendance register at this time.
- We thank you for your cooperation in making sure your child **is punctual every day**.
- All enrolled children are required to attend every day that the school is in session except under the following circumstances:
 - Ill health
 - Removal due to health requirements, e.g. head lice
 - Excused absence negotiated with Principal, e.g. therapy appointments
- An official record of attendance is maintained daily.
- In the event that a child is unable to attend, Administration should be notified in writing with a reason, prior to the commencement of sessions on the day of absence.
- Children are not to leave the school grounds during school time without being accompanied by a parent, carer or a person authorised by a parent/carers following the receipt of written permission from a parent or carer.
- When a child needs to leave the grounds during the school day, the child is to be signed out at the Administration Office and must report back through the Administration Office on his/her return if returning on the same day.
- If a child is not in attendance at the school and Administration has not been notified, the parent/s will be contacted to verify the absence to ensure the safety and wellbeing of the child.
- Where it is planned that children are to be absent from school for an extended period, requests are to be made, in writing, to the Principal. Parents are advised that school fees need to continue to be paid, despite the length of absence.

It is a legal requirement for schools to maintain accurate attendance records. This means that any absentees and a reason for the absence must be communicated by a parent or carer to the school.

Every day counts and there is no 'safe' threshold for absences. There are many factors that influence student achievement, including teacher quality and student engagement. Attendance is also an important contributor to a student's academic achievement – all school days matter. The correlation between absence and achievement is consistently negative and declines in achievement are evident with any level of absence. (Hancock et al., 2013).

Every minute counts! (Punctuality)



8:30 am	Your child has arrived in time to settle well and has the best start possible. You will have time to settle your child and give any messages to the teacher.
8:40 am	Your child has arrived just after most children and will need to get organised quickly and enter the classroom quietly. You will not be able to interrupt the teacher or enter the classroom with your child.
8:45 am	Your child is late and has missed the beginning of the school day. Being late a few minutes can be unsettling for your child and they will have missed key messages from the teacher. 5 minutes a day = 3 days a year.
8:50 am	10 mins late a day means 6 lost days a year!
9:00 am – Late note is needed	Arriving at 9:00 am, you will need a late note from the office. Your child is severely disadvantaged having missed the morning routine and revision activities. 20 mins late a day means 12 lost days a year!

Every day counts! (Attendance)

Regular absences of 1 or 2 days per week don't seem like much but:

When your child misses just...	that equals....	which is.....	and over 13 years of school that is.....
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 and ½ years
1 day each week	40 days per year	8 weeks per year	Nearly 2 and ½ years
2 days each week	80 days per year	16 weeks per year	Over 5 years
3 days each week	120 days per year	24 weeks per year	Nearly 8 years

ABSENTEE PROCEDURES FOR PARENTS AND CARERS

Parents and Carers are to advise the school **before 8.40am** if children are going to be absent on any given day. Please email the St Emilie's Administration Email as well as the class teacher.

An absence can be communicated by:

1. Email stemiliesadmin@cewa.edu.au before 9:00am
2. Via the Website Absence Form <https://stemiliescps.wa.edu.au/absentees/>

Please Note: You must **include a reason** for the absence, e.g. medical. Attendance will then be recorded, and the child's absence will be understood as an 'explained' absence.

Parents and Carers who have **not** let the school know that their child is absent will receive a **computer generated SMS** to the nominated mobile phone number, stating that their child has been marked as absent. Once you receive this notification, you are then required to put in writing, via email a reason for the absence.

If there has been an **error** and the parent/carer is sure that their child is at school, then they must ring Administration on 9256 9696 to confirm this.

LATE ARRIVALS

Any student arriving at school **after 8.40am** must be signed in through the Administration Office by an adult, so that the time of their arrival can be recorded on the sign in iPad. The child will then receive a purple 'Late Arrival' card to deliver to their classroom teacher.

EARLY PICK UP & RETURNING AFTER APPOINTMENT

Any child needing to be collected prior to the end of the school day must be signed out through the Administration Office so that the time and reason for their departure can be recorded. The adult will be given a blue 'Permission to Leave' card, which must be handed over to the classroom teacher before the student is released.

If the child is returning to school after an appointment, they will need to be signed back in at the Administration Office. The adult will then receive a yellow 'Permission to Return' card, which is handed to the classroom teacher.

Please Note: Leaving school between the hours of 8.40am to 3.00pm should be the exception rather than the rule.

Each term, a report on Student Attendance is sent to the Leadership Team. If there is a pattern of low attendance for the term, a letter to the parent alerting them of their child's low attendance and a meeting may be required.

AWARDS

- A variety of awards are given to students throughout the year in recognition of their effort, achievement and the positive contribution they are making to our school.
- These awards are given within the classroom and at assemblies

B

BEFORE & AFTER SCHOOL CARE (OSH CLUB)

- St Emilie's partners with OSH CLUB to provide a before and after school childminding service for our families. Please follow the link below:
<https://www.oshclub.com.au/>

BEFORE SCHOOL STARTS

To assist your child to have a smooth start to the day:

- Be organised yourself

- Try to have things ready the night before
- Involve your children in the routine of making lunch. Keep it simple and healthy!
- Ensure that children have a regular bed-time and that they get their 10-11 hours of sleep every night
- Stay calm. State what you need from your child and expect it
- Use the clock. Allow enough time for children to get up, eat breakfast, get dressed
- Ideally, no TV, games or other activities before school (or at least until everything is ready to go)

BEHAVIOUR ENGAGEMENT (WHOLE SCHOOL)

Here at St Emilie's, we believe that enhancing a child's **social and emotional understanding and competencies**, in developmentally appropriate ways, occurs throughout their schooling.

Three key aspects of students' school experiences shown to be related to improved social and emotional development include:

1. promoting positive peer relationships,
2. promoting positive teacher-child relationships,
3. and explicit teaching related to emotions, social knowledge and social skills.

Here at St Emilie's, staff develop students' social and emotional competencies to enable them to:

- recognise and control their emotions;
- build positive relationships;
- show consideration for others;
- make thoughtful and sensible choices;
- and cope successfully with difficult situations.

The **online digital environment** offers young people new opportunities to broaden their education and develop innovative ways to analyse, synthesise, and create new knowledge. Instant messaging, blogging and social networking sites represent a new means of communicating. Just as students are educated about offline communication, they also need to be educated about communication in an online environment.

Staff and our school community have an important role in better equipping students to function in a digital world, where technology is not only an integral part of information seeking, but also where social media is a vital platform for interpersonal communication.

Here at St Emilie's, we strive to respond proactively to the ever evolving online world, including the place of social media, and the positive and negative behaviours it generates among young people, which impacts both their learning and wellbeing. We need good family support in this area at home, with parents also taking a proactive approach and working in partnership with the school.

Here at St Emilie's, one of the most important roles of the teacher is to help create a quality learning environment for all students, by consistently demonstrating effective instructional strategies that engage them in their learning.

All staff are equipped to deal with the complex set of skills they need to promote positive, cooperative behaviour choices while responding to any inappropriate behaviour choices and/or conflict in a calm, measured, wise, just and proactive way.

All staff and parents are encouraged to work as partners in maintaining a positive school environment where genuine respect for self and others is kept at the centre of all we do and say.

BEHAVIOUR ENGAGEMENT (CLASSROOM & PLAYGROUND)

Each staff member is responsible for creating a safe, respectful learning environment for all. This is achieved in a variety of ways, including:

- Setting up the **physical space** so that it is well organised, well designed for student flow and movement, and visually appealing.
Setting up the **social/emotional** space so that all students are encouraged, supported, listened to, cared for, helped, and nurtured.
- Setting up the **learning space** so that students have work that they can confidently engage with, while also being challenged by.

In regard to student behaviour here at St Emilie's, we:

- Focus on the behaviour and not on the child..
- Intentionally minimise embarrassment, shame and any feelings of hostility when dealing with inappropriate behaviour.
- Use non-verbal cues so as to keep interruptions to a minimum.
- Give simple directions and expectation reminders.
- Defuse or re-direct any potential conflict.
- Remind or restate classroom rules and code of behaviour.
- Give clear choices regarding behaviour.
- Take students aside from the group.
- Listen to students and give them a chance to tell their account of events.
- Use 'in class' time out for a short period of time.
- Use 'out of class' time out for a short period of time.
- Communicate with and seek advice and support from the School Leadership Team.
- Follow up and follow through.
- Take time to debrief after time out.
- Make time to restore and rebuild relationships.
- Encourage students to do and be their best.
- Develop contracts/individual management plans with students.
- Develop and maintain a climate of respect.
- Treat all students as individuals and as equals.
- Employ teaching strategies to help students engage with learning, manage emotions, and deal with conflict.
- Apply a team approach to solving behaviour management situations.
- Refer some situations to the Leadership Team.
- Involve and support parents.
- Utilise external agencies, including CEWA services, when and if necessary.

BELL TIMES

Kindergarten Hours

Classroom Doors Open.....	8.30am
Kindy: Tuesday, Wednesday & Friday.....	8.40am to 2.45pm

Pre-Primary to Year Six

Classroom Doors Open.....	8.30am
Classes Commence.....	8.40am
Recess Break	10.40am
Classes Resume	11.00am
Lunch Break.....	12.40pm
Afternoon Classes Resume.....	1.20pm

BIKES TO SCHOOL

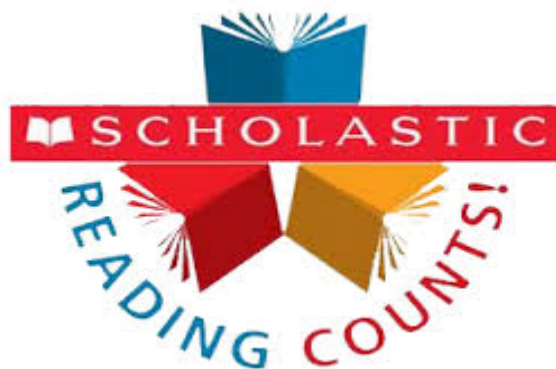
- The WA Government Road Safety Commission and Kids Safe recommend that no child under 10 years old ride or walk to school unsupervised.
- It is recommended that an adult accompany younger children who ride a bike/scooter.
- As required by law, each bike/scooter rider must wear a helmet while riding.
- To ensure the safety of all school community members, bikes/scooters are to be walked within the school grounds.
- To ensure the safety of the bikes/scooters while on the school premises, they are to be locked to the bike racks (near the Learning Hub).
- The bike/scooter area is out of bounds to children during school hours.
- Riding to school is seen as a healthy lifestyle choice and encouraged.
- Parents are expected to teach their children the safety precautions required on their route to school and to ensure that their child's bicycle is in good working order.
- All children who walk or ride to school are to have a [permission slip completed by their parents](#).

BIRTHDAYS

- Birthdays will be celebrated simply and meaningfully here at school.
- Children do not need food treats or other party favours shared with the class to celebrate their birthday here at school.
- Parents are reminded to save 'treats' for family celebrations and not send them into school.

BOOK CLUB

- Scholastic Book Club will be run by the Administration Team.
- The school receives bonus points with each Scholastic book purchase, which allows us to boost the number of books we are able to provide in our classrooms and school library.
- Brochures are distributed throughout the year. Orders can be placed online through the LOOP system. [Cash or cheque payments will not be accepted](#).
- More information about how to place an order will be provided when the first brochure is sent home in Term One.



BUDDY CLASSES



- Buddy classes are one way for students to interact with a different year level and to build a positive relationship with them.
- Buddy class opportunities are seen as a valuable way of helping older students develop their communication and social skills as they 'mentor' their younger buddy.
- Some buddy contact time has a social goal, while other times it has an academic focus.

BUS TRAVEL

- Local bus companies are used to transport St Emilie's students to various locations for excursions and sporting commitments.
- Students are expected to be well behaved at all times on the bus or they may forfeit the right to travel by bus in the future.
- While every effort is made to secure buses with seatbelts, this is not always possible.

C

Camp (Year Six Children Only)

- School camps conducted at St Emilie's are undertaken as an integral part of the educational program of our school curriculum and reflect authentic Catholic principles and values.
- All children are expected to attend the school camp in Year Six.
- Camps are generally conducted away from the school campus.
- A camp is provided to our Year Six children each year.
- The camp is typically of three days and two-night duration. At least six staff members accompany the students. The camp involves a number of physical challenges as well as a theme where students are challenged to complete a number of collaborative tasks that build team skills, self knowledge, interpersonal skills and a sense of belonging.
- Parents are advised as to the cost of the camp at the beginning of each year. Any families who may need some financial support are asked to make an appointment with the Principal.

CARNIVALS

Please refer to the school calendar on the website –

TERM ONE

House Swimming Trials - (Year Four - Year Six)
Interschool Swimming Carnival (Year Four - Year Six)

TERM TWO

Winter Sport Competition - Year Six - Selected Fridays

TERM THREE

St Emilie's House Cross Country (Year One - Year Six)
Interschool Cross Country (Year Four - Year Six)
St Emilie's House Field Events Day (Year Four - Year Six)
St Emilie's House Athletics Carnival

TERM FOUR

Interschool Field Events Day
Interschool Athletics Carnival

CARPARK

- There are 60 car park bays available for 90 – 120 Kindy/Pre-Primary parents who are all attempting to park and pick up or drop off their child at a similar time on a given day. It is therefore very important that parents do not linger in the car park at this time, as other parents will need your parking spot once you vacate it.
- Families with children in Year One to Year Six only should use the drive through system.
- All families from Year One to Year Six are issued with a **FAMILY NAME sign** that needs to be attached to the visor and clearly visible, ready for drive-through (staff will use this sign to call out the family name). Your cooperation is essential and appreciated.
- All parents using the carpark are reminded **to walk along the centre pathway of the** carpark and cross over **at the crosswalk** near the Administration building. This way, cars driving through the Car Park are keeping an eye out for children and adults crossing.
- In summary, please show respect, courtesy and consideration for one another in the carpark. Exercise patience at all times and remember that these rules are in place to establish a safe entry and exit from the school grounds for yourself and for your child.
- Should a grandparent or family member be picking up your child, please clearly inform them as to what the procedures are prior to them arriving to keep the drive through system working smoothly.
- Please view the school website for an animated video about how to use the school carpark on the link attached
https://stemiliescps.wa.edu.au/wp-content/uploads/2023/12/St_Emilie_s_Carpark_Procedure_-_PDA.mp4
- Children in Pre Primary may use the drive through at the end of the day if they have an older sibling.
- In the morning, children in Pre Primary must be walked to the classroom door by an adult, not a sibling.

CATHOLIC EDUCATION WESTERN AUSTRALIA (CEWA)

- Catholic Education Western Australia is located at 50 Ruislip St, Leederville and is the executive arm of the Catholic Education Commission.
- Some department offices have now moved to the Newman Sienna Centre in Doubleview.
- CEWA provides advice and services to Catholic schools and implements the policy decisions of the Commission.
- The CEWA also negotiates with governments and other agencies to be able to plan for and administer funding to Catholic schools.

CHANGE OF ADDRESS OR CONTACT DETAILS

- The school must be notified promptly if there is any change to your address or phone number at home or work. This is to ensure reliable and immediate contact, especially in the case of a medical emergency.

CHANGE OF SCHOOL

- Parents must give the school **one term's** notice if they intend to withdraw their child from St Emile's. If this notice is not given in time, then the fee is applied.

CEWA CHILD SAFE FRAMEWORK

The practices at St. Emile's Catholic Primary School align with the CEWA Child Safe Framework, which centres on ensuring that children are safe at all times.

For further information on the CEWA Child Safe Framework, please visit the school website by clicking [here](#).

CLASS REQUIREMENTS

- Children will need their own school bag and a school library bag, which can be purchased through the Uniform Shop. From Year One to Year Six, St Emile's logoed products of a school bag and a school hat are compulsory. Children in Kindy to Year Six require the St Emile's Library Bag.
- Kindy to Year Six children have a separate booklist, which itemises specific requirements for each class and year level. Details for ordering are sent home in Term Three.

CLINICS

- A number of sports clinics are integrated into the school's Physical Education Program throughout the year.
- These clinics use the expertise of metropolitan sporting clubs e.g. Touch Football Club
- Typically, these clinics include opportunities such as cricket, touch football, basketball, soft crosse and are primarily directed at students from Year Four to Year Six however, some are also suitable for junior year levels.
- Additional after school clubs/clinics that are offered to students are advertised via the Weekly Reminders on our website.

CODE OF CONDUCT

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

The Code of Conduct can be found on the School Website using this link https://stemiliescps.wa.edu.au/wp-content/uploads/2023/12/St_Emilie_s_Code_of_Conduct.pdf

CODE OF CONDUCT (STUDENT)

Schools are required to have a Code of Conduct for children. This code of conduct outlines the minimum standard of behaviour for children and holds the children accountable in a developmentally appropriate way to these standards. The process to develop the Code of Conduct for children should be one that draws on the voice of the child in its preparation, and the Code of Conduct should be visible around the school.

At the commencement of each year, every class across the school spends time creating individual Class Code of Conduct for the year, which is unique to the class. These Class Codes of Conduct are based on the four school values.

CODE OF ETHICAL CONDUCT

- The Code of Ethical Conduct is a document that outlines a set of principles based on Gospel Values, that staff in Catholic schools are expected to be directed by, in their everyday professional life.
- It is hoped that parents also strive to mirror these same principles so that our community continues to be one based on mutual respect:
 - Respecting the innate dignity of each person
 - Recognising the giftedness of others
 - Building quality relationships
 - Respect for confidentiality
 - Committing to accountability

COMMUNICATION

- Every effort is made here at St Emilie's to maintain effective communication between home and school.
- Good communication is an important and two-way process that is a shared responsibility.
- Parents are expected to inform the school when a student:
 - is, or has been ill
 - is going on a holiday during the school term
 - is experiencing emotional challenges or trauma at home, e.g. difficulty getting a child to school; medical issues; death in the family; separation or divorce, etc
 - is to be collected from school by someone other than a parent
 - is anxious or worried about any aspect of school life

The main forms of communication include:

- Weekly Reminders
- Seesaw
- Emails from Admin Team or Leadership Team
- Term Planner
- School sign
- Flyers, posters, letters and notes
- Notice boards (entrance; outside classrooms)
- Assemblies
- Class letters and emails from the teacher
- Parent Workshops
- Two Way Interviews
- Open Classrooms

Staff at St Emilie's have a 'right to disconnect' built in to their employment conditions. As a result, communication with staff members should take place between school hours only of 8:00am to 4:00pm, during weekdays. School staff will not communicate with parents outside of these hours.

COMMUNITY BUILDING - How to make a great school even better!

- Catholic schools are 'communities'. Communities thrive and grow when all members make a conscious effort to get involved, contribute, look out for each other and communicate well.
- The many classroom activities, meetings and community building activities that go on throughout the year are designed to provide a quality environment for you and your family to grow, flourish and learn in.
- Please make an effort to understand what the school is trying to do.
- Get involved where you can and be a positive influence on others.
- See the school as YOUR school. Encourage your children to see it in the same way. Protect our school name and reputation.

- By all means, offer ideas and opinions, however, please direct your opinions to the appropriate people, at the appropriate time and in the appropriate place.
- You are encouraged to attend school activities - assemblies, open days, plays, concerts, picnics, sporting functions and celebrations. Bring a friend or friends!
- Join the official parent group (Parents & Friends) and look after the school's interests.
- Welcome, new parents. Help them feel that they belong. Build their confidence in the school.
- Support a broad and balanced curriculum. Resist attempts by any pressure groups to narrow the curriculum to things that are purely functional and measurable.
- Encourage your children to cooperate fully, to join in all school activities and to take pride in the buildings, the grounds and the school community as a whole.
- Let the staff know that you support and appreciate them from time to time – a little encouragement really does go a long way!

COMPLAINT RESOLUTION

St. Emilie's Catholic Primary School takes the receipt, handling and response to complaints seriously. At the school, there is a commitment to procedural fairness and cultural safety in the reporting and review of complaints, which includes:

- A hearing appropriate to the circumstances
- The lack of bias
- Evidence to support a decision, and,
- Inquiry into matters in dispute.

For further information about the handling of complaints and disputes at St Emilie's, please visit the website by clicking [here](#).

Role of the Director General of the Department of Education in Complaint Resolution

The Director General of the Department of Education is responsible for ensuring the school observes the registration standards, including the standard about its complaints handling system. Any student, parent or community member is entitled to contact the Director General with concerns about how the school has dealt with a complaint. Information is available on the Department of Education [website](#). Whilst the Director General may consider whether the school has breached the registration standards, he does not have power to intervene in a complaint or override the school's decision.

CONTACT DETAILS (ST EMILIE'S SCHOOL)

Phone: (08) 9256 9696
 Address: 151 Amherst Rd, Canning Vale, WA 6155
 Email: stemiliesadmin@cewa.edu.au
 Website: <https://stemiliescps.wa.edu.au>

CONTAGIOUS DISEASES

- Parents are requested to inform the school if a child has had a communicable/infectious disease and are required to observe the exclusion from school period.
- Public Health Department recommendations for the most common infectious diseases are listed here [Infectious diseases | healthdirect](#)
- The school will always take medical advice from the control of Communicable Diseases Manual, which was published for schools. A link to the manual can be found [here](#).

CRUNCH&SIP

- **The Crunch & Sip Program** is an easy way to help kids stay healthy and happy!
- Crunch & Sip is essentially a time to eat fruit or salad vegetables and to drink water in the classroom (as needed). Students re-fuel with fruit or vegetables, and this assists with both physical and mental performance and concentration in the classroom.
- Every day, parents are to make sure that children bring 'an extra' piece of fruit, or a small container with cut fruit and vegetables that they can eat mid morning prior to morning tea
- Please use a reusable, well sealed container to store Crunch & Sip.

CURRICULUM

- The curriculum of the Catholic school aims to promote the development of students so that they will contribute to society from a Christian Gospel perspective.
- Guided by this vision, the curriculum contributes to the development of each student as a responsible, inner-directed Christian person, someone of Christian virtue, who is capable of making genuinely free choices, as well as value judgments enlightened by a Christian conscience.

Western Australian Curriculum

- The Western Australian Curriculum and Assessment Outline is for all students from Kindergarten to Year 10 in Western Australia.
- It sets out the curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement.

D

DAILY FITNESS

- All children participate in a daily fitness program each morning for approximately 15 minutes, with the aim of increasing aerobic fitness over time and promoting a positive attitude towards physical activity and a healthy lifestyle.

DENTAL CLINIC

- Children have the opportunity of a free dental service from the **Excelsior Dental Therapy Centre**.
- Address: 63 Shreeve Road, Canning Vale 6155
- Contact: Phone; 92564170 Email: excelsiordtc@dental.health.wa.gov.au
- Consent forms will come home with new children during the first term.
- Appointments are made by the centre for children to attend with a parent.
- Please note that children are not permitted to attend dental appointments when unaccompanied by a parent or carer.

DIGITAL CITIZENSHIP & DIGITAL DEVICE AGREEMENT

We work hard here at school to make sure that all students learn about the importance of being a responsible digital citizen and leave a good digital footprint. Parent modelling and support at home is also very important and expected.

At the commencement of each year, each child in the school and their parents will be asked to read, discuss and sign an age appropriate Digital Device Agreement. This agreement outlines the conduct expected when using digital devices at school.

DUE DATES

- We are all busy, and we know that family life has many competing demands, but so do schools.
- Respecting due dates is very important and a good life skill to teach your children.
- Unfortunately, if things don't arrive in time, by the date that has been published, it is likely you may miss out.
- Please consult the website and check the weekly reminders every few days for published dates.

E

EARLY ARRIVAL

- School hours for students at St Emilie's are from 8.40am to 3.00pm with doors opening at 8.30am.
- For safety reasons, children are not permitted to be at school unaccompanied **any earlier than 8.20am** when a staff member is on duty.
- Parents are required to make appropriate arrangements so that their child does not arrive unaccompanied at school before this time.
- OSHclub (in the school hall) is a before and after school service to assist parents if you need a one-off or regular child-minding solution.
- An 'early bird' pass for a specific day may be negotiated with the Principal and family in exceptional circumstances.

EDU-DANCE

- Edu-Dance is a creative dance and exercise program designed specifically for primary school children to improve levels of health and fitness, while encouraging all students to take the personal challenge and have fun while doing it.
- The program is currently being offered to all children in Pre-Primary to Year Six each year in Term Four and culminates in a public performance.

EMAILS

- Every staff member is contactable by email and in Catholic schools the email address follows a pattern - the first name followed by the surname and then @cewa.edu.au.
eg firstname.surname@cewa.edu.au
- Communications of a general nature can be sent to stemiliesadmin@cewa.edu.au
- Parents and carers are reminded to use emails only when necessary; to keep them short and to the point and most importantly, to maintain a respectful tone throughout (a good test is – would you mind your email being published on the front page of the West Australian?)
- Issues of an important or sensitive nature, or matters that require more than a short response, should be discussed face to face in a parent-teacher meeting.
- Unless it is an urgent matter, it is reasonable to expect **at least 48 hour turnaround time.**
- Emails should be sent during school hours as much as possible between 8:00am - 4:00pm. Part of our staff employment conditions to ensure that they maintain a balance between work and home is that they have a 'Right to Disconnect' after school and on non working days, including weekends.
- Matters of an urgent nature should involve a phone call.

EMERGENCY PROCEDURES

There is an emergency evacuation map displayed in each classroom. Staff are to familiarise themselves with evacuation routes and the Emergency Evacuation Procedure.

ENROLMENT POLICY

- An Application for Enrolment Form needs to be completed for each child seeking a place at St Emilie's Catholic Primary School. Accompanying the application form must be a copy of the child's birth certificate, baptismal certificate, immunisation records (a photocopy is sufficient) and a Parish Priest Reference.
- Please note that if your child is not an Australian citizen, the school is required to record Visa details to enable the school to be eligible for possible funding.
- Following the processing of the application for enrolment form by the Admin Team, the parents are contacted and invited to attend an interview with the school Principal before a confirmed place at the school is offered.
- Interviews for the next year's intake take place in May/June of the preceding year. However, late applications for enrolment continue to be held so that parents can be contacted, should any places become available. Preference for enrolments will be given in the following order:
 - A. Catholic students from the Parish with a Parish Priest reference.
 - B. Catholic students from outside the Parish with a Parish Priest reference.
 - C. Other Catholic students.
 - D. Siblings of Non-Catholic students.
 - E. Non-Catholic students from other Christian denominations.
 - F. Other Non-Catholic students.

EXCURSIONS

- Excursions are seen as an important part of school life here at St Emilie's as they offer our students rich experiences outside of the classroom related to the topics they are learning about in class.
- Parents are advised, in writing, of all planned excursions using Consent 2 Go.
- Parents are requested to sign and return a permission slip using Consent 2 Go
- If children have not returned their permission slip prior to the day of the excursion, they will not be able to attend the excursion.
- If a child has not reflected sufficient responsibility, willingness to follow staff directions and instructions, or has not completed sufficient class work prior to the excursion, they may not be permitted to attend the excursion and will be supervised back at school.

EXTENDED LEADERSHIP TEAM

- St Emilie's School has two Assistant Principals, Mrs Sara Tonkin and Mr Stuart Munro, whose role is to support and work collaboratively with the Principal to further the educational, pastoral, theological and managerial running of the school. Their emails can be found below.

sara.tonkin@cewa.edu.au

stuart.munro@cewa.edu.au

- We also have an Extended Leadership Team model with Mrs Tracy Aroozoo and Mrs Maria Harvey working closely as part of this team in the areas of Learning Support and English as an Additional Language/Dialect (EAL/D). Their email addresses can be found below.

tracy.aroozoo@cewa.edu.au

maria.harvey1@cewa.edu.au

EXTRA-CURRICULAR AND CO-CURRICULAR

- The extra-curricular and co-curricular programs at St Emilie's are many and varied and provide the opportunity to undertake new challenges and trial new activities ranging across sport,

music, academic opportunities and The Arts. Much enjoyment is derived from involvement in these programs, as children interact in multi-aged settings, learn new skills and have fun!

F

FACEBOOK

The school has its own Facebook page, which is updated and monitored regularly. The school's hashtag is #growinginrace_stemilies

FAMILY HOLIDAYS

- Schools take the task of teaching and learning very seriously and each school does their best to provide a quality education for their students. Teachers care about each child's learning and they want to do their best for them.
- The ever-growing trend of parents deciding to remove children from school in term time to go on a family holiday is an extremely challenging one for schools.
- Schools are entrusted to provide comprehensive educational opportunities and learning experiences that build upon prior skills and knowledge and that assist students to make important connections as their learning progresses. Teachers assess, plan, remediate and track student progress over time.
- A lack of continuity in the learning cycle due to an extended absence or frequent shorter absences can be a very real problem for many students, as their opportunity to learn a new concept or skill, and their opportunity to refine and practise that concept or skill can be significantly reduced.
- In social and emotional terms, absences from school can also impact on the quality of relationships the child is able to form within their peer group and on how confident they feel about their learning progress after their time away. While it is true that all children are different and some children do cope with the upheaval of re-establishing friendships and academically 'picking up where they left off' after a prolonged absence or a series of frequent absences, for a significant number of children, however, this is not the case and these absences often cause undue anxiety and stress.
- It is important for parents to understand that when the school is informed of an impending holiday in term time, teachers should not be asked to provide 'the work that they will miss out on' while the family is away on holiday. The reasons for this are that the teacher has already spent a significant amount of time planning the teaching and learning program for the class a program that incorporates explicit teaching, rich tasks, exposure to quality literature, facilitating group and whole class discussion and debate, multimedia opportunities, quizzes, tests, skill building games, hands on problem solving tasks, assessments, performances and more. Handing over a set of worksheets and a reading book to a holidaying family, in no way reflects the learning that the child will be missing while they are away. Likewise, lengthy absences may mean that assessments cannot be undertaken and therefore a semester report is unable to be written.
- This entry is designed to promote understanding about why schools are concerned about the trend of families taking extended holidays in school time, as well as allowing children to have a series of absences from school when they are not sick enough to be home. It is also to remind families that continuity and opportunity to learn are important and this needs to be considered in the light of your own child by carefully considering their particular educational needs and abilities and their social/emotional profile.

FEEDBACK

- Feedback here at St Emilie's is information provided by an agent (e.g. teacher, peer, book, parent, experience, computer program) regarding aspects of one's performance or understanding.

- It performs a variety of functions, including recognising, correcting, encouraging, challenging and improving student performance.
- Feedback helps to keep students 'on track' and is also an aid to good classroom management.
- It occurs typically after instruction and seeks to deepen knowledge and skills, or to develop a particular attitude. It can increase effort, motivation and engagement and can increase cue searching and task processes that lead to understanding.
- Feedback is one of the most critical influences on student learning.
- It can only build on something - it is of little use when there is no initial learning or surface information. Feedback is what happens second.

:

FEEDER HIGH SCHOOLS

Local schools designated as the main "Catholic feeder schools" for St Emile's are:

- | | | |
|--------------------------|----------------------|-------------------------|
| • Corpus Christi College | • Emmanuel College | • Lumen Christi College |
| • Mazenod College | • Mercedes College | • St Brigid's College |
| • St John Bosco College | • St Norbert College | • Trinity College |

There are a number of other Catholic and non-Catholic schools that children from St Emile's go to at the end of primary school.

In 2025, St Norbert's College introduced a Sibling Discount relationship with our school. Further information about the discount can be obtained from the Administration Office.

FEES

School Fee Statements are emailed to families at the beginning and end of each year to indicate how much a family owes in school fees. School fees in Catholic schools are set to be accessible and affordable for families in a school's area to enrol their child at a Catholic school, should they so desire. If families are experiencing financial hardship and are unable to pay the full amount of the school fees, a meeting with the school Principal must be arranged, where payment options will be discussed.

'FRUITS OF THE HOLY SPIRIT' PASTORAL CARE PROGRAM

Linked to Values in the Curriculum, the Safe Schools Policy and the School's Pastoral Care Policy, the **Nine Fruits of the Holy Spirit (below)** are used to encourage students to practise positive social interaction. Students learn what each of these Fruits or virtues means and how they can demonstrate them within the school community and their everyday lives. The foci for each week are as below:

Term One	Term Two
<u>Kindness</u> Make everyone feel welcome through your words and actions and understand the feelings of others. Week One: Make Everyone Feel Welcome Week Two: Treat Others The Way You Like To Be Treated Week Three: 'We' not 'Me' Week Four: We All Rise By Lifting Others Week Five: Empathy Is Understanding the Feelings of Others <u>Self Control</u> Reflecting on my words and actions and how they affect myself and others.	<u>Gentleness</u> Be sensitive and understanding to the needs of others in a gentle and caring way. Week One: Be Sensitive to the Needs and Feelings of Others Week Two: Express your Feelings Gently Week Three: I am Grateful <u>Peacefulness</u> Be peace-filled and cooperate with others while we find ways to work it out. Week Four: Be Peace-filled Week Five: Cooperate with Others Week Six: Find Ways To Work It Out

Week Six: Stop and Think - How Do My Words and Actions Affect Me & Others Week Seven: Act Don't React Week Eight: Trust Is Something You Earn Week Nine: I Can Wait Week Ten: Finish The Things You Start	<u>Joy</u> Finding beauty in everyday things and seeing the good in every situation. Week Seven: See The Good in Every Situation Week Eight: Find Beauty in Everyday Things Week Nine: There is Great Joy in Giving Week Ten: Don't Let Anything Take Your JOY
Term Three	Term Four
<u>Love</u> Loving one another as we treat others as you would like them to treat you positively with care and respect. Week One: Love One Another Week Two: Make Sure Everyone is Included Week Three: Help Everyone Feel Important and Special Week Four: Be Positive and Affirm Others Week Five: Love is Treating Other People as You Would Like Them to Treat You - With Care and Respect <u>Goodness</u> Choose to do the right thing while being honest and truthful. Week Six: Goodness is Standing Up for What Is Just Week Seven: Choose to Do Good - Do the Right Thing Week Eight: Goodness is Helping Others Week Nine: Goodness is Acting with Integrity Week Ten: Goodness is Being Honest and Truthful	<u>Faithfulness</u> Developing your relationship with God and sharing your gifts with others. Week One: Commit to Doing What is Right Week Two: Develop Your Inner-Strength Week Three: Share Your Gifts with Others Week Four: Speak to God - Pray Week Five: Trust in God <u>Patience</u> Staying calm and persistent when things are difficult and listening to the views of others. Week Six: Listen to the Point of View of Others Week Seven: Go with the Flow Week Eight: Slow Down - No Need to Rush Week Nine: Persist with Things That Are Difficult Week Ten: Stay Calm Under Pressure

FUNDRAISING

- Throughout the year, there will be limited fundraising activities organised by the P&F, staff and students.
- Families are encouraged to support these fundraisers where they can.
- Some funds benefit the students directly, e.g. new math resources or sports equipment, while others benefit the whole community, e.g. new sports tents. Others support charities such as LifeLink; our sister school, Catholic Missions and so on.
- It is understood that some families are in a better financial position to support these fundraisers than others. While there is no pressure to participate, all donations, however small, make a difference to the resources and opportunities we are able to offer your children, so thank you for your support throughout the year.

G

GOSSIP

- Gossip has no place in a school community because it is hurtful, harmful and disrespectful.
- Parents, staff and children are encouraged, however, to ask questions, seek out accurate information and clarify decisions – from the source – not second hand.
- The good reputation that St Emilie's enjoys is something we must all continue to maintain, and this requires



everyone taking personal responsibility for what they say to and about others.

- Keeping it positive and encouraging others as much as possible is helpful and motivating.
- Constructive criticism can be helpful when given in a spirit of shared concern.
- Likewise, social media avenues such as **as parent Facebook** groups are expected to be used in a **positive way** and not to speak unkindly or unjustly about any member of our community.

H

HAND EYE CLINIC

- Phil Soufoulis Tennis Coaching provides these whole class 45 minute sessions held over five lessons in Term Three for Year One and Year Two classes. The sessions are an ideal introduction to tennis, incorporating basic tennis skills, improving gross motor skills and hand eye coordination in a fun environment.

HATS

Children must wear a school hat all year round when they are outside. If a child does not have a hat at recess or lunch, they will have to play in the shade.



HEAD LICE

Parents will be contacted if children are found to have head lice and asked to take their child home for treatment as soon as possible.

<https://www.healthdirect.gov.au/head-lice>

Stay home from school

- Under the School Education Act 1999, if your child has head lice the principal may keep him or her away from school until treatment has started.
- Your child may return to school when all live head lice have been removed. There is no need to stay away from school if there are only a few remaining eggs, but you must continue treatment over the following 10 days to ensure that all eggs and hatchlings have been removed.

Prevent further outbreaks

- Check hair regularly for head lice and eggs. Early treatment of head lice can prevent it spreading further to close contacts.
- Tie long hair back.
- Hair gel or mousse may help keep stray hair strands from coming in contact with other heads.
- Avoid sharing combs or brushes.
- If you have recently had head lice, leave brushes and combs in hot water for 10 minutes after use to kill any trapped head lice or eggs. Clean them with an old toothbrush to help remove any waste.
- Remind your child to avoid head-to-head contact with other children, for example when working at the computer with others, playing or hugging.

HEALTHCARE CARD TUITION FEE DISCOUNT SCHEME

Please note that this discount scheme applies only to the tuition component of the fees. Specific charges such as subject and building levies and excursion costs will still apply, however, these can also be discussed with the Principal.

HOMEWORK (SEE PURPOSEFUL PRACTICE)

HOME SCHOOL PARTNERSHIP

- It is generally accepted that when parents express confidence in and a positive attitude towards the school their children attend, as well as being involved in what is going on in their (no matter how small), their children are likely to be happier and perform better within the classroom.
- When children see and experience their parents and staff sharing common beliefs, attitudes and goals they feel more secure, happy and purposeful themselves.

At St Emilie's, we work hard to develop close links with parents and carers. Once established, these links have been found to result in:

- greater understanding by parents of what we do here at school;
- greater understanding by staff of specific children's needs;
- improved communication between home and school;
- fewer misunderstandings;
- higher student morale and confidence;
- more goodwill between parents and staff;
- and a happier school.



INDIVIDUAL EDUCATION PLAN – IEP

- An Individual Education Plan is a simple working document written in plain, everyday language, designed by teachers in collaboration with parents and other key stakeholders, and it informs the ongoing planning, delivery and evaluation of a student's educational program.

The IEP:

- identifies the individual child's needs and priorities for learning
- outlines short and long term educational goals for a student and the actions, strategies, modifications and adaptations that will be used
- is a flexible living document that is reviewed and modified over time
- assigns responsibility and accountability for implementing and evaluating the plan
- provides an ongoing record to ensure continuity of learning

Who needs an IEP?

- In each class, there may be a group of students who experience considerable difficulty in one or more areas of their learning, making it difficult for them to access the curriculum and therefore not having the maximum opportunity of reaching their potential. An IEP is a way of setting specific targets and sometimes modifying the teaching and learning program so that student's needs are being met.

INDEPENDENCE

- From an early age, a child's search for independence is fuelled by the desire to make things happen and to feel competent.
- A young child's opinion about his/her capabilities is, to a large extent, based on their parent's response.
- As an adult, your role in fostering independence is to provide love and support, encourage exploration and curiosity, teach skills, and allow the child to make appropriate choices.
- Your enthusiasm for a child's exploration sends a message that you value these activities.
- Sometimes the desire to make things happen takes children down paths that require limit setting, or they may become frustrated while trying to master a certain task.
- While it is appropriate to allow for small doses of frustration, parents should be prepared to step in to prevent overwhelming frustration, and also to expect mistakes.
- The key is to provide an 'emotional safety net' where trial and error result in more error than immediate success.
- Children in the Early Years of school are verbally capable of expressing many thoughts, feelings and needs, and they are ready to take bigger steps toward independence.
- Encourage preschool children to 'do for themselves' on a daily basis by allowing them to put away clothes and toys, for example. Establishing family chores, setting the table, folding towels, or helping with meal preparation. This builds a sense of competence and teaches children how to do for others.
- Once children reach school age, there are many opportunities to facilitate independence. Decisions about friends, school projects, and play are all a part of their daily life choices. Financial decision-making skills can be bolstered by giving older children responsibility with money; for example, providing an allowance.
- The important message is that if we encourage independence in our children, they will believe in themselves more, which leads to good mental health outcomes as a child discovers they can do so much more than they thought they could, and to have a parent and a teacher who believes in them is a wonderful thing.

INSURANCE

- All children, staff and visitors who visit our school during school hours are covered by insurance.

INSTRUMENTAL MUSIC PROGRAM (EXTRA CURRICULAR)

- Instrumental music tuition here at St Emilie's provides a value-added music component to our Arts curriculum.
- The instrumental Music Program is coordinated by Mr Nick Dabbs, who runs KEYED UP MUSIC:
<http://www.keyedupmusic.com.au>
- Enrolments: To enrol, go to www.keyedupmusic.com.au/enrolments.html or ring Therese on 1300 366 243 with any queries.

INCURSIONS

From time to time, children will be given the opportunity to attend whole-school or class incursions. Incursions involve people or specialty groups coming into the school. These opportunities are sought to support whole-school themes and children's learning in the classroom.

K

KEEPING SAFE: CHILD PROTECTION CURRICULUM

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety program for children and young people from age 3 to year 12, and it teaches children to:

- recognise abuse and tell a trusted adult about it
- understand what appropriate and inappropriate touching is
- understand ways of keeping themselves safe.

The Keeping Safe Curriculum is a world-class, evidence-based child safety program that is used by a range of other Australian and international schools. The curriculum is taught each year by the classroom teacher, who has completed a full day KS:CPC training course. In addition to this program, St Emilie's seeks out incursions that also support various aspects of the program each year.

Parents will continue to be informed of opportunities to attend Child Protection sessions that are being run in our local area throughout the year. These opportunities will appear on the Weekly reminders.

L

LEARNING EXTENSION

- Differentiation is synonymous with good teaching. Being an inclusive community of learners, we feel that children benefit from learning with their peers, not isolated from their peers. We believe that all children have a right to learn at their level of academic development within their class group.
- Staff members at St Emilie's are committed to the development of a high quality curriculum for all students, one that promotes excellence and equity in education. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs.
- Teachers use the Western Australian Curriculum to develop teaching and learning programs that build on students' interests, strengths, goals and learning needs, and address the cognitive, affective, physical, social and aesthetic needs of all students. They strive to make the curriculum accessible to all students through differentiation. We strive to achieve this by getting to know our students well, through a continuous cycle of assessment, teaching and learning, and listening to and working closely with parents.
- Differentiation means that we adjust the process and the product expectation and extend the lesson content when required to do so. We encourage children to use meta-cognitive skills and become learners who think about their thinking and reason about the curiosities, problems, challenges and mysteries of our world. By doing this, we prepare them for an ever changing and uncertain world.
- Differentiating the curriculum, to include thinking skills and levels of questioning, creates a learning environment that produces successful learners, confident individuals and responsible citizens of the future.
- Various extension/enrichment opportunities are also offered to specific students who have demonstrated a particular aptitude, talent or skill. Adjustments to content (what students learn), process (how students learn), product (how students demonstrate their learning), and the learning environment, according to personal characteristics such as readiness, interest and learning preference, are made within classrooms.

LEARNING SUPPORT

- Here at St Emilie's, we are on a sustained quest to assist and support children to become the best Literacy and Numeracy learners they can be. Each classroom teacher's role is to maintain accurate

and comprehensive records of student progress and to build their teaching and learning programs around student needs. In any given class, there will be many different skill levels and for varying amounts of time throughout the year, a number of children will need specific, additional scaffolding to support their learning in Literacy, Numeracy or both.

- To assist teachers to meet these needs, we provide extra teaching support staff – teachers and education assistants, who work as a close team to design and provide learning opportunities that target student needs, based upon well researched Literacy and Numeracy screenings. Across the morning Literacy and Numeracy blocks, one on one, and small groups of children are participating in various interventions that have been proven to make a difference.
- The Literacy intervention programs at St Emilie’s are called **MiniLit Sage, MacqLit and the Reading Tutor Program** (all part of the umbrella **MultiLit Initiative**). These programs give frequent, small group instruction to children who are having difficulty keeping up with their classmates in learning to read. It is a carefully sequenced and structured program for small groups, and the key elements include: phonemic awareness, phonics, fluency, vocabulary development and text comprehension.

LEXILE (LITERACY PRO READING)

- The Literacy Pro (Lexile) reading program assists teachers in matching Year Three to Year Six students to books that they will be able to read without becoming overly frustrated. The program also has a number of online quizzes to check for appropriate levels of comprehension.

LIBRARY

The role of our school library is to:

- Provide and promote quality fiction and non-fiction books and resources, to develop and sustain in students the habit and enjoyment of reading for pleasure and to enrich students'
- Provide teachers with access to relevant curriculum information and professional development materials and resources.
- Provide a multi-purpose learning space for teaching and learning
- Provide access to technology and a larger space in which to use it
- Provide a space at lunchtime for students who may like a quieter space to read, write or play a board game.



LIBRARY BAG

- Each student requires a library bag to store his or her school library book in.
- St Emilie’s library bags are available for purchase from the School Uniform Shop.
- Parents are urged to assist children to get into the good habit of putting their book into their bag when finished with it to avoid damage and a possible fine.
- During Week One of each term and the last week of each term, there will be no library so that staff can prepare and plan.

MASSES

- The Eucharist deepens our relationship with Christ and calls us into communion with one another.
- We take part in the Eucharist to give thanks to God, and share this meal as a community. In community, we gain strength from each other.
- Special feast days and days of community significance are celebrated throughout the year at St Emilie's.

MATHLETICS

- The Mathletics program is an online program that aims to improve student's mental maths results while allowing children to compete against themselves and others, having some fun at the same time.
 - Each family has 24-hour access to the program thanks to the P&F.
 - Log in details will be sent home via your child's classroom teacher.
- Frequently Asked Questions Page: <http://www.3plearning.com/faq/mathletics/>

MEDICAL INFORMATION

- Parents are requested to provide information on any known medical condition that may affect their child at school, eg, asthma, diabetes, epilepsy, heart conditions, physical disabilities etc.
- Each year, parents are asked to review and update this medical information and to inform the class teacher of any changes to such information should the need arise.

MERIT AWARDS (INCL FRUITS OF THE HOLY SPIRIT)

Merit Awards are shared with the community at Friday Assemblies. Parents and carers will be informed if their child is receiving an award one week before the award is presented.

Fruits of the Holy Spirit Awards are also presented at Friday Assemblies to recognise those children across the school who consistently showcase these fruits at school.

MOBILE PHONES (CHILDREN)

- Children are not permitted to have a mobile phone at school unless their parents have met to discuss the extenuating need for a phone with a member of the Leadership Team and signed the School Mobile Phone Policy agreement.
- Any mobile phone brought by a child with a signed form is to remain **at Administration** during school hours.

N

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Year Three, Five, Seven and Nine. It has been an everyday part of the school calendar since 2008.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.

NAPLAN is made up of tests in the four areas (or 'domains') of:

- Reading

- Writing
- Language conventions (spelling, grammar and punctuation)
- Numeracy.

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

NAPLAN results are one of the instruments used to provide information regarding areas of strength and challenge and inform future planning.

Here at St Emilie's we have strong NAPLAN results which are communicated to the community via the MySchool website.

NOTES

- Each class has a Note Folder that is delivered to Administration at the start of each day and collected at the end of the day.
- We encourage all communications to go through the Note Folder system.
- Most notes and letters are delivered via the eldest child in the family.

NUTRITION - MORNING TEA/LUNCH

- We understand that children have developing tastes and palates, and that for some children, finding foods that children will eat can be challenging. Below are some guidelines for packing morning tea and lunch for your child at school:
 1. To form healthy habits early, parents and carers are strongly urged to take responsibility for what children are eating each day at recess and lunchtime.
 2. The connection between 'what' we eat and drink and our long term health outcomes, not to mention how well we perform at school (and in life) has been well established.
 3. Developing brains need healthy, low fat, low sugar, low salt foods.
 4. Lunchboxes should be full of plenty of fruit and vegetables, eggs, sandwiches, cheese, yoghurt, tuna, etc as opposed to expensive and nutrient poor snack foods.
 5. Aim to provide your child with a well-balanced, healthy recess and lunch with the minimum of packaging.
 6. There are plenty of good ideas on the internet. Remember, the healthy diet your child enjoys today paves the way for lasting health into adulthood.
 7. All children's lunch boxes require a frozen 'brick' to keep the lunchbox temperature cool, especially during the warmer months. Insulated lunch bags are also recommended.
 8. Children will also bring lunch boxes inside in extreme weather.

O

OCCUPATIONAL THERAPIST

The school works closely with Lil' Peeps, who provide Occupational Therapy in the Learning Hub for children who require it. All children who commence Kindy undergo an OT Screen. These allied health professionals work in the Learning Hub and communicate regularly with parents and class teachers to discuss student progress.

Students from all year levels are able to access these services through the school. Teachers are encouraged to communicate with families and the Teaching and Learning Leader (Learning Support) regarding recommending assessments and therapy for students they feel would require it.

ORGANISATION

12 WAYS TO HELP YOUR CHILD TO GET ORGANISED!

1. Keep a family calendar. Track everyone's activities on a prominent and accessible calendar, encouraging your child to write their own entries and reference the calendar when making plans. You also might consider checking schedules and updating the calendar as a family over Sunday breakfast!
2. Introduce checklists. Whether it's as simple as "Three Things To Do Before Bed" or "What I need each day," creating and referring to lists together will develop your child's ability to strategise tasks and organise their time.
3. Assign chores that involve sorting or categorising. Grocery shopping, emptying the dishwasher, sorting photos, cleaning out a closet, and other tasks that involve pre-planning, making lists, or arranging things are great choices.
4. Get ready the night before. This one's always tough, but it does work if you can get in the habit.
5. Use containers and closet organisers. If there's a place for everything, they'll find it easier to find items, keep neat, and clean up. Build "clean-up" time into the daily routine.
6. Buy your child a planner. Ask them to help you pick it out or choose one that will appeal to them so they'll be more excited about using it. Having their own planner will show them you consider their time valuable and encourage them to create a schedule. Be sure to routinely coordinate the information with your family calendar to avoid conflicts.
7. Organise school work. Make sure your child's keeping notes, homework, handouts, and graded assignments in separate folders in a binder. Try to check her backpack nightly and set time aside each week to go through her binder and get things sorted.
8. Establish a homework routine. Help your child make a "study hour" schedule and set up a comfortable workspace -- whether her room or the kitchen table. Encourage her to stick to the schedule even when she doesn't have homework (She can read, review notes, or even do a crossword puzzle.)
9. Create a homework supply box. Fill a box with office supplies and encourage your child to store pens, paper, measurement tools, and a calculator in it so they'll have what they need on hand.
10. Cook together. Cooking teaches measuring, following directions, sorting ingredients, and managing time — all key elements in organisation. Involve your child in meal planning too, challenging them to help you put together a shopping list.
11. Cultivate an interest in collecting. If your child has a particular interest, encourage them to create and organise the collection. It can even be something free — such as rocks or cancelled stamps — that they can sort, classify, and arrange.
12. Provide support with organisational tasks. Your child may find organising a challenge, so help them develop their routine and give the occasional treat for jobs well done!

OSH CLUB (BEFORE AND AFTER SCHOOL CARE)

- OSHClub currently provides Before & After School Care here at St Emillie's for families Kindy to Year Six
- Monday to Friday during term time
- Website: <https://www.oshclub.com.au/oshclub.html>
- Opens 7:00am
- Closes 6:00pm

P

PARENTS AND FRIENDS GROUP (P&F)

As you will be aware, the P&F ultimately has a few **key purposes**:

1. To support the school Leadership Team and staff in **providing a vibrant and well resourced school environment** for children to learn and flourish in
2. To offer **practical pastoral care support** to families who may need assistance
3. To **raise additional funds to the P&F levy** through targeted fundraising for a variety of purposes
4. To offer social opportunities **to bring families together**
5. **To support parent education**, in partnership with the school

There is no doubt that the P&F have much to **celebrate**.

Over the years, our small, but hard working P&F teams have worked closely with the Leadership Team to provide a wide variety of different programs, opportunities and resources, which ultimately benefit every child over the course of their primary school years.

For further information about the St. Emilie's Catholic Primary School P & F Group, please visit our website by clicking [here](#).

P&F LEVY

While fundraising is just one part of the P&F role, it is a very important function that we greatly rely on each year. St Emilie's is an excellent school, with great facilities. We have well maintained grounds and buildings, and well resourced classrooms and educational opportunities for our children. Maintaining this standard, however, requires an ongoing annual investment.

The **P&F Levy**, plus families, are required to support **one major fundraiser for the year**. If each family pays the levy and supports the fundraiser, we should be able to raise the funds we need to maintain the current level of support the P&F provides, which makes such a difference to what we can provide your children.

Everyone wins when we all work positively together

It is really important to understand that many of the 'extras' St Emilie's children currently enjoy today have been funded by the hard working parents and P&F teams who have gone before you in previous years, just as prospective families will benefit from the funds that you help to raise in the years that your children are here at St Emilie's.

Since St Emilie's opened in **2002**, families have always paid a P&F levy, as well as baked cakes, run raffles, cooked sausage sizzles, ran Quiz Nights, attended and supported dinner dances, school discos, fete stalls, sold entertainment books and much, much more!

They have done this in order to raise funds that have contributed to the **purchase of things such as** -

- new books for the library;
- shade sails over sandpits;
- sand for the sandpits;
- new shade structure over the sandpit;
- educational games;
- Hear and Learn devices
- computer programs for each classroom;
- new sport equipment;
- Edudance each year;
- audio equipment for classroom use;
- air-conditioners for the school hall;
- Kindy and Pre-Primary play equipment;
- Mathletics access across the school;
- Literacy Pro;
- The electronic school sign;
- classroom blinds across the whole school;
- oversized outdoor chess sets;
- guest speakers;
- new carpet and furniture for our school library,
- new furniture for classrooms;
- science equipment
- sport equipment
- new carpet and furniture for our refurbished Learning Hub;
- the significant upgrade to the Learning Hub building
- contributed to the sound and lighting costs of the bi-annual Christmas concert and so on....



Without the wonderful support and hard work of the P&F our school would simply not look the way it does, nor would it be able to offer as many wonderful resources and opportunities for all children to use and enjoy.

While the P&F has been a relatively small team of parents each year, they have still managed to achieve such a great deal for the good of all, largely due to their tireless efforts, incredible generosity, goodwill, and genuine desire to do the best for our school, especially our children.

Many of you have supported the P&F generously in many different ways over the last number of years, and we are very, very grateful. To those of you who have done one or more of these things e.g. sold a book of tickets; put your name down as a volunteer; put your hand up to coordinate an event; attended a meeting; encouraged your child to participate in the school disco/milo and muffin or pizza lunch; worked on preparing for the fete; handed out Subway lunches or online lunches; cooked snags at Bunnings on a roster; encouraged friends to get tickets for a quiz night or other event etc etc

[A Shared Responsibility](#)

While you may not be an executive member of the P&F, people like you understand that **supporting the P&F is a shared responsibility.**

As a Leadership Team, each year we **fully support our P&F team members**, who are quite simply, generous people, working hard for the good of all.

While it can be easy to criticise, the more helpful way of making a change is by getting involved and being a positive, helpful contributor by sharing your thoughts, concerns and ideas in a constructive way.

Parents are encouraged to:

- attend P&F meetings on **Wednesdays Week Three and Seven at 8.45am** in the Staffroom if you can
- communicate with the P&F Executive via the email: pandf@stemiliescps.wa.edu.au
- volunteer to help out where needed
- Keep the good of the children, staff and families at the heart of your conversations and actions

PARENT CIRCLE

Parent Circle is offered at St Emilie's every fortnight on a Thursday morning at 9:00am in the Small Hall. Parent Circle is an opportunity for parents and carers to meet informally or to be involved in information sessions of interest.

PARENT HELPERS (CLASSROOM)

Any parent volunteering to assist us in the classroom needs to sign the Volunteer Agreement Form (contact Administration or your child's teacher for a copy).

- Here at St Emilie's, we like to involve parents as much as we can in the life of our school, and we value their participation in many ways. Parents can provide us with a rich source of knowledge, ideas, creativity and specific skills.
- When working as a volunteer in the classroom or in our school under our supervision, parents **do not need** to have a Working With Children Check.
- When going on excursions, parents may not be given their own child in a small group situation.
- Parents are not to give or buy food or gifts for any child in their care at school
- Parents with babies/toddlers are asked to arrange for younger children to be minded if volunteering to assist in the classroom.

Classroom helpers understand that they have volunteered to help all children;

Therefore...

- They will help all children to be engaged in learning and not just focus on their own child
- All children will be treated equally

Classroom helpers understand the importance of showing respect for the teacher;

Therefore...

- They will follow the teacher's lead
- Listen to their advice and instructions
- Communicate respectfully with the teacher
- Support each group of children to complete tasks set by the teacher
- They will adhere to guidelines as communicated by the teacher

Classroom helpers appreciate that children need to become independent learners;

Therefore...

- They will guide them in their learning
- Encourage independent thinking
- Ask open ended questions
- Encourage risk taking

Classroom helpers appreciate that confidentiality is imperative;

Therefore...

- They will not discuss children's learning or performance with other parents or children
- The privacy of the individual should be respected, preserved and protected at all times.

PARENT INFORMATION EVENING

- The Parent Information Evening is conducted in Week One of Term One each year.
- Class Teachers will discuss their program, share expectations and outline areas where you can assist at home.

The format for the Parent Information Evening:

5pm to 5.30pm: Classroom Session One

5.40pm to 6:00pm: Whole School Priorities

5.10pm to 6.40pm: Classroom Session Two

PARENT INTERVIEWS

- These will be conducted at various times across the year for Kindy Year Six children and are an excellent way for you as parents to ask questions, seek clarification, and hear more about your child's academic and social progress here at school.

Two Way Interview (parent and teacher)

- Kindy to Year Six parents are able to organise a two-way meeting with the teacher throughout the year as required, a formal Two Way meeting between the teacher and parent is scheduled to take place twice a year.
- Dates are advertised in the term planner, on the website and on the Google Calendar leading up to the interviews.

Formal Meetings in 2026

Term One	Term Three
Two Way Meeting (Weeks Seven, Eight & Nine) Kindy to Year Six	Two Way Meeting (31st of July) Kindy to Year Six

PARENTAL INVOLVEMENT IN SCHOOL

- Partnerships are important, and we value them.
- Parents are strongly encouraged to involve themselves in all aspects of school life and to become familiar with and support our whole school procedures and class and community functions.
- Parents will be invited to assist in classrooms and help out at excursions when required.
- In the event of too many offers of help and not enough roles, jobs, space etc (a good position to be in), staff have been advised to keep a simple record so that across the year (and years) here at St Emilie's you will have had opportunities to participate. In some particular circumstances, it may also be the case that some parents have particular skills that a teacher may need.
- By being generous with your time, gifts, and talents, children will benefit enormously, and in turn, our whole school will continue to flourish.

- Parents will be encouraged to provide constructive feedback at various times throughout the year and to be involved in the future direction of our school. You are invited to use these opportunities to assist us in maintaining a school that continues to meet the many and varied needs of our children and the whole school community.
- Parents are also strongly encouraged to become a part of the Parents & Friends Committee or at the very least, to actively support their initiatives by volunteering practical help at various fundraisers, community gatherings, busy bees and so on.
- If you possess specific skills that may be of benefit to our School Advisory Council, please register your interest with a member of the Leadership Team or Advisory Council Chair and perhaps consider joining us at Advisory Council level at some point in your time here at St Emillie's.
- Meeting times for both the P&F and Advisory Council Meetings are published on the school website via the Calendar and Term Planner.

PARENT SUPPORT

As part of the school/home partnership, parents show support by:

- displaying a commitment to the school's Vision and Mission statements and to the ethos of the Catholic school
- being a good role model and committing to regular prayer and worship
- supporting the P&F's fundraisers, activities and social functions
- being informed of what is happening in our school, especially by checking website posts, flyers and notes
- making time to regularly communicate important information concerning your child
- being punctual for school drop off in the morning and pick up in the afternoon
- ensuring the correct school and sports uniforms are worn on the designated days throughout the year
- supervising children's access to the media at home; particularly the amount of time children are spending, the quality of programs being viewed on TV and computer and where these activities are happening (e.g. in the bedroom where supervision is difficult).
- welcoming new parents and families
- encouraging your children to participate fully in school life – whether they are 'the best' at something or not!
- communicating respectfully and justly to all members of the community – face to face, by email or on social media.

PARENT TEACHER MEETINGS

- Parents are encouraged to meet with the classroom teacher when needed however, this needs to be done with consideration – please remember they have 30(+) families in their care and a big job to do. Much of their time before and after school is spent planning and preparing for the next day, so please make sure that before you organise a face to face meeting, you have thought it through and that you understand that 10 -15 mins is ample time to discuss what it is you need to discuss.
- The goal of these meetings is to build relationships, to clarify ambiguities and to inform the parent of the child's progress.
- If you choose not to avail yourselves of this invitation to meet and the teacher has some important questions and or concerns that they wish to discuss with you, then the teacher will contact you and request a meeting, which we would expect that you would try to make the time for, if not in person, then at least over the phone.



- Parents are able to organise a parent/teacher meeting throughout the term however, they must give the teacher some indication of what they wish to discuss and allow them enough time to check their diary for availability of days/times.

PARENT TEACHER COMMUNICATION (see also Communication)

TIP 1:

- Decide to be a positive, cooperative, proactive partner with the teacher in your child's educational journey.

TIP 2:

- Allow yourself to become comfortable within the school environment and with the teacher. Sometimes this can be assisted by volunteering to assist with an activity or program, either within the classroom or within the school, e.g. at a busy bee or helping in the library.

TIP 3:

- Communicate effectively.

TIP 4:

- Follow through with what you said you would do.

PARISH

- We are committed to working closely with the St Emile's Parish, helping nurture an authentic Catholic community that serves one another and the wider Church in building the Kingdom of God.
- The Parish and School work as one community, supporting and helping each other to bring out the best in one another for the good of others and in service of others – especially the poor and the powerless.
- A link to the Parish Bulletin can be found in the Weekly Reminders.

Contact Details:

Parish Priest: Father Jean-Noel

Parish Office Admin: Liselle Long

Phone: (08) 9256 9650

Web: www.stemilie.net

Email: canning.vale@perthcatholic.org.au

Address: 151 Amherst Rd, Canning Vale WA 6155

Weekend Mass Times Saturday: 6pm Sunday: 7:30am, 9:30am & 5:00pm	Weekday Mass Time Wednesday 9am (excluding first Wed of month - Mass 8am) Tuesday - Friday 6pm
Reconciliation Daily (excluding Mondays) 30 minutes before Mass, or by appointment	Rosary, Adoration, & Benediction Tuesday 9:00 - 10:00am (Adoration, Rosary & Benediction) Wednesday 6:30-7:15pm (Adoration & Benediction)
Legion of Mary Wednesday 9:30 am	Divine Mercy Devotion 3pm on the first Sunday of the month

PARISH BULLETIN

A link to the Parish Bulletin can be found in the Weekly reminders sent home each week.

PASTORAL CARE

- Here at St Emilie's, we believe that the total environment of our school has the opportunity to increase the power and capacity of our community to care for and invite others to dignity, empowerment and self worth.
- We believe that all members of our school have a responsibility to be active and creative agents in providing pastoral care for the good of individuals and the whole school community.
- The challenge for our school is to ensure that genuine pastoral care, grounded in Gospel values, continues to permeate our everyday words, actions and relationships with one another.

Implicit examples of genuine pastoral caring are to be found in the way we:

- Acknowledge and greet each other
- Welcome newcomers
- Answer questions
- Affirm each other
- Address conflict and disagreements in a respectful way

Explicit examples of genuine pastoral caring include, planning and programming to assist students with a variety of issues that may concern:

- Family issues
- conflict
- body image
- belonging
- friendships
- disability
- non-english speaking background

PERFORMING ARTS FESTIVAL

- This is an annual festival for Catholic School students in WA, organised by the Catholic Education Western Australian (CEWA) and run by volunteers.
- Our School Choir and St Emilie's Dance Troupe, along with individuals and groups, enter each year.

PHOTOGRAPHS

- Every year, parents will be given the opportunity to purchase class and individual photographs. This service will be provided as a service to the school by outside photographers.
- Communication regarding school photos will be provided to our school community prior to them taking place via the Weekly Reminders.

Permission to use photographs in publications and on digital media

- As an effective way of recording information about your child's learning journey, a digital photo may be taken in the classroom environment and kept as part of the teacher's records, mainly for reporting purposes. However, throughout the year, your child will also participate in a number of other cultural, sporting or special events, and these may be published on the website or on a paper bulletin and so on. From time to time, we will also have requests from the Catholic Circular or local newspapers to use children for a story about the school or simply to showcase some of the wonderful experiences they have been involved in.

- Parental permission is sought each year, and we file parental permission for a digital image to be used for the purposes listed above. A form for this purpose is sent home as part of the Parent Pack, and you are asked to please sign this. We will continue to endeavour to the best of our ability, to ensure that your wishes in regard to this matter are observed.
- It is part of St Emilie's Policy that we will not release children's names to any media organisation for individual or group shots that are taken (without parent permission). A separate form will be sent home for parents to sign and return to school seeking permission for the use of their son's/daughter's photo/image in school publications. Permission notes will be kept for the duration of the time that the child is at St Emilie's Catholic Primary School. Parents can update the information on the permission form at any time.

POLICIES & PROCEDURES

Catholic Education Western Australia Limited (CEWA Ltd) has a policy structure that exists to enact the vision to be a Christ-centred and student-focused community of engaged learning environments, inspiring all to actively live the Gospel. The CEWA Ltd Policies and Executive Directives respond to accountabilities to the Bishops of Western Australia, the State Minister for Education and all legislative and regulatory requirements. The CEWA Policy Structure provides direction and clarity on the directives, processes and procedures which govern all Catholic schools in Western Australia.

[CEWA Policy Hub](#)

In addition to the CEWA Policy Hub, St Emilie's Catholic Primary School have the following Procedures and Plans listed on the website

[CEWA Child Safe Framework](#)

[St Emilie's Code of Conduct](#)

[St Emilie's School Uniform Procedure](#)

[St Emilie's Arrival and Departure Procedure](#)

[St Emilie's Carpark Procedure.m4v](#)

[Dispute and Complaint Resolution](#)

Please find these via the school website [CEWA Policy Hub & School Based Procedures](#)

PRAYER

- Prayer is an integral part of the life of a Catholic school - class prayer, staff prayer, whole school prayer
- Students are taught formal prayers as part of the RE program, and they are invited to participate in a wide variety of other prayer experiences throughout their school life here at St Emilie's.
- It is our hope that students learn to understand prayer as a way of developing a close personal relationship with God.
- Parents are encouraged to model an active prayer life at home by using key opportunities, such as mealtimes and bedtimes, to pray with their children.
- Music, symbols, poems, dance, silence, art, photographs, reflections and formal prayers will all be used to lead staff, students and parents into prayer at different times throughout the year.
- Our School Prayer:

**St Emilie, our Mother and guide
You were so filled with love of God
that you helped others in difficult times.
Please help us to be like you and love others.
St Emilie, pray for us.**

PSYCHOLOGIST & PSYCHOLOGIST SERVICES

- On staff at St Emilie's, we have a School Psychologist.
- We are also fortunate enough to be able to access the services of the Catholic Schools Psychology Service when needed.
- Any referrals for contact with the School Psychologist must go through your child's Class Teacher.

PURPOSEFUL PRACTICE (PRE PRIMARY TO YEAR SIX)

At St Emilie's, Homework is known as Purposeful Practice.

The main focus of Purposeful Practice is to develop a child's ability to manage their own time and resources, and also practise and revise skills and concepts taught during class. To reflect the demands of modern life, Purposeful Practice will be set to be completed over a two week period.

Whole School Plan for Purposeful Practice from Pre Primary to Year Six each term:

Term One to Term Four

Week One – No Purposeful Practice

Weeks Two/Three – PP grid

Week Four/Five – PP grid

Week Six – Purposeful Practice free week - Yay Week

Weeks Seven/Eight – PP grid

Week Nine – PP Grid

Week Ten – No Purposeful Practice

The Purposeful Practice procedure prioritises the wellbeing of the child, by ensuring any learning completed at home is based on a high quality over quantity. It gradually increases in time and complexity from Pre Primary to Year Six.

Types of Purposeful Practice which will be prioritised:

- Daily Reading (all year levels): Exposure to a wide range of texts regularly reinforces language development, reading fluency and expands vocabulary.
- Practice Tasks: reinforcing key numeracy and literacy skills, such as spelling or multiplication tables.
- Occasional Projects, with clear scaffolding and limited time expectation. This may occur through the Religious Education Units of Work.

Purposeful Practice that will not be prioritised:

- Rote worksheets with low cognitive demand,
- Excessive repetitive tasks,
- Assignments requiring extensive parent teaching.

Role of the child in Purposeful Practice

- Attempt to complete tasks independently where possible in order to develop positive learning habits and a sense of responsibility for their learning.

- Use feedback to improve learning.
- Communicate with teachers, parents and carers when they are having difficulty.
- Return Purposeful Practice with all completed requirements by the due date.

Role of Parents & Carers in Purposeful Practice

- Provide encouragement and routine for children to achieve.
- Communicate concerns to the teacher.
- Help ensure a balanced approach that supports wellbeing, ensuring that children are completing the requirements set and that children are not spending too much time completing learning tasks at home.

Time Guidelines

At St Emilie's, Purposeful Practice will be completed over a two week period. This reflects the demands of modern life in regard to family commitments. Reading must be completed every night of the school week, with children having time over the weekend to rest.

Staff at St Emilie's strive to develop a culture of wellbeing at the school. The time guidelines below are a guide for parents and carers as to how much time is appropriate for children of various developmental levels to complete each weeknight.

These limits support academic benefits while protecting the wellbeing of children.

Kindy: No formal Purposeful Practice is set.

Pre-Primary: 10 minutes daily reading.

Year One & Two: 15 minutes per day, including 10 minutes of daily reading.

Year Three & Year Four: 20 minutes per day, including 10 minutes of daily reading.

Year Five & Year Six: 20 – 30 minutes per day, including 15 minutes of daily reading.

Whole School Plan for Purposeful Practice from Years One to Year Six, each term:

Week One - No Purposeful Practice
 Weeks Two & Three - Purposeful Practice Grid
 Week Four & Five - Purposeful Practice Grid
 Week Six - No Purposeful Practice (Yay Week)
 Weeks Seven & Eight - Purposeful Practice Grid
 Week Nine - Purposeful Practice Grid
 Week Ten - No Purposeful Practice

An Explanation of ways which Purposeful Practice may look at home

Reading & Reading Eggs

Reading is an essential part of learning and a skill that translates to every area of our lives. Reading at home includes reading books for pleasure, reading fiction, non-fiction, newspapers, magazines, textbooks and assigned reading of texts set by teachers as class work.

Research strongly indicates that reading improves reading! When students read fiction, it increases their empathy and helps them to learn to deal with failure and disappointment. Children can also retreat into fantasy, which is a wonderful way of igniting the imagination and escaping from 'real life' for a little while! Reading is one of the biggest gifts you can give your children – make the public library your family friend and think about including a book in your child's pressie bag every birthday!

A parent's attitude to reading is absolutely key to a child's attitude to reading. If we set reading up as a chore - something that 'has to be done' every night rather than something special and wonderful to enjoy, we fail to pave the way for a lifelong love of reading. Help your child seek out interesting books and articles, talk about them, help them make connections with their real life, find out more about the authors and so on – connect, connect, connect with your child!

Children may be asked to read across a number of various texts, including picture books, novels and other type of written text as well as Reading Eggs. Reading Eggs is an app that is used school wide for children to enjoy reading in an online environment.

Mathematics

For children in Year Four to Year Six, children may require to complete learning on Matheltics. The Mathletics app is on all of the children's iPads and is a great way to learning about Maths in an engaging and interactive way.

Religious Education

Purposeful Practice from the Religious Education Learning Area will be sent home from time to time. Usually, these tasks are collaborative with parents and carers are enjoyable to complete as a family.

Being Read To

Being read to is an essential part of developing the desire to read and bonding with parents. It enables children to imagine and form thoughts in their heads.

When you use intonation and expression when you read, children develop a real love of books and stories. Older siblings and other family members should also get involved in reading to children, as this is bonding and a very memorable time in childhood. Please remember, children (and adults) are never too old to be read to! Taking turns reading a chapter (or page) of a book is another fun thing to do as a family as long as you set your child up for success!

Reading to your child also includes material suggested by teachers and is the place where you may need to explain written instructions on assignments and other set tasks.

Teach Someone Else!

One of the best ways of consolidating what one has learned is to teach the concept to another. This can be set for class work or happen spontaneously to enable students to brief parents about the work covered, but go a step further and try to explain and teach particular topics learnt that day or that week.

Q

QUESTIONS

- Parents are encouraged to be proactive in seeking answers to their questions, from those that are in the best position to answer them i.e. staff and Leadership Team.
- By going through the right channels, accurate information is passed on, and this avoids unnecessary confusion or misinformation.

R

RECYCLING HUB

St. Emilie's Catholic Primary School has its own Recycling Hub located between the Learning Hub and Pre-Primary class. Here you will find bins for recycling as well as composting.

Each class has a paper recycling bin and a compost bin for food scraps. The Senior Class Environment Ministry will empty your recycling bin once a week.

There is also a recycling bin in the Undercover Area.

RELIEF TEACHERS

- When a regular classroom teacher is sick, away on professional development, or fulfilling another role for a short period of time within or outside the school, a relief teacher is engaged to take their class.
- Relief teachers are informed about class routines and whole school procedures, given the class program and are expected to carry out their role in a positive and professional manner.
- All relief teachers are required to be registered with the TRBWA (Teacher Registration Board of Western Australia).
- Parents are encouraged to communicate any important information regarding their child with both the relief teacher and the regular classroom teacher upon their return.

RELIGIOUS EDUCATION (also see Sacramental Program)

Definition

'Religious Education is a learning area which focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today's world.'

- The school RE program is based on the units of work as developed by the Religious Education Curriculum section of the Catholic Education Western Australia.
- Religious Education is programmed for 15 minutes a day for Kindy & Pre-Primary, 20 minutes per day for Year One and Year Two and half an hour per day for Year Three to Year Six.
- The Sacramental Program is coordinated by the Parish Priest and his delegates, or the Parish Sacramental Coordinator to sign onto preparation for the Sacraments of Reconciliation, Eucharist and Confirmation.
- Parents are an integral part of this preparation. The Sacramental Program is a Family First, **Parish Based and School Supported** model, where families take on the responsibility for preparing their child in partnership with the parish Catechists. School staff teach the unit of work in class time and assist the parish also.

- All children preparing to receive the Sacrament of Reconciliation (generally Year Three), First Eucharist (generally Year Four) or Confirmation (generally Year Six) are required to attend one of the **Parish Sacramental Commitment Masses**.
- **Parent/Child Workshop** will also be held throughout the year prior to the Sacrament being made. More details will be sent home via notes and the website.

REPORTING

- Formal school reports will be sent home to parents at the end of Term Two & Term Four for Pre-Primary to Year Six.
- It is important to read the student report carefully, to help your child celebrate the positives and to encourage them to keep working hard on those aspects of their learning that may be challenging or require more time, persistence or effort.
- If you have any questions or concerns related to your child's report, please feel free to make an appointment with your child's class teacher.
- The Two Way Interviews are also a wonderful opportunity to gain more insights into your child's progress and are another form of reporting, as are Classroom Open Nights.
- Please remember that the report is just one aspect of a much bigger picture.

S

SACRAMENTAL PROGRAM – FAMILY LED, PARISH BASED, SCHOOL SUPPORTED

Please check the school website for the dates of the Sacramental Program.

SCHOOL ADVISORY COUNCIL

The Advisory Council is primarily involved in the financial planning and management for the present and future operation of the school.

Criteria for membership of School Advisory Council includes:

- (a) possession of special skills that will be an asset to the council;
- (b) a deep interest in the welfare of all students and staff;
- (c) a desire to give service to the Catholic school community;
- (d) a keenness to promote Catholic schooling;
- (e) an ability to work cooperatively and constructively with all other members of the council;
- (f) a sufficiency of time to devote to council duties

Advisory Council Meetings

Advisory Council meetings are held two times per term, with dates advertised via Weekly Reminders and the school website (there may be changes depending on calendar clashes, e.g. camp). An Annual Community Meeting is held in Term One of each year, with the date also being advertised via the website. Elections are held at the Annual Community Meeting each year. Nominations for membership are called for prior to this meeting via the website and email note.

For further information about the School Advisory Council on the school website, please click [here](#).

SCHOOL FEES 2026

- The School Advisory Council, in conjunction with Catholic Education Western Australia have set the school fees for 2026. An update regarding school fees was published in the Weekly Reminders in Term Four of 2025.
- School fees are issued in Term One and all accounts need to be settled by the end of Term Three.
- Fees can be paid by cash, direct debit, EFTPOS, Bpay or cheque.
- All parents who choose to send their children to Catholic Schools are expected to contribute financially to the education of their children.
- If your family is experiencing financial hardship and needs an extension or an alternative plan for payment, you are required to contact a member of the Admin Team as soon as possible and make an appointment to meet the Principal. Maintaining timely communication with the Finance Office, Mrs Gillian Norris, is essential.
- Any family who are found to be in arrears, will be contacted by Mrs Norris so that a manageable payment plan can be arranged. If we know what is going on, we can better assist and support you and we can also manage our books and budget accordingly until you are 'back on your feet'.
- **A Direct Debit service** is offered through the CDF (Catholic Development Fund). There is no additional charge for this service. This is very easy to organise and simply requires you to make arrangements with the School Finance Officer, Mrs Gillian Norris, to assist you in arranging a payment schedule. Please note that entering an end date on the form is optional, as some families prefer to keep deductions going through the holidays. Bpay payment option is also available; the Biller Code is printed on your fee statement.

A **Direct Debit** service is offered through the CDF (Catholic Development Fund). There are no additional charges for this service. **BPay payment** option is also available - the Biller Code is printed on fees statements. All parents who choose to send their children to Catholic Schools are expected to contribute financially to the education of their children. This expectation is tempered by personal circumstances and special needs. If you consider that meeting these fees may result in extreme hardship to your family, you are invited to make an appointment to negotiate a payment plan with the School Principal. HCC Discounts are available on Tuition Fees only. Please contact a member of the Admin Team for information.

For the most up to date information on school fees from the school website, please click [here](#).

SEESAW

Seesaw is a platform used by our school to communicate the wonderful learning that your child is participating in. All parents and carers are asked to join your child's class Seesaw page to ensure that you are staying up to date with your child's growth.

SIGN IN / SIGN OUT REGISTER

- For security reasons and in the case of an emergency or school evacuation, it is important for the staff to have the correct information of who is on the school grounds at any given time.
- If you must take your child out of school during school hours, your signature is required in the "Sign in and Sign out Register". When you return your child to school, you will need to sign the student back in.

SMOKING

- Schools are a SMOKE FREE ZONE therefore, smoking is not permitted on the school premises.

The entire school (grounds, car park and buildings) is a no smoking area. If necessary, staff members are required to respectfully remind any visitors of this.

SOCIAL WORKER

On staff at St Emile's is a school Social Worker. The School Social Worker works across four days. The aim of the School Social Worker is to offer pastoral support to children when their emotional and mental wellbeing is impacting their ability to engage in learning and engagement with others at school. The School Social Worker will predominantly facilitate group sessions for children who require it with a number of different focuses. All referrals to the school Social Worker should be discussed with the school Principal, and these needs will be discussed with the Leadership Team. Referrals are not made directly to the school Social Worker.

SPEECH THERAPIST

St Emile's works closely with Canning River Speech Therapy to initially screen all Kindy students. Recommendations are made to families, and they are able to access ongoing sessions during the school week. These allied health professionals work in the Learning Hub and communicate regularly with parents and class teachers to discuss student progress.

Students from all year levels are able to access these services through the school. Teachers are encouraged to communicate with families and the Teaching and Learning Leader (Learning Support) regarding recommending assessments and therapy for students they feel would require it.

SPECIALIST CLASSES

Specialist teachers provide the following opportunities in our school:

Digital Technologies
Health
Japanese
Music
Physical Education
Science

STAFF MEETINGS

- Staff meetings, PLC (Professional Learning Community) Meetings and Curriculum Meetings are held on **Wednesday afternoons** from 3.25pm – 4.25pm.
- Parents are reminded that each Wednesday afternoon, staff are unavailable for parent teacher meetings.

STUDENTS WITH DISABILITIES

- Some students have some very specific needs in relation to their learning.
- Staff work closely with parents and CEWA consultants to help provide an environment and a program that best suits the needs of these students, given the time and resources available.
- All students are encouraged to value the uniqueness of each person, to show care and consideration and to appreciate that we each have our own unique abilities and differences.
- Parents are encouraged to demonstrate empathy and understanding to one another and to other people's children, especially when children are learning boundaries and strategies for managing and regulating their behaviour.

T

TECHNOLOGY

The use of technology is integral to the teaching and learning programs offered at St Emile's. Digital Technology complements student learning and student engagement. Appropriate use of technology is integrated through Learning Areas, where appropriate. We are very fortunate at St Emile's to provide our students with a one-to-one program utilising iPads to allow children the very best opportunities possible to become proficient and responsible users of technology. One to one iPad use commences in Year Three. We value a layered approach to the use of information technology to ensure students are exposed and confident with the use of a range of appropriate technologies necessary to equip them for 21st Century learning.

THREE YEAR OLD KINDY

St. Emile's Catholic Primary School offers a Three Year Old Kindy Program which runs on Thursday between 7:45am and 3:00pm. Further information about the program can be obtained by contacting the Administration Office.

TIMES

Three Year Old Kindergarten

- Children attend one session per week on a Thursday between 8:45am - 2:45pm
- Children are to be **delivered** to the classroom by their parents or carers between 8:45am and 9:00am. Parents and carers are invited to stay and play with their child until 9:00am. Children are to be collected at 2.45pm. To help us to avoid car park congestion, 2.45pm is the preferred pickup time.

Kindergarten

- Children attend 3 sessions per week, which are delivered in a **three day format** for both Blue and Gold Group Tuesdays, Wednesdays & Fridays: 8.40am – 2.45pm.
- Children are to be **delivered** to the classroom by their parents or carers anytime after 8.30am and collected between 2.45pm and 3.00pm. To help us to avoid car park congestion, 2.45pm is the preferred pickup time.

Pre-Primary to Year Six

8.30 am	Children delivered to school
8.40 am	School commences
10.40 am	Morning recess
11.00 am	Classes resume
12.40 pm	Lunch
1.20 pm	Classes resume
3.00 pm	Pre-Primary – Year Six children dismissed

- Please note that children must not be dropped off at school prior to 8.20am as there is no teacher supervision prior to this time.
- Parents and Carers should collect their children from school before 3:15pm. If you are running late, we ask that you contact the school.

TERM PLANNERS

- Families are advised to refer to the **calendar** on the website for the most up-to-date and accurate information: <https://stemiliescps.wa.edu.au>

TOILETS

Boys and Girls Toilets are for use by children only. In line with the St. Emilie's Catholic Primary School Code of Conduct and the CEWA Childsafe Framework, all adults, including staff, parents and visitors, should use the adult toilets.

TERM PLANNER

To assist in efficient organisation at the whole school level, please visit the Term Planner on the school website.

TWO WAY INTERVIEWS

Two way interviews will be held in Term One and in Term Three. The purpose of the meetings is to discuss a child's progress as well as to set future goals for a child to strive toward with the teachers and parents assistance. These meetings are when IEP Plans are to be digitally discussed with parents and carers, and an extra time allocation will be provided to parents and carers whose child is on an IEP. Parents and carers are to sign the proforma for accountability purposes. Teachers need to digitally update these plans regularly.

U

UNIFORM PROCEDURE

The wearing of school uniform is compulsory in Year One to Year Six, and all parents and carers are required to support the correct wearing of the school uniform, including ensuring hairstyles and the wearing of accessories and shoes that are in line with school expectations. Parents and carers are asked to be familiar with the school Uniform Procedure and support the school in its implementation. We understand that at times, situations occur when your child may not be in the correct school uniform. Please do not keep your child away from school. The most important thing is that they attend school. We would ask that if there is an instance of your child wearing the incorrect uniform, you inform your child's class teacher in writing. This often alleviates any stress or anxiety felt by your child in not wearing the uniform correctly.

[Uniform Note](#)

Uniform Procedure



Personal Presentation

- Student hair should be neat and tidy and such that it does not cover the eyes or face.
- No extreme haircuts are acceptable (at the discretion of the Leadership Team).
- Long hair must be tied back with appropriate coloured accessories
- The correct school uniform is to be worn each day.
- Parents are expected to support staff in maintaining the correct uniform requirements.
- Please refer to the St Emilie's Uniform Procedure on the school website

https://stemiliescps.wa.edu.au/wp-content/uploads/2023/12/St_Emilie_s_School_Uniform_Procedure_2021.pdf

Uniform Requirements

Junior/Senior – Year One to Year Six [Summer] Navy Blue Logo Shirt Navy Blue Button Skorts Navy Blue Button Shorts (Boys Year Four to Year Six) White high ankle socks Black shoes (Velcro/ Lace up)	Junior/Senior School – Year One to Year Six [Winter] Navy Blue Track Pants Navy Blue Logo Polo Shirt Navy Blue Logo Jacket
Sports – Year One to Year Six House Polo (MacKillop/DeVialar/Gannon/Mazenod) St Emilie's Yellow Stripe Polo Sports Shorts Sports Bag / Excursion Bag	

Perm A Pleat Forrestdale is the supplier of school uniforms here at St Emilie's. Further information about their premises and products can be found using this link

<https://stemiliescps.wa.edu.au/parents/uniform-shop/>

URSTRONG

URSTRONG is a whole school friendship strategy where the adults in the community become friendship coaches for children. URSTRONG aims to empower children with the skills and strategies needed to build healthy relationships, navigate social challenges, and develop emotional resilience. The program emphasises the importance of teaching children how to handle conflicts, communicate effectively, and foster positive connections with others. The common language and themes in the URSTRONG strategy are a powerful tool for assisting our children to build and maintain friendships. All staff have a login for URSTRONG and are expected to complete the URSTRONG training.

V

VISITORS

Visitors must sign in at the school, and entry to the school grounds is only via the Administration Office. Visitors will be expected to sign that they agree with the St. Emilie's Catholic Primary School Code of Conduct. Visitors will receive a sticker to wear once they sign in at the Administration Office.

W

WEATHER EXTREME

- Extreme weather will be enacted for temperatures over 36 degrees celsius, during heavy rain and during thunderstorms with lightning or strong winds. This will be communicated by the Extended Leadership Team if required.
- During extreme weather, outdoor lessons and break times will be altered to ensure the children are kept safe.
- Student bags and/or lunch boxes will be moved out of the direct sun in hot weather and rain if applicable. This will be coordinated by the Class Teacher when appropriate and when it suits the class routine.
- On days when the temperature is forecast to be warm, parents and carers are encouraged to pack an additional ice block for their child.

WEBSITE

- The school website is a 'one stop shop' for all school/class messages, news and events, photos, term planners, master copies of permission notes, absentee notes, enrolment forms, links to parent articles and more: www.stemiliescps.wa.edu.au
- The website is also linked to our Facebook account so that parents and carers can be kept well informed of daily events and messages.

WEEKLY REMINDERS

Weekly Reminders are sent home to families each Friday via email and can also be found on the school website. The Weekly Reminders are essential reading for all families to ensure that they are up to date with all things St Emilie's. Schools are very busy places and it is important for all parents and carers to be armed with the most up to date information to ensure your child has what they need for school each day.

WELLBEING HUB

<https://studentwellbeinghub.edu.au/parents/>

The Student Wellbeing Hub is an Australian mental health and wellbeing resource. It has excellent resources for staff, children and parents. Research clearly shows that children who are mentally healthy are better able to meet life's challenges. They are also better learners and have stronger relationships.

Good mental health in childhood lays the foundations for the future, and it is never too early for families to start supporting the mental health of children. All families are strongly encouraged to explore this resource as there are some very good and practical suggestions and links.

This simple slogan has been adopted in our school as both a visual and verbal cue for children, staff and families, to prompt and assist them when faced with a choice – especially a challenging one.

The school website also contains links to wellbeing resources, which can be found [here](#).

WRAP FREE LUNCHES (NUDE LUNCHES)

- In line with the School Waste Wise Procedure, we are strongly encouraging children to bring their lunch and snacks in reusable packaging in an effort to reduce the amount of waste and store-bought snacks coming into the school.
- We are also embarking on a 'take your rubbish home' campaign this year as part of our sustainable schools initiative and to reduce the amount of waste generated here at school. This initiative also allows parents the added bonus of monitoring what their children
- We ask all parents to support their children and the environment in this initiative.

Growing in Grace