



PARENT HANDBOOK

2024

ST PETER'S CATHOLIC PRIMARY SCHOOL
955 ROCHEDALE ROAD
ROCHEDALE QLD 4305
(07) 3341 4800
STPETERSROCHEDALE.QLD.EDU.AU



CONTENTS

pg. 2

WELCOME TO ST PETER'S
CATHOLIC PRIMARY

pg. 2

SCHOOL INFORMATION

pg. 3

MISSION AND VISION

pg. 3-4

RELIGIOUS LIFE OF ST PETER'S

pg. 4-5

THE CATHOLIC IDENTITY

pg. 6-7

LEARNING AND TEACHING

pg. 9-11

STUDENT BEHAVIOUR
SUPPORT PLAN

pg. 12

HOMEWORK

pg. 13

LEARNING SUPPORT PROGRAM

pg. 14

NANO NAGLE LIBRARY

pg. 15

HEALTH AND PHYSICAL EDUCATION

pg. 16

SPECIALIST PROGRAMS

pg. 17

COMMUNICATION

pg. 17-21

DAILY ROUTINE AND PROCEDURES

pg. 22

FEE POLICY

pg. 23

EMAIL PROTOCOLS

pg. 24

REPORTING AND COMPLAINTS
PROCEDURE

pg. 26

BRISBANE CATHOLIC
EDUCATION POLICIES



"We Are St Peter's People"

WELCOME TO ST PETER'S CATHOLIC PRIMARY SCHOOL

We are proud of the fact that ours is a warm and welcoming school. Parents are encouraged to participate as much as they can in their child's educational journey. By reading this booklet, you will discover not only some of the great things in which your children will be participating, but also, ways in which you, the parents and friends of our school, can be involved in making this a wonderful educational experience for you and all your family.

St Peter's provides an authentic experience of Catholic Christian community promoting gospel values within our school and the wider community. With St Peter as our patron and model, we also nurture the values and charism of Nano Nagle, founder of the Presentation Sisters and Mary MacKillop, first Australian Saint and patron of the Archdiocese of Brisbane. These disciples of Jesus provide us with a model of living our life with the compassion and hospitality and a sense of social justice.

We draw our students from Rochedale, Mackenzie, Robertson, Underwood, Upper Mt Gravatt, Kuraby and Runcorn. St Peter's has continued to grow in enrolment numbers and has the potential to continue this trend with new housing development in the area.

Before enrolling at St Peter's, students attend various childcare centres and Kindergartens in the local area. Our students have a holistic approach to learning and pursue special interests within and outside school in the sporting and cultural areas of soccer, netball, visual arts, and piano.

SCHOOL INFORMATION

Principal

Assistant Principal (Administration)

Assistant Principal (Religious Education)

Primary Learning Leader

Finance Secretary

Secretary Student Services

Administration Secretary | Uniform Shop Convenor

ST-IE

Guidance Councillor

Parish Priest

School Telephone

Outside School Hours Care

Parish Office

E-Mail Address

Website

Office Hours

School Program

Mr Michael McInerney

Mrs Elizabeth Morrissey

Mrs Kathleen Crawford

Miss Laura Mansour

Mrs Deborah Spranklin

Mrs Helen Hedditch

Ms May Fraser

Mrs Teresa Krabbe | Mrs Megan Djelovic

Ms Samantha Rittson

Fr Johny Edapulavan

Ph: 07 3341 4800

Ph: 07 3219 7672

Ph: 07 3341 4421

prochedale@bne.catholic.edu.au

www.stpetersrochedale.qld.edu.au

8.00am - 3.30pm (Monday - Friday)

8.25am - 3.00pm

MISSION AND VISION

St Peter's is...

A Community in Faith.

Building our journey on the foundations of Jesus and Peter through prayer, action and celebration.

A Community in Learning.

Building an engaging and enriching environment that nurtures growth in each person.

A Community in Peace.

Building just relationships that embrace all, guided by the light of Nano Nagle.



RELIGIOUS LIFE OF ST PETER'S

“Learning through Christ” is our school motto that recognises that our Catholic School is centred around the teachings and actions of Jesus. Jesus’ life death and resurrection offers a world view of hope for each individual to live life to the full. Founded by the Presentation Sisters in 1976, St Peter’s is a Primary School in the Archdiocese of Brisbane where students are formed academically with a love of learning and formed spiritually to be able to transform and enrich our world. Our three school patrons are examples of individuals living the church’s mission of Faith, Hope and Love. St Peter's provides an authentic experience of Catholic Christian community promoting gospel values within our school and the wider community. With St Peter as our patron and model, we also nurture the values and charism of Nano Nagle, founder of the Presentation Sisters and Mary MacKillop, first Australian Saint and patron of the Archdiocese of Brisbane. These disciples of Jesus provide us with a model of living our life with the compassion and hospitality and a sense of social justice.



A Community in Faith

St Peter

St Peter is the patron saint of the school and parish. Peter was one of the Twelve Apostles who Jesus chose as his original disciples. Peter was a Galilean fisherman, originally named Simon. His name was changed to Peter, meaning the rock. He is often depicted being given special roles of responsibility and leadership from Jesus. After Jesus' death and resurrection Peter continued Jesus' work and is recognised as the first Pope. Saint Peter is often referred to as "the rock on which the church was built". His feast day is celebrated on 29th June.



A Community in Learning

St Mary of the Cross

St Mary of the Cross MacKillop was a courageous woman of action. Born in Australia 1842, she showed compassion and love for everyone in need regardless of race, colour or faith. Mary believed in the power of education for all and set up schools across Australia and New Zealand to make sure those disadvantaged by poverty and distance received a Catholic education. Mary MacKillop (with Fr Tenison Woods) started the religious order of the Sisters of Saint Joseph of the Sacred Heart (the Josephites). She is remembered as a religious figure, educator, and social reformer who was the first Australian to be recognized as one of its saints. Her feast day is August 8.

"Never see a need without doing something about it".

"We must teach more by example than word".



A Community in Peace

Nano Nagle

Nano Nagle was born in Ireland in 1718. She dedicated her life to teaching children by day and caring for the sick and elderly. She often visited the poor at night, carrying a lamp to light her way. She founded the "Sisters of the Presentation of the Blessed Virgin Mary" (PBVM), (The order that began at St Peter's School). Her dream was to have a group of women who would be dedicated to the education of those who were poor and destitute and to other "lantern works" that would challenge the unjust social and political structures that made and kept people poor. Her special day is April 26 and she is remembered as a woman of faith, hope and heroic virtue. "Love one another as you have hitherto done". "Not Words but Deeds".



THE CATHOLIC IDENTITY

A Strong Catholic Identity of St Peter's is formed through a planned and intentional Religious Life including, Religious Identity and Culture, Evangelisation, and Faith Formation, Prayer and Worship and Social Justice and Action.

Education at St Peter's

The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

(Catholic Education Archdiocese of Brisbane, 2013, p. 10).

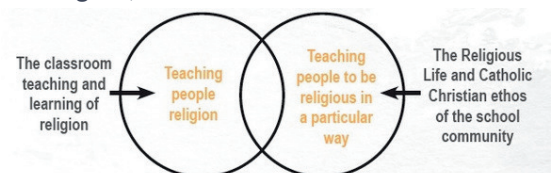
Within the context of the Catholic School, the purpose of Religious Education is to teach students about the Catholic religion and to teach them to be religious. Through the Religious Education Program, students are offered access to a faith tradition that is rich and life-giving. The development of the child's spirituality is central to our mission. The School and Parish work together to foster the Parish Sacramental Program.

The Religion Curriculum

St Peter's School shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church, to teach students about the Catholic religion and to teach them to be religious in the Catholic faith tradition. Through the Religious Education Curriculum, students are offered access to faith development that is rich and life-giving. Nurturing spirituality is central to our mission and the School and Parish work together with families to grow in faith, learning and peace. The Religious Education Curriculum is treated as a learning area just as English, Maths and Science are. Student work is assessed and reported on just as other subjects of the curriculum.

Model for Religious Education

Religious Education at St Peter's School is organised around the Model for Religious Education (Catholic Education Archdiocese of Brisbane, 2013, p. 11).



This model shows the distinct and complementary roles of the classroom teaching of the learning area Religion and the Religious Life of St Peter's School (Congregation for Catholic Education, 1988, para. 70; Moran, 2007).

Learning in Religious Education

RE units are designed as a learning inquiry, where students respond to an overarching fertile question. Students are encouraged to be critical in their learning journey, to investigate, create and communicate their learning and personal understandings. The content in the Religion curriculum is divided into four strands that are taught in an integrated way. These are: Sacred Texts, Beliefs, Church and Christian Life. Faith is celebrated and shared through the Religious Life of the School. Students, staff and families have regular opportunities to gather for prayer. Each class participates in daily prayer and we gather as a whole school community each Friday to begin school assembly with prayer. Students are exposed to a variety of prayer experiences, including being taught traditional prayers as part of their Year Level Religion Curriculum. In partnership with our Parish, we gather regularly for mass as a class or whole school to celebrate in the church. All families are invited to join in these moments of prayer. Preparation for students to receive the Sacraments of Initiation is co-ordinated by the parish and students are supported in their preparation by the school.



Learning Through Christ

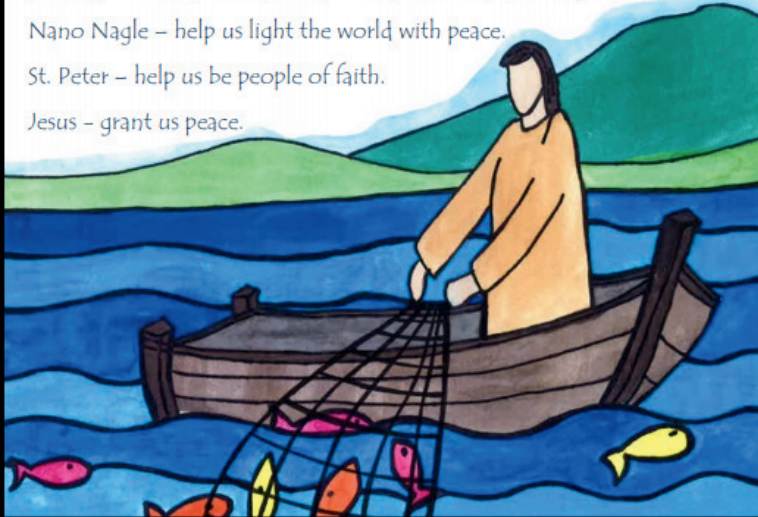

St. Peter's School Prayer

God who is always with us,
Guide us to be people of faith.
Help us to build a community of love in action.

Teach us to learn through Christ.
To welcome others, showing respect and kindness.

Help us to show peace in our every day life.
To care for others and our world and to make the school a place of peace.

St. Peter's - a community in faith, learning and peace.
St. Mary of the Cross Mackillop - help us to learn through Christ.
Nano Nagle - help us light the world with peace.
St. Peter - help us be people of faith.
Jesus - grant us peace.



School Prayer

During 2016 we introduced a school prayer at St. Peter's. This prayer is used during class prayer, and as part of our school assemblies. Students are encouraged to share this prayer at home also.

We live our faith by showing Gospel values in our relationships and social justice initiatives. Following the example of Jesus and our patrons Nano Nagle and St Mary of the Cross MacKillop, we aspire to realise God's plan that people help each other to live safely and happily together for the goodness of all. Through our partnership with St Vincent de Paul, Caritas Australia we have opportunities throughout the year for fundraising activities to help those in need globally and locally. The St Peter's community also value and respect diversity and promote sustainable practises to care for the environment.

LEARNING AND TEACHING AT ST PETER'S

Why we are here

As a Catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.

At St Peter's we aim to:

- Lead, learn, teach, engage, and innovate.
- Establish a system wide culture of learning built on high expectations for each student.
- Establish visible evidence of progress in Literacy for each student.
- Establish practices and processes to identify evidence of the positive impact of teaching on each student's learning.
- Establish shared understanding and common language about the factors that lead to effective engagement for learning for each student.
- Establish shared understanding and common language to guide innovation in learning and teaching.

Pedagogy

St Peter's school promotes learning experiences that are:

- Learner centred
- Collaboratively organised
- Inquiry based
- Flexibly constructed
- Ethically aware
- Community oriented
- Adequately resourced
- Strategically linked



Each term at St Peter's we publish a year level term overview, which outlines the learning and teaching that your child will work through during the term. These overviews are developed collaboratively by classroom teachers together with our Primary Learning Leader and provide a brief outline of learning intentions and curriculum focus in all areas for the term.

Our classrooms are welcoming places, where your child will be provided with a wide variety of rich tasks in order to both meet curriculum expectations, but also through which they can reach their true potential.

As you walk around our school you will now see all our learning intentions on display within our classrooms. These are referred to on a regular basis during learning and teaching sequences. These learning intentions have been developed using Australian Curriculum standards. St Peter's key messages about learners and learning and teachers and teaching are informed by our Christian Catholic traditions and the Brisbane Catholic Education Learning Framework.

At St Peter's School, curriculum is planned cooperatively within and across year levels to promote continuity. During planning sessions teachers participate in regular planning sessions during which they focus on the provision of challenging and stimulating experiences and opportunities that enable all students to explore and build on their talents planning involves Classroom Teachers, Primary Learning Leader, Learning Support Teacher, Teacher Librarian, and APRE. Planning sessions occur each term. Our vision for teaching and learning underpins our curriculum practice at St Peter's.

LEARNING AND TEACHING AT ST PETER'S

COMMUNITY RELATIONSHIPS

We value positive healthy relationships based on respect, gospel values and celebration of diversity.

We do this by:

- Students, staff, parents, parish, and community members work in partnership
- Honest, open communication.

OUR LEARNING ENVIRONMENT

We learn best when our environment nurtures engagement that is responsive and flexible.

We consider:

- Time management
- Physical surroundings
- Social interactions
- Cultural inclusiveness
- Cognitive development



LEARNING FOR LIFE

We believe in a diverse lifelong learning process that engages all and encourages success.

We do this through:

- Reflective practices
- Differentiated curriculum to cater for diversity
- Collaborative planning based on data

INDIVIDUALITY

We acknowledge the unique and diverse capabilities of each individual.

We acknowledge:

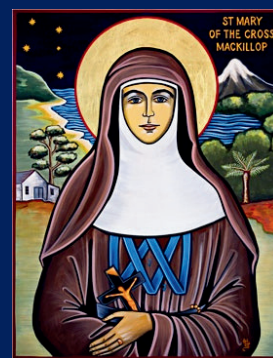
- Celebrations of effort, achievement and excellence
- Personalised learning paths
- Incorporating contemporary practices



OUR CATHOLIC FAITH

Supported by the connections with the parish and wider community, our Catholic beliefs shape and inspire who we are and who we want to be.

- Modeled on the teachings of Jesus
- Influenced by the charism of Nano Nagle, St Peter and St Mary of the Cross MacKillop



ST PETER'S EVERYDAY





Every Student Every Day

Our St Peter's Everyday approach aims to help "every student" learn competencies and skills to be able to manage their emotions, behaviour and relationships. The "every day" systematic and selected social and emotional learning opportunities, effective teaching approaches, relationship-building exercises and fun, interactive experiences help maximise student engagement in their learning journey.

St Peter's Everyday approach includes agreed upon educational experiences and practices that support "Every Student Every Day" to take their next steps in their learning journeys. Every child can succeed. It is the whole school community's role to help support every one's progress and achievement.

We aim for a personalised approach to each student's learning based on their strengths, challenges, experiences and learning needs. Growth mindset, high expectations of all, evidence based and data informed teaching practices, provide learning opportunities that enable each student to grow and learn mentally, physically and spiritually.



CHOOSE YOUR ZONE – HOW ARE YOU FEELING TODAY?			
			
GREEN ZONE <ul style="list-style-type: none"> ○ HAPPY ○ CALM ○ FOCUSED ○ HOPEFUL ○ JOYFUL ○ PROUD ○ OK ○ READY TO LEARN 	BLUE ZONE <ul style="list-style-type: none"> ○ SAD ○ TIRED ○ BORED ○ SICK ○ TIRED ○ HURT ○ SLOW 	ORANGE ZONE <ul style="list-style-type: none"> ○ FRUSTRATED ○ WORRIED ○ ANXIOUS ○ SCARED ○ AWFUL ○ SILLY ○ HYPER ○ LOSS OF SOME CONTROL 	RED ZONE <ul style="list-style-type: none"> ○ MAD/ANGRY ○ YELLING ○ HITTING ○ OUT OF CONTROL ○ AGGRESSIVE ○ TERRIFIED

Our focus continues to build on developing the understanding and embedding the essential components of being a trauma sensitive school (Helping students feel safe, connected, able to regulate and to learn).

What this looks like at St Peter's

- Building a sense of belonging for every student through welcome circles, check- ins and student voice projects and opportunities
- Developing skills in emotional regulation
- Understanding stress and its impact
- Student focus for developing their own plan for getting back into the learning zone
- Brain breaks
- Regular wellbeing learning focus (healthy life, bullying, child protection, celebrating achievements, learning behaviours)
- Teachers understanding importance of relationships with students
- Lunch time play options for all children (inside and outside activities)



READY TO LEARN CHECKLIST

-  my eyes are on the speaker
-  my ears are listening
-  my mouth is quiet
-  my hands are down and quiet
-  my feet are quiet on the floor
-  my body faces the speaker
-  my brain is thinking about what is being said
-  my heart is caring about what is being said

STUDENT BEHAVIOUR SUPPORT PLAN

St Peter's Everyday

In keeping with our Vision and Mission, staff, parents, and members of our community work together respectfully to ensure the personal success of each student by building professional relationships that are faith filled and value life-long learning in a peaceful, environment. As role models we demonstrate respect, responsibility and cooperation to ensure safety and well-being for all.

Our School Context

St Peter's School is a co-educational Catholic Primary School established in 1976 by the Presentation Sisters. The school is set on 5 hectares of beautiful park like grounds. St. Peter's has a current full-time enrolment of approximately 520 students from Prep through to Year 6, and a staff of approximately 50 made up of full time, part time and specialist teaching and non-teaching members. Buildings and facilities are being modernized to reflect the needs of current learners. Administered by Brisbane Catholic Education, St Peter's School has access to a network of professional development, support staff and shared resources. The school provides an authentic experience of Catholic Christian community by promoting Gospel values within our school and the wider community.

St Peter's has a focus on developing the spiritual, intellectual, social, emotional, cultural and physical in each child. As a school we are strongly committed to student wellbeing through our St Peter's Everyday Approach which has its foundations in "trauma aware" schooling philosophy and Positive Behaviour for Learning (PB4L).

Consultation and Review Process

The St Peter's Positive Behaviour for Learning Procedures have been developed by staff with the assistance of education consultants from Brisbane Catholic Education. It is our expectation that these procedures are checked annually and reviewed biannually with staff, parents and students. A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informs the plan. This plan is shared publicly on our school website and through various school communication channels.

Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.



Diagram 1: Adapted from School-wide Positive Behaviour Support: Implementers' Blueprint and Self-Assessment, by OSEP Centre On Positive Behavioural Interventions and Supports, 2014, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4L are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008).

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1: Universal Supports

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2: Targeted Supports

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3: Personalised Support (Intensive)

The third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services. By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

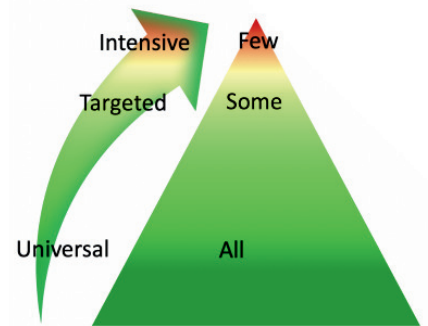


Diagram: Continuum of Support for all students

Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community. At St Peter's our school-wide expectations are: (known as our ROCKS rules)



Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

Focus: Teaching Expected Behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long. In addition, direct teaching may be done using some or a combination of the following:

- Beginning of school year orientation day.
- Classroom lessons involving explicit teaching, weekly throughout the year (ROCKS of the term focus).
- Time built into the first weeks of schools and regular time set aside throughout the year for explicit teaching of expectations and behaviours.
- Assemblies reinforcing school engagement/behaviour expectations.
- Year level or cohort assemblies directed at specific behaviours when needed.
- New student orientation when needed.
- Student leaders support younger peers.
- Making use of visuals (school ROCKS posters and classroom, photos).
- Transitioning students to new year levels and new teachers.
- Modelling and role play methods used to teach and learn behaviours.
- Displaying photos of positive behaviours.
- Using appropriate consequences/ restorative justice for not meeting behaviour expectations.
- Effective communication and sharing a common language about behaviour in our school community.
- Transitioning students to new year levels and new teachers at the end of the school year for the following year.



ST PETER'S BEHAVIOUR MATRIX

	Respect	Own It	Co-operate	Keep Trying	Safety
AT ST PETER'S WE	<ul style="list-style-type: none"> • WELCOME EVERYONE • USE MANNERS AND KIND WORDS • FOLLOW RITUALS 	<ul style="list-style-type: none"> • RESPOND TO FEEDBACK • LEAVE THE TOILETS CLEAN AND TIDY • USE THE TOILET BEFORE SCHOOL AND DURING BREAK TIMES 	<ul style="list-style-type: none"> • WORK TOGETHER • ACKNOWLEDGE THE IDEAS OF OTHERS 	<ul style="list-style-type: none"> • HAVE A GO • TRY AGAIN • LEARN FROM MISTAKES 	<ul style="list-style-type: none"> • KEEP OUR HANDS AND FEET TO OURSELVES
WHEN MOVING WE	<ul style="list-style-type: none"> • MOVE QUIETLY AND CALMLY 	<ul style="list-style-type: none"> • CARE FOR OUR BELONGINGS • CARE FOR OUR ENVIRONMENT 	<ul style="list-style-type: none"> • RETURN TO CLASSROOMS AT THE SOUND OF THE BELL 	<ul style="list-style-type: none"> • MAKE RESPONSIBLE CHOICES 	<ul style="list-style-type: none"> • WALK SAFELY • USE PATHS
WHEN LEARNING WE	<ul style="list-style-type: none"> • TRACK THE SPEAKER • LISTEN 	<ul style="list-style-type: none"> • STAY ON TASK • ARE ORGANISED • ASK QUESTIONS 	<ul style="list-style-type: none"> • FOLLOW INSTRUCTIONS PROMPTLY • WAIT PATIENTLY • TAKE TURNS 	<ul style="list-style-type: none"> • ATTEMPT ALL TASKS • HAVE ANOTHER GO • ASK FOR HELP 	<ul style="list-style-type: none"> • MOVE AROUND THE CLASSROOM SAFELY • USE EQUIPMENT CORRECTLY
DURING PLAYTIME WE	<ul style="list-style-type: none"> • ARE INCLUSIVE AND ENCOURAGING OF OTHERS • CARE FOR PLAY EQUIPMENT 	<ul style="list-style-type: none"> • TAKE A BREAK WHEN NOT IN THE GREEN ZONE • OWN OUR CHOICES 	<ul style="list-style-type: none"> • PLAY FAIRLY • FOLLOW THE AGREED RULES OF THE GAME 	<ul style="list-style-type: none"> • ASK FOR HELP • SHOW RESILIENCE 	<ul style="list-style-type: none"> • PLAY IN THE RIGHT AREA • WEAR OUR HATS
DURING EATING TIME WE	<ul style="list-style-type: none"> • PUT RUBBISH IN THE CORRECT BINS • EAT CALMLY AND QUIETLY 	<ul style="list-style-type: none"> • TAKE HOME UNEATEN FOOD • TAKE CARE OF OUR LUNCHBOXES 	<ul style="list-style-type: none"> • LISTEN TO AND FOLLOW TEACHER INSTRUCTIONS PROMPTLY 	<ul style="list-style-type: none"> • EAT OUR OWN FOOD 	<ul style="list-style-type: none"> • SIT DOWN • PUT LUNCHBOXES IN THE RIGHT AREA • ONLY EAT OUR OWN FOOD

HOMEWORK

Rationale

This community recognises the value of homework as a worthwhile learning experience. Effective homework fosters communication supports the development of study habits and provides ongoing reinforcement of class activities.

Guiding Principles

Homework should not be stressful to the student or the family.

Its implementation should be understanding of the needs of family life. Activities should be a revision of class activities and achievable for the individual.

Guidelines:

- Tasks should be set on a weekly basis.
- Individual classroom practice remains at the discretion of the teacher.
- Quality is an expectation in the preparation and completion of homework.

Recommended time allocations (per night) as follows

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No formal homework is set. Parents/carers are encouraged to read to their students daily.	WRITTEN 5 mins (Terms 2-4)	WRITTEN 10 mins	WRITTEN 10 mins	WRITTEN 20 mins	WRITTEN 20 mins	WRITTEN 30 mins
	READING 10 Mins	READING 10 Mins	READING 10 Mins	READING 15 Mins	READING 15 Mins	READING 20 Mins

Assessment and reporting policy

Assessment of students' achievement is an integral part of the planning, teaching and learning cycle. At St Peter's School, we recognise individual differences in students. The assessment of student achievement involves a variety of styles and approaches and is recorded and stored in a variety of ways.

Teachers collect evidence of:

- Student's achievement of the learning intention and success criteria based on the Australian curriculum and Religion curriculum and its standards of achievement;
- formative and summative interpretations of student learning to inform future decisions about teaching.

Teachers are aware of:

- Each student's progress between their starting point and the success criteria.
- How close each student is to attaining the success criteria.
- What needs to occur to help students move closer to meeting the success criteria.

At St Peter's School, reporting to parents/caregivers occurs both formally and informally. Please use the below as a guide to expected communication around your child's learning at St Peter's.

- Parent information evening | Interviews (end of term 1, beginning of term 2)
- Collection of my learning journey (folio of work showing growth) | Semester 1 report via Parent Portal (Week 10)
- Opportunity for Parent/teacher interviews | Celebrations of Learning
- Informal interviews (if needed) | My learning journey (folio of work showing growth) | Celebrations of learning Semester 2 report accessible via Parent Portal (Week 9)

My Learning Journey

This is a strategic ongoing collection of samples of student work or evidence that demonstrates what learning has occurred. It includes two types of annotated work samples – process oriented (including drafts, reflections, commentaries), and product oriented (collections of best, typical or summative work). It allows students to exhibit personalised learning styles, and ways of working to achieve learning progress. There is a clear alignment between learning intentions, success criteria and these samples of formative and summative assessment opportunities. This includes evidence of progress in all learning areas, including specialist subjects.

Student Record File (hard copy)

These files are located in the filing cabinets in the School Office and remain the property of the school until the child reaches the age of twenty-five. The file contains confidential information about students including Student Enrolment Forms, Medical details and copies of all reports.

At the conclusion the school year one sample of the following will be kept in this file:

- o Maths assessment
- o Writing
- o Record of reading assessments
- o One other significant example of learning progress.

ENGAGE (NCCD record keeping)

This online platform contains evidence and data around students who have been identified as requiring an individual learning plan in line with NCCD processes. Teachers will work collaboratively with the NCCD team (STIE, GC, PLL, member of admin) to regularly upload essential information.

STUDENT SUPPORT SERVICES

The Support Teacher – Inclusive Education (ST-IE) hours are allocated each year by Brisbane Catholic Education according to school enrolment numbers. Student Support Services currently consist of the following staff:

- 2 x Student Support Teachers, Inclusive Education (ST:IE)
- 1 x Guidance Counsellor currently employed for 4 days each week

Staffing in this area is appointed according to funding and student need. This team works in partnership with the class teacher, parents/caregivers, the administration team and other associated professionals to plan for students with learning differences in order to maximise their access to the curriculum and to ensure the best possible outcomes for each student. Parents play an important role in this partnership and cooperation; communication and collaboration are all essential for successful outcomes for our students.

Parents/caregivers may be:

- invited to attend 'wrap around' meetings (see below) to address issues in relation to their child;
- invited to attend parent/teacher interviews with the class teacher and the ST-IE;
- invited to drop into the Rainbow Room for an informal chat with regards to their child;
- sent a letter outlining planned intervention for their child;
- referred to outside agencies for help in managing their child's difficulties.

'Wrap Around' Meetings:

'Wrap around' team meetings are school based meetings which aim to provide guidance and support for classroom teachers of students presenting with special needs or high support needs. Students who are experiencing significant difficulties in areas which affect their learning are referred to this team, for example, social-emotional and/or behavioural difficulties, severe learning difficulties or disabilities.

A team of relevant personnel meet with the classroom teacher and / or parents to discuss the student and consider appropriate intervention. Relevant personnel may include members of the Special Education Consultant and the Guidance Counsellor, the Principal, the ST-IE, parents and school officers as well as the classroom teacher.

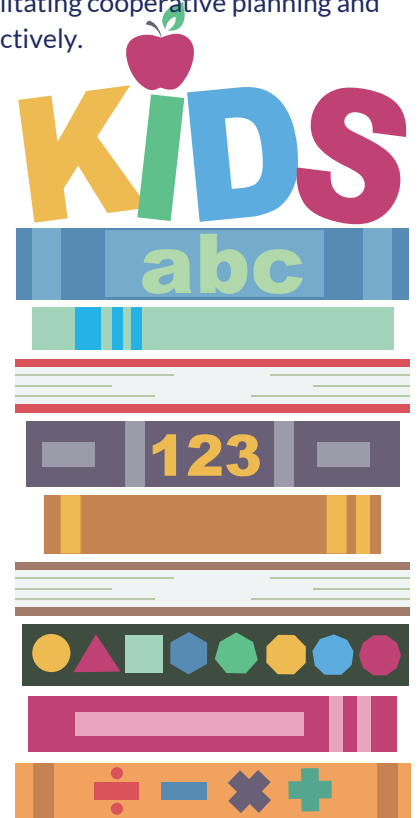
Intervention programs are complementary to classroom teaching and are planned in conjunction with classroom teachers and other associated professionals if applicable. If the program requires that the student is withdrawn from the classroom, the parent/caregiver will be notified. The primary educational care of any students remains with the classroom teacher.

It is not the practice of the ST-IE to issue written reports at the completion of intervention programs. However, parents are encouraged to make an appointment with their child's class teacher and/or the ST-IE if they wish to discuss their child's progress or if they have any queries or concerns regarding intervention programs.



NANO NAGLE LIBRARY

The Nano Nagle Library aims to be a vital part of the school's teaching and learning program by providing an up-to-date and well-balanced collection of resources that reflect the school's teaching and learning program facilitating cooperative planning and teaching between the Teacher-Librarian and classroom teachers, so resources are used effectively.



Borrowing Times

All students have the opportunity to borrow during their weekly library session, additional borrowing times may be published during the school year.

Borrowing Limits

To enable circulation of books and to maintain a regular supply of books on the shelves the students may borrow the following number of books.

Prep - Year 2: 1 book plus 4 take home readers

Year 3: 2 books plus 4 take home readers

Year 4 - Year 6: 3 books.

(Borrowing limits maybe extended on an individual basis to suit a particular research assignment by negotiation with library staff).

Students are encouraged to change their books regularly during open Library hours.

Students from Prep to Year 3 MUST have a SCHOOL LIBRARY BAG.

Library Sessions

Each class has a weekly library session with the Teacher-Librarian (T-L). Students complete literature and research skills planned cooperatively by the T-L and class teacher to complement or extend current classroom units of work. Students also borrow during this time.

Lost Books

Overdue notices are printed at the end of each term. Students cannot borrow if their book is overdue. Borrowers who have not returned long overdue books by the end of term will receive a letter from the library requiring replacement costs to be paid.

Parent Help

Parents are welcome to help in the Nano Nagle Library with book covering, mending, maintenance and shelving. Your support, no matter how big or small is ALWAYS welcome!!!! Please come in to see us if you would like to help.

Nano Nagle Library Celebrations

Each year, the students have the opportunity to celebrate their love of reading through activities in BOOK WEEK. All students are offered the opportunity to buy books at discounted prices at our annual Book Fair.

- You are always welcome in the Nano Nagle Library.....
- Browse through the collection
- Read our NEW books when on display
- Share some time reading to / with your child
- View your child's work on display
- Feel free to ask for suitable books for birthdays



HEALTH AND PHYSICAL EDUCATION

This subject focuses on developing the knowledge, processes, skills and attitudes necessary to make informed decisions related to promoting the health of individuals and communities, developing skills and concepts for physical activity, and enhancing personal development. All classes from P – 6 receive weekly PE lessons from a PE specialist teacher. Classroom teachers teach health lessons as set out in the Australian Curriculum.

School Sports Program

- Swimming** An Interhouse Swimming Carnival is held in Term 1. This involves students from Years 3-6. Students in Years P - 2 participate in the Swimming Program in Term 4. Swimming lessons are provided by qualified swimming instructors from the Logan North Swimming Pool. Students travel to and from the pool by bus.
- Cross County** All students are involved in the Interhouse Cross Country which is held in Term 2.
- Athletics** In Term 2 or Term 3, Interhouse Athletics Carnivals are held for students in Prep - Year 2 and Years 3-6. This involves both track and field events.
- Gala Days** Students in Year 4, 5 and 6 participate in a friendly competition against other local Catholic schools. Various sports (e.g. Australian Rules, Touch, Korfball, Zoned Soccer, European Handball and Cricket) are offered. Students nominate the sport they wish to play and will practice every week at school in the weeks leading up to the Gala Day.

Extra-Curricular Sports Program (subject to change and availability)

- Netball** QC Cup Netball and Origin Cup Netball competitions with other Catholic and state schools that promote competition and friendship.
- Football** Mako Cup and Rugby Union Catholic School 7s. Boys and girls in senior school are selected to take part in the competitions.
- Cross-Country** Cross-Country Cross Country Training is offered to students who wish to train during the cross-country season. Students of any age group can attend training.

Outside school hours sports (held at various times during the year and subject to change and availability)

- Auskick (AFL)
- St Peter's Netball Club
- Rookies to Reds (Rugby)
- Skipping
- Basketball

St Peter's pays the affiliation fees to enable students to participate in State Competition, but it is parents' responsibility to arrange for transport and supervision at these competitions.

Sporting House Teams



Enright House is named for Father Rollo Enright, our founding Parish Priest who was appointed in 1974.

Symbols: Wattle and Sulphur Crested Cockatoo

Colour: Gold

Murray House is named for Mrs Jan Murray, a long serving teacher who joined St. Peter's in 1977 and retired in 1998. Symbols: Eucalypt and Green Tree Frog

Colour: Green

Nagle House is named for Nano Nagle, the foundress of the Presentation Order whose members administered and taught at St. Peter's until the mid-eighties.

Symbols: Jacaranda and Blue Tongued Lizard

Colour: Blue

Parry House is named for Sister Vicki-Anne Parry, our founding Principal, who with her staff, opened our school in 1976. Symbols: Bottlebrush and Red Kangaroo

Colour: Red

SPECIALIST LESSONS

Visual Arts



In Visual Arts, students learn in, through and about visual arts practices, including the fields of art, craft and design. They experience and explore visual artworks created by artists working in diverse contexts, styles and forms, and build understanding of the significance and impact of visual arts practice and culture for themselves and local and global communities.

Music



Prep – Year 6. In Music, students listen to, compose and perform music from a diverse range of styles, cultures, traditions and contexts. They create, organise, manipulate and share sounds in time and space, and critically analyse music. Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement and experiences.

Drama



Prep - Year 2 only. In Drama, students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning.

LOTE



LOTE (Languages other than English) Indonesian Years 4-6 only. Students are involved in a variety of experiences and days to enhance language and cultural understanding.



EXTRA CURRICULAR ACTIVITIES

At St Peter's, we believe in nurturing well-rounded individuals who not only excel academically but also grow personally. That's why we offer an exciting array of extra curricular activities to cater to a wide range of interests. Opportunities to learn instrumental music, chess, coding and Lego. All lessons are offered onsite through the following providers:

- Carmel Northey's School of Music
- Creative Kidz
- Bricks 4 Kidz
- Chess Mates
- Kids Unlimited Coding



COMMUNICATION

Effective home school communication supports your child's learning. All administration and teaching staff are available, upon appointment, to meet with parents to discuss your child's progress.

- Classroom related matters are referred to the Class Teacher. Class teachers should always be your first contact with matters relating to learning, questions, friendship support.
- Office staff can be emailed for support with any general school matters or if you are unsure who to contact. Office staff can set appointments with school staff. They also help with any student related and Parents and Friends activities.

Should you require any additional support with matters regarding your child please email the following people.

- Assistant Principal Administration (APA): School behaviour issues and further support with students in Yrs. 3- 6
- Assistant Principal Religions (APRE): Religious aspects of schooling and link to Parish and further support with students in Yrs. Prep-2.
- Primary Learning Leader (PLL): Curriculum related matters and support with learning progress.
- Principal: Whole school issues, feedback, student protection or highly sensitive issues, complaints, further problem-solving support if unable to be reached through above personnel.
- Other staff in the Support Team - Inclusive Education can be contacted via the office or through your class teacher.

Communication Methods

Our Newsletter is a vital form of communication between home and school serving to strengthen our partnership in the education of your child. The Newsletter is emailed to parents and caregivers, and posted on the Parent Portal every second Friday after 4.00pm barring exceptional circumstances. Please look out for it and read it to remain informed.

Our Parent Portal is the central communication feature for accessing all relevant information. All relevant links and school policies and documents are available from this space. An announcements and calendar feature keeps you up to date with latest news and events. School and year level blogs which contain class photos and updates can be accessed. Notifying the school of student absences, access to newsletters and updating your details as well as accessing student reports is through the Parent Portal.

The BCE Connect APP can be downloaded from all app services. It is a free app. This APP provides a mobile version of the Parent Portal and all the above features are available here. We recommend setting up alerts on your mobile devices for new announcements and on your Class/ year level blogs.

The St Peter's Rochedale Facebook site is updated regularly with latest announcements and news.

DAILY ROUTINE AND PROCEDURES

Absence from School

In line with the Schools Attendance Policy Legal Guardians are asked to notify of student absence either via the BCE Connect App or the Parent Portal. Should you need any support with accessing the Parent Portal or using the App, please see the Office staff who can assist. Please try to ensure that medical and dental appointments be made, if possible, outside school hours. Any absences of more than 10 days need to be advised in advance to the school office so the appropriate government paperwork can be completed.

School Hours 8.30am to 3.00pm
First Break 10.30am to 11.00am
Second Break 1.00pm to 1.40pm

Before School

Centacare provides a Before School Care service from 6:30am until the start of school. Parents not using this service are discouraged from dropping off or allowing students to be at school before 8:00am. Supervision will be provided for students in the Hall from 8:05am. Under the direction of the teacher, students are to walk, in an orderly manner to their classrooms. Students arriving after 8.30am are to report to the school office to obtain a late slip and be signed in by a parent.

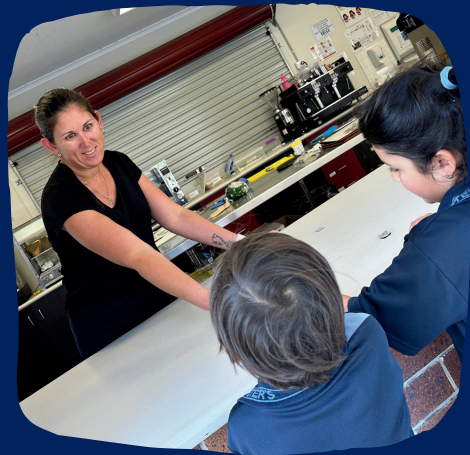
Dismissal

Classes will cease at 2.55pm for a 3.00pm departure.

- Students going to after school care will report directly to the centre.
- Students going home with parents will meet their parents at the astro-turf area between the church and the library. We ask parents not to go to classrooms as it leads to congestion on the path to the car park.
- Students are to be escorted across the road at the traffic lights by their parent.
- Students being picked up in cars report to the car park end of the grass area between the church and the library where the duty teacher will be waiting.
- Students who ride their bikes go directly to their bikes. No student is to be riding their bike on school grounds. They need to walk their bike off the school grounds.

Except in the case of supervised school activities, all students should have left the school grounds each afternoon by no later than 3.30pm.

Early departures must be arranged through the school office i.e. those collecting students must proceed to the office where the office staff will contact the class teacher. Students must be signed out at the office by a parent before leaving the school grounds.



Tuckshop

Tuckshop is conducted for first and second break lunch on Wednesdays, Thursdays and Fridays. Please use our online ordering system Flexischools - gives you the flexibility to place your order at a time and place that suits you. Voluntary helpers are always welcome to assist in food preparation and serving.

Healthy Eating

As part of our holistic approach to lifelong learning and development of our students, we are committed to educating them in all aspects of their lives, including diet and recreation. Our approach is not to 'ban' foods; parents are entitled to pack their child's lunch with whatever they see fit. We are trying to educate by providing tasty and nutritious alternatives to those foods contributing most to obesity in students. We are

following guidelines set out in the Queensland Government's "Smart Choices" strategy. As we find foods and suppliers that meet these guidelines at a reasonable cost, we will bring them to you, and trust that the families of St Peter's get behind this initiative and support the tuckshop and their students in making "smart choices".



Peanut Products Management

We have a number of students enrolled in our school who have severe anaphylactic reactions to certain products, such as peanuts and tree nuts. For these students, this reaction can be sudden and life threatening. As parents, we all want the best for our students, and if we can foresee a potential threat to our students, we have a moral and legal obligation to minimise that threat. With that in mind, we ask all families with students in the Early Years (Prep to Year Two) to eliminate where possible all peanut, nut and tree nut products from their child's school menu, as students of this age are not capable of being self-regulating in regard to their diet. This would mean eliminating nuts and products containing nuts (peanuts, nuts and tree nuts) from your child's lunch box, such as peanut butter/paste, muesli bars that contain nuts, and Nutella. We ask students in Years 3-6 to be aware of the foods they eat and if they have peanut, nut or tree nut products, to refrain from eating in the junior eating area, or coming into contact other students unless their hands and mouth have been thoroughly washed and dried. If packaged goods say "may contain traces of peanuts/nuts" these are okay and are considered to be low risk.



Parent Teacher Partnerships

Parent Information Meetings:

These are held at the commencement of the school year. Teachers are free to hold these as:

- Individual meetings with parents;
- A class induction meeting held at the one time, so that all interested parents can attend;
- An across the year/level induction meeting where all the teachers in the year level have some input, then class groups split for individual information sessions.

The purpose of these meetings includes acquainting parents with:

- The educational goals of the class
- The year's Religious Education Program
- Classroom procedures
- Requirements in study, homework, assignments etc.
- Pastoral Care and behaviour support
- Assessment and Reporting Procedures
- Answering parent's queries
- These meetings are not for the discussion of individual student's progress.



Interim Meetings:

It is recommended that teachers communicate with parents as the need arises. Parents wishing to talk to teachers during class time or immediately prior to, will be asked to seek a more suitable mutually agreeable time for further discussion. Appointments can be made via email or via the student diary. When emailing please include a brief reason for the meeting.

In accordance with the obligations under the Privacy Act, staff may only discuss the behaviour of students with their respective parents/guardians.

Reporting Meetings:

These meetings are held as per our assessment and reporting policy as individual reporting sessions in which a student's progress, profile and goals are discussed. The meetings provide an opportunity for the teacher, parents and students to look in depth at demonstrations of learning in order to discuss ways in which the student's progress may be planned for the remainder of the year.

Parent Participation

At St Peter's the partnership shared by teachers and parents is highly valued. An increasing amount of what is being done in our school today requires parental involvement. We see this as a great assistance to our students, who at this age, fortunately still love to have a parent or guardian doing something with them or supporting them in some of their educational adventures.

To help us provide the best education for our students, parents are welcomed in the following ways:

- Assisting the teachers with reading, computers, craft, sport or in any area of the curriculum that you feel strong in or enjoy, (when requested)
- Assisting in the library
- Assisting with excursions when required
- Assisting with transport when required
- Attending working bees at the school
- Assisting in the tuckshop (operates on Thursday and Friday only)



General Information

Bike Riding:

All students riding bikes to and from school are required by law to wear a protective helmet. Bikes are to be placed in the racks provided near the library. Helmets are to be stored in class port racks. It is the responsibility of each student to secure his/her bike to prevent theft. Bikes are not to be ridden in the school grounds; students should walk beside their bikes when in the school grounds. The bike rack area is out of bounds during school hours.

Book Club

Book Club order forms from Scholastic are sent home once per term. The orders are sent through the school office.

Booklist

A Book List is sent home with your child in early November each year. The completed form must be returned to the school within the specified time.

Car Parking - Paddock Parking

Parents can use the parish / school car park located at the front of the property on school days. To enter the car park – LEFT IN. To leave the car park – LEFT OUT. Follow the instructions on the sign at the exit.

Parents are not permitted to use the carpark in front of the parish office – this is for parish visitors only. Please observe the “drop-off” zone restrictions and other directional signs as displayed. Green kerbing indicates the “drop-off” – “pick-up” zone. This area is for students to exit or enter a car only and drivers must remain in the car. A 2 - minute “drop-off” time is permitted on the “long straight” just inside the entrance. Students are not to walk along the roadway in front of the fence. The right-hand lane is a drive through only lane.

After school, students wait on the astro-turf area between the library and the church under teacher supervision. In the car park, drivers are asked to reverse into parking bays. If there are no empty parking bays, drive out and park on the street or the paddock next door.

For the safety of students, parents are encouraged to drop off and collect them from the car park to ensure they are not waiting in adjoining streets or at the service station. On weekdays the driveway between the church and presbytery is for the use of parish and school staff only.

Head Lice

Most students have head lice at some time in their school life. Prompt attention with appropriate treatment is required and instructions for application and follow-up should be followed carefully. Parents are encouraged to seek medical advice if necessary.

Medication

No oral medication, including pain killers (paracetamol etc.) are to be given to students unless written directions are received from a medical practitioner through the parents. Parents are asked to complete a Medical Form for medication and supply required medication complete with individualised pharmacy label, this includes both prescription and over the counter medication. Students attending school with such medication are to report to the office where the medicine will be kept in a secure place, and the note retained for school records. Students should then report to the office for administration of the prescribed dosage. Any medication for students that has to be taken during school hours is to be left at the school office and will be administered to students only on parents’ completion of a medication form. Under no circumstances should medication be left in classrooms or school bags except in the case of asthma medication or diabetic testing kits.

Outside School Hours Care

After-School and Before-School Care is available at the school on a daily basis (6.30am-8.30am and 3pm-6.00pm) and Vacation Care is available during the school holidays. For further information see the Outside School Hours Care Handbook available at the school office, St Peter’s Internet site or telephone 3219 7672 after 2pm on school days.

Mobile Phones

Students are not permitted to have access to mobile phones during the school day. Students are to sign their phones into the office on their arrival at school, then return to the office to collect this at the end of the day.

Receipt of Money

All accounts need to be receipted by the school office to enable the school to account accurately for the monies it receives. The office does not keep cash on the premises, so please endeavour to provide correct money when paying accounts.

St Peter's Netball Club

Students are invited to join the St Peter’s Netball Club, a member of the Underwood Park Netball Association. Fixtures take place on Saturday afternoon at Underwood Park. Training sessions are usually held after school hours. Information will appear in the school newsletter prior to sign-on day.

Student Leadership

All Year 6 students are provided with a range of opportunities to take on the role as leaders at St. Peter’s. These include participating in specific care groups such as: sport, media, environment, library and art. St Peter's also elects a student council and two school captains.

Workplace Health and Safety

This Committee promotes co-operation amongst employers, principal contractors and workers. It also helps to develop and carry out policies and procedures to ensure that adequate workplace health and safety measures are in place. A person who is a representative or a member of a committee cannot be civilly liable because of their action or lack of action in exercising their entitlements under the act.

Uniforms

Uniform and dress standards should reflect positively on St Peter’s School. It is an expectation that students will present themselves in a manner that is not contrary to the social good of the school. Examples of this would be “Mohawk’ hairstyles, tracks or undercut hair styles, dreadlocks or Rastafarian braids. No make-up, fingernail polish, coloured hair or tattoos are permitted. It is a WHS requirement that hair (regardless of sex) extending below the collar be tied back with appropriate school hair ties. Students may wear sleepers or studs. Students in Years 2-6 may wear a watch. A necklace/chain around the neck may be worn only if a Christian Religious medal is attached to the chain. No other jewellery is to be worn.

Girls	Boys
School formal shirt Navy Unisex Shorts with School Crest or Navy Culottes with Crest Sports Polo shirt with Crest School sports shorts Navy School Hat or Cap with Crest Short Blue Socks Black Shoes (no Stripes)	School formal shirt Navy Unisex Shorts with School Crest Sports polo shirt with crest School sports shorts Navy School Hat or Cap with Crest Short Blue Socks Black Shoes (no Stripes)
<p style="text-align: center;">Winter</p> Navy Track Suit with Crest On really cold days a navy long sleeved polo shirt or jumper can be worn under the track suit jacket Navy tights (optional)	<p style="text-align: center;">Winter</p> Navy Track Suit with Crest On really cold days a navy long sleeved polo shirt or jumper can be worn under the track suit jacket

You must only wear garments with the St Peter’s logo. This includes all formal shirts, polo shirts, shorts, hats and culottes. Coloured house team shirts do not require the school logo and can be purchased from department stores. Please ensure that all items of clothing are CLEARLY LABELLED with your child’s name. Optional: Hair Accessories: Blue “scrunchie”; Blue Ribbons
 You can order uniforms online using Qkr!; the easy-to-use phone app, and the uniform will be delivered to your child’s class. Order forms are also on the parent portal.



ST PETER'S SCHOOL FEE POLICY

Fees and Levies collected at St Peter's are essential in providing a high quality of Catholic education for all students. The fees and levies are used for the following purposes which are aligned to the Vision and Mission of St Peter's to:

- Provide teaching, administrative, classroom support and facilities.
- Provide essential resources, materials, facilities and equipment.
- Assist with providing activities such as excursions and incursions.
- Support the St Peter's School building program.
- Maintain buildings, grounds and other facilities. The School charges a "Parents and Friends Levy" to support the initiatives of the parents and the community within our school. For those families experiencing short or long-term genuine inability to pay fees, we are committed to providing support to ensure that enrolment is not compromised. Please contact the Principal for further information concerning the concession application process.

School Fee and Levy Collection Process

1. School fees and Levies are charged on a term basis in accordance with the School Fees and Levies Schedule for the year (available on our website).
2. Fees are due to be paid within 14 days of the issue of the Statement of Fees and Levies. The due date will be noted on the statement.
3. Where a parent/guardian believes financial circumstances have arisen that will prevent or delay the payment of the school fee account, a variety of options are available:
 - Extension of time: if an extension is required, please contact the school finance office prior to the due date.
 - Payment plans: payment of the school fee and levy account by regular instalments. All payment plans must ensure that the account is cleared by the last day of the school year or as negotiated with the Principal.

Fee Concessions

In cases of financial hardship an application may be made for a fee concession.

- Concession applications are accepted at the commencement of each year or at any point initiated by the family. Concessions are issued for a maximum period of 12 months within a calendar year. Consideration for a subsequent 12-month period will require a new application.
- A compassionate and just approach under the mission and values of Brisbane Catholic Education and St Peter's School is used when reviewing applications. The same process is adopted by all Brisbane Catholic Education schools for assessing eligibility.
- A family wishing to apply for a concession should apply to the Finance Officer, in the first instance, for a Fee Concession Application form.
- All matters are dealt with on a confidential basis.

Recovery of unpaid fees

In fairness to families who pay their school fees regularly and on time, our school will follow up all overdue school fee accounts.

- A reminder statement will be issued by email within 7 days to any family who has not settled their school fee account by the due date where a payment plan or other arrangements are not in place.
- If payment or a suitable response is not received within 7 days of the reminder statement, contact with the parent will be made via telephone, mail or email from the Finance Officer or Principal.
- If after 14 days from this second reminder satisfactory arrangements have not been reached, the account may be sent to the school Debt Collection agency. In serious cases, where there is clear capacity to pay outstanding fees, legal options may be pursued by the school.
- Legal costs, direct debit rejection fees and any debt collection costs, or other costs incurred will be at the family's expense.

Agreed Payment Plans

As mentioned under the 'School Fee and Levy Collection Process' (point 3 above), our school offers families the opportunity of paying the school fee account by regular instalments over the course of the year. All Agreed Payment Plans must be organised to include a regular schedule that will clear the school fees account by the last day of the school year. Any extensions to an Agreed Payment Plan must be negotiated with the Principal. To establish an Agreed Payment Plan, authority forms are available on the Parent Portal or from the school's finance office.

Late Start Enrolment

New students entering St Peter's School after the commencement of the term may be charged on a pro-rata basis for the remaining weeks of the term where appropriate at the Principal's discretion.

Withdrawal of Enrolment

Fees will be payable for the whole term in which the enrolment is terminated. For a reduction in fees a written request must be made to the Principal at the time of notification and may be granted at the Principal's discretion. Student textbooks, library books, devices and all accessories are to be returned to the School. If any fees remain outstanding, they will be payable as per the normal payment terms and where appropriate, any fees in credit will be refunded.

Extended Leave / Holding an enrolment place

Fees will be payable for the whole term in which extended leave is taken. For a reduction in fees a written request must be made to the Principal at the time of notification and may be granted at the Principal's discretion. Consideration will be given to the length of the break, the nature of the leave, the time the student has been at the school, the number of previous leave occurrences, and the existence of student waiting lists.

For further clarification regarding the above school fee and levy collection process, please contact the school office.

SCHOOL E-MAIL PROTOCOLS For Parents

While email is a fast and convenient means of communication for many, we understand that our teachers have varying preferences and schedules for checking their emails. Some prefer to review their messages in the morning before school, some at the end of the day, and others during the school day. In many cases, our teachers also value direct phone conversations as an effective way to connect with parents.

To ensure a smooth and efficient communication process, we kindly ask for your understanding when it comes to response times. When you send an email to a member of our professional staff, please be aware that immediate replies may not always be possible. We ask for your patience and understanding as we strive to maintain high-quality teaching and learning in the classroom.

In most cases, our teachers will make every effort to respond to your emails within 48 hours. This allows them the necessary time to provide thoughtful and comprehensive responses to your questions, concerns, or requests. Rest assured that your message is important to us, and we are committed to providing timely and meaningful support.

If your matter is urgent or requires immediate attention, we encourage you to consider using the phone as a means of communication with your child's teacher or the appropriate school staff. Direct conversations often prove to be effective for addressing pressing issues.

We deeply appreciate your collaboration and partnership in your child's education.

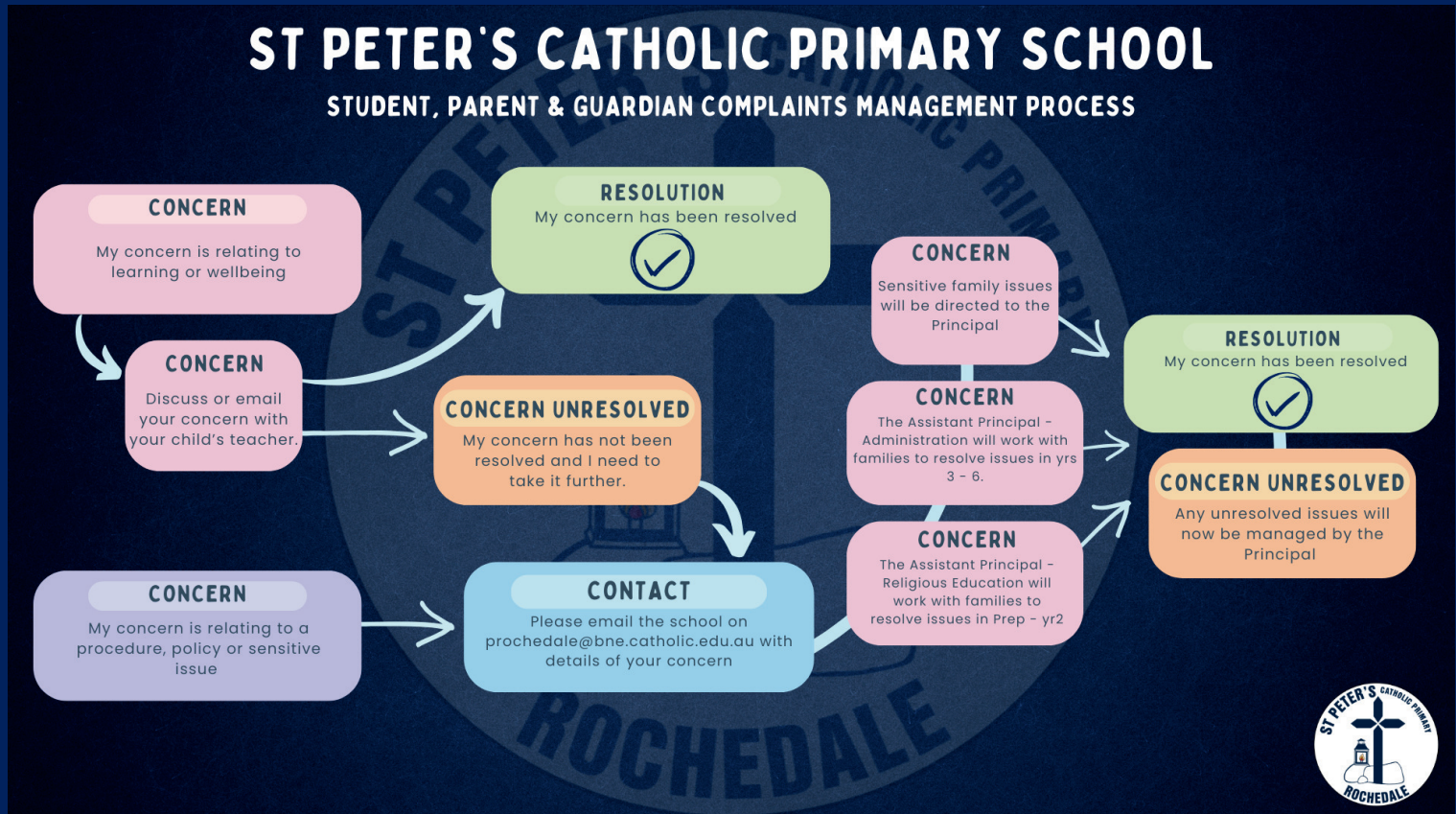


When using e-mail:

- Only authorised e-mail addresses will be used by St Peter's Catholic Primary School staff to communicate with parents. Ensure that your e-mail address/es are current and up-to-date.
- Permission to email is granted as a provision of address in enrolment acceptance documents, unless otherwise stated.
- Please send only non-vital messages by this medium. For example, do not use e-mail to inform a teacher that your child is to wait for you at the office after school or meet you somewhere when the day ends. A teacher may not have time to read your message in a timely fashion. Instead use the telephone to contact the office, to be sure your message is received and clearly understood.
- Your child's academic/learning progress is best addressed through a telephone conversation or by scheduling a personal conference with your child's teacher. An e-mail message on these matters is not appropriate.
- When agreed between the teacher and the parent (following face to face or phone conversation) email may be used as a form of regular communication about a student's day at school (in place of a communication book).
- Please remember that e-mail is not necessarily confidential and can be subject to FOI (Freedom of Information) regulations. Confidential information should be by phone or personal contact.
- Please identify yourself in the subject line of your e-mail message and, if appropriate, the name of your child.
- For all medical or health concerns, please contact the school office in person or by phone.
- Please keep all contacts professional. Jokes, amusing or special stories, chain letters, or commercial solicitations are inappropriate and reduce valuable teaching time.
- Mass e-mail to the school staff must be approved by the Principal before sending email.
- Emails containing threatening or offensive language will not be responded to.
- St Peter's maintains email accounts for teachers to facilitate parent/teacher communication and other internal staff as well as system-wide staff communication. St Peter's reserves the right to block or filter email messages to staff that are not directly related to school business or to St Peter's educational mission. Remember that e-mail is a quick way to send a message, but it is not necessarily the best way to get a quick reply.

REPORTING AND COMPLAINTS PROCEDURE

From time to time parents will have concerns about issues that arise at school. It is important that concerns are dealt with in a fair and timely manner and have positive outcomes. It is also important to acknowledge that we are members of a Catholic community and therefore certain values and principles guide our behaviour and relationships. We are called to address the pastoral needs of our staff, families, and community members. Our community also has lawful responsibilities to create safe learning environments. Therefore, addressing complaints is a very high priority. The following is a guide for parents to follow in addressing and communicating a concern or complaint.



BRISBANE CATHOLIC EDUCATION POLICIES

As a system school under the administration of Brisbane Catholic Education, the following Brisbane Catholic Education Policies and processes are implemented by the school:

Student Protection Processes

Student protection and wellbeing are paramount in Catholic Schools. Our commitment to the protection of students is based in our belief that each person is made in the image of God, and our ethos is to provide a safe and supportive environment for all. All students have the right to expect that the school will always act to protect them from any kind of harm. These processes have been developed to ensure that appropriate responses are made whenever student protection concerns come to the attention of staff.

Complaints about Non-compliance with BCE Student Protection Processes

Brisbane Catholic Education (BCE) is committed to ensuring that all staff comply with their responsibilities as detailed in the Student Protection Processes Catholic Education Archdiocese of Brisbane (BCE Student Protection Processes). This complaints procedure is to address allegations of non-compliance with BCE Student Protection Processes in accordance with the Education (Accreditation of Non-State Schools) Regulation 2017. BCE takes all allegations of non-compliance with BCE Student Protection Processes seriously.

Complaint Form for reporting non-compliance with Student Protection Processes

The purpose of this form is to capture the details of a complaint regarding non-compliance with BCE Student Protection Processes. Complaints about other matters must be made following the Student, Parent and Guardian Complaints Management process. Student Protection and Code of Conduct Training for Volunteers and Other Personnel BCE is committed to supporting and training our volunteers and other personnel who deliver services in our schools. The online training and registration form must be completed, and the registration form supplied to the Principal of each school in which volunteering is undertaken.

Acceptable Use Policy

The purpose of this Policy is to outline the requirements for regulating acceptable use of Brisbane Catholic Education's information systems and resources.

Privacy

The Privacy Policy applies to all schools administered by BCE and BCE Offices (BCEO), and sets out how each school and BCEO collects, holds, uses and discloses personal information. The Policy includes information about how to address any concerns regarding compliance with the policy.

Student, Parent and Guardian Complaints Management

The purpose of this policy is to outline the principles Brisbane Catholic Education employees will follow when managing a complaint from a student, parent or guardian.

Purpose

The purpose of this policy is to outline the principles Brisbane Catholic Education (BCE) employees must follow when managing a complaint from a student, parent or guardian. Complaints are an important source of information for the organisation in identifying issues and risks and improving processes and systems.

Rationale

This policy will ensure that complaints from students, parents and guardians are managed consistently and in accordance with the Australian Standard on complaints management (AS/NZS ISO 10002:2014 – Guidelines for complaints in organisations) and relevant legislation.

Policy Statement

BCE is committed to effective complaints management by managing student, parent and guardian complaints in an accountable, transparent, timely and fair manner, while protecting the health and safety of BCE employees through proactive management of unreasonable complainant conduct.



Principles

In managing a complaint from a student, parent or guardian, the following principles apply:

- o people focus: build trusting relationships by respecting individuals and the community. Students, parents and guardians have a right to voice complaints
- o accessibility: information on how and where to make a complaint is available and easy to access
- o local resolution: resolve complaints promptly and at the point of receipt, where possible
- o responsiveness: prioritise and resolve complaints in a fair and timely manner with complainants informed of progress in the complaints handling process
- o objectivity and fairness: apply procedural fairness and withhold judgement
- o no detriment: students, parents and guardians are not adversely affected because they have made a complaint
- o learn, improve and grow: improve services by learning from complaints
- o accountability: employees know, and exercise, their roles and responsibilities
- o confidentiality: complaint information is confidential and managed in accordance with Australian Privacy Principles within the Privacy Act 1988 (Cth).

Complaints within the scope of this policy

Complaints by a student, parent or guardian expressing dissatisfaction about a service, decision or action of a BCE employee, and the student, parent or guardian is directly affected by the service, decision or action.

Complaints outside the scope of this policy

The following complaints are outside of the scope of this policy and are responded to through other mechanisms:

- o BCE employee complaints: BCE's Staff Complaints Management procedure
- o complaints relating to non-compliance with BCE's student protection processes: Complaints Procedure for Non-compliance with Brisbane Catholic Education's Student Protection Processes
- o complaints relating to student bullying or harassment: BCE's Preventing and Responding to Student Bullying in Schools policy
- o complaints relating to conduct of religious clergy and other religious persons: Archdiocese of Brisbane Professional Standards
- o complaints relating to animal use: QSAEC Animal Use Complaint Report
- o reporting a work health and safety incident or near miss: BCE's Incident Reporting and Investigation procedure.

Definitions

Complaint An expression of dissatisfaction about a service, decision or action of a BCE employee.

Complainant A student, parent or guardian directly affected by a service, decision or action of a BCE employee.

Internal review A process used to assess the merits of the original complaint, the complaints processes used to resolve the complaint and the original outcome decided.

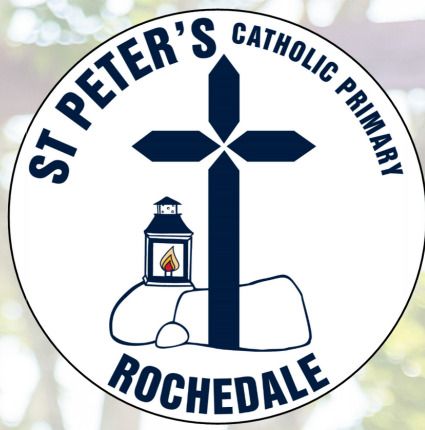
Resolution A complaint is resolved when the complaint has been handled in accordance with BCE's Student, Parent and Guardian Complaints Management policy and procedure.

Unreasonable complainant conduct Unreasonable complainant conduct involves actions or behaviours which raise significant health, safety, resources or equity issues for BCE.

Unreasonable complainant conduct includes:

- o unreasonable persistence e.g. making excessive and unnecessary phone calls or emails
- o unreasonable demands e.g. demanding a different process or more reviews than allowed for by the school's complaints procedure and/or BCE's Student, Parent and Guardian Complaints Management policy and procedure or demanding a different outcome without demonstrating the original decision of the school was incorrect or unfair
- o lack of cooperation e.g. refusing to identify the problem or providing disorganised information
- o unreasonable arguments e.g. making irrational or illogical claims
- o unreasonable behaviours e.g. aggression or violence to BCE employees or threatening to harm BCE employees, self or others.





St peter's Catholic Primary School
955 Rochedale Road
Rochedale qld 4305
(07) 3341 4800
stpetersrochedale.qld.edu.au

We Are St Peter's People