



Siena Catholic Primary School

Parent Handbook

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FROM THE PRINCIPAL

Dear Parents

Commencing a school from a sparsely vegetated block of land into the appealing facilities that now exist has been an exciting experience. This excitement has been fostered by being on site to watch buildings emerge from the small patch of wilderness to being involved in the enrolment process of families in the school. Families enrolling have been able to share their expectations of what they would like to see here at Siena. I feel privileged to be part of a community that is positive about children's education, and values the importance of family life in supporting productive educational outcomes. It is my hope that Siena Catholic Primary can be a lighthouse of such developments and a place of faith, hope and love. As a staff we work hard to provide a sense of belonging for all who become part of our community.

Schools play a central part in the development of children's self concept, their worthiness, what they can and cannot do. Firstly coming to school needs to be an enjoyable experience. As a staff we want to establish a learning environment that is fun for all children who come to Siena. If learning is not fun, then it is difficult for productive learning to take place.

Catholic schools exist to be supportive of families seeking a Catholic Education. Education as a process relies on both parents and school working in partnership for common outcomes that will aid all children with the development of basic skills and thinking to function in a constantly changing world. Both teachers and parents work together to assist this becoming a reality. Our educational beliefs are founded in the traditions and values of our Catholic faith. Catholic faith practices are foundational to our existence as a school. The times of prayer and liturgical experiences are sacred to our formation of who and what we are – members of God's family. You are always most welcome to join the school and classes for these special occasions.

As parents, I invite you to actively involve yourself in the journey of learning for your child. The benefits to your child's learning will be enriched from your involvement. Studies show that where there are high levels of parental involvement there are high levels of attainment.

Communication is central to the partnership of parents and school working together. We rely on you to keep teachers and administration informed of changes in your child's life and we will work hard at informing you about school and class activities. You are welcome to be active at a classroom or school level in a range of activities.

The opportunity of supporting your child's schooling only comes once. Your active involvement and support will assist in your child reaching his/ her full potential. I look forward to your support and involvement.

Blessings

Peter Donelan
Principal



Siena

Catholic Primary School

VISION STATEMENT

We are a Catholic School Community committed to nurturing and celebrating a love of God, self, others and learning.

Our vision is to:

- provide a values framework built upon the faith tradition of the Catholic Church;
- affirm the dignity of each individual;
- build a strong sense of community;
- foster partnerships in education;
- nurture holistic development through enjoyable child-centred learning experiences;
- establish connections between life and learning;
- empower each child with a passion for life-long learning;
- develop global awareness and a sense of common good, and
- welcome renewal.

We give witness to our vision through living Gospel values.

CATHOLIC EDUCATION

Catholic schools exist to continue to provide a formative education based on the values of the Catholic faith. Schools recognise and appreciate the role of parents as the first and most significant educators of their children. Siena Catholic Primary acknowledges its role in assisting and complementing the work of the parents in the provision of a Catholic education.

The central focus of education is the child within each family. Children learn to live their faith through the life experiences of their parents.

In school, opportunities are provided for children to learn religious education, and to experience the religious life of the school. In the parish the family celebrates as part of the Church community. This combination is vital in the continuation of faith development.

The greatest support for Catholic Education comes from within the family itself. Children will grow up with the morals, respect and practices regularly modeled for them within the family. Prayer and Mass attendance play an important role in developing healthy faith practices.

Siena Catholic Primary School operates under the direction of Brisbane Catholic Education. It is a diocesan school, not a Parish school or order owned school. The school is placed within the Maroochydore Parish. The priests in the parish are happy to visit classes and lead our liturgies.

HISTORICAL BACKGROUND

Catholic Education in Australia has a rich history of which most of our families have had some first hand experience. Catholic schools were first supported by lay teachers who provided a basic but essential learning for families living with a simple outlook for their future. The success of Catholic Education grew with the support and growth of various religious orders that were instrumental in building schools in an ever expanding and growing country. Most of Catholic Education was provided without the support of Government assistance up until the 1960's. This was the height of the religious presence in Catholic schools in Australia. Now in Catholic Schools across Australia, it is a rarity to have schools with religious present in them. Our schools are now basically staffed by lay people who have trained and kept abreast of the professional changes that have transpired, along with maintaining a current understanding of the spirituality, theology and moral aspects of Catholic Education. We are indebted to the various religious orders across Australia for being pioneers of Catholic Education. They have been instrumental in creating the frameworks from which schools operate today. We now have a vital, organised system across Australia that is supported by Government funding and is serving a huge need within our Australian society by providing a caring learning environment for Catholic families across this country. St Catherine of Siena inspired Siena as the name for the school. Siena is a city of great significance in the Tuscan hills of Italy. St Catherine and her twin sister were born in 1347, the twenty-third and twenty-fourth children of Giacomo Benincasa and Lapa Piacenti Benincasa.

When Catherine was six she had a vision on her way home from the house of an older married sister. She saw Jesus clothed in papal vestments sitting on a throne. Jesus smiled at Catherine and blessed her and this was the beginning of Catherine's beautiful love story with God.

In 1363 Catherine joined the Dominican Third Order of Penance. This order lives with their families praying and doing penance. Catherine had many visions of Jesus who called on her to take an active role in the city and within her family. She devoted herself to nursing in various city hospitals and inspired the conversion of notorious sinners.

Catherine is known for her writings in *The Dialogue* which tells of her 'conversations' with God. She went on to meet various influential people, including the Hungarian Queen Elizabeth and the Pope, as well as being instrumental in bringing peace to a number of the city states.

She died in 1380. Catherine was canonised a saint on 29 June 1461 by Pius II. She was co-named Patron of Rome (with the apostles Peter and Paul) in 1866 and Pope Paul VI declared her a Doctor of the Church – she was the first woman to be named one.

Her liturgical feast day is 29 April.

ROLE OF PARENTS

The total education of the child is a shared responsibility of parents and school staff. This was emphasized in Vatican II by its saying...

Parents must be acknowledged as the first and foremost educators of their children. Their role as educators is so decisive that scarcely anything can compensate for their failure in it. For it devolves on parents to create a family atmosphere so animated with love and reverence for God and all people that a well-rounded personal and social development will be fostered among the children. Hence the family is the first school and those social virtues which every society needs.

(Declaration on Christian Education, p.3)

Active parental involvement in the learning process of their children is a vital way parents can demonstrate to their children that they care and are interested in their development. Such involvement leads to:

Children

- performing closer to their level of ability;
- learning what their parents value - they are able to differentiate between words and actions;
- learning to grow up in a family environment, willing to share 'their concerns'.

Children whose parents are in touch with their children's education experience fewer long term social and emotional problems.

At Siena, parental involvement is strongly encouraged. Opportunities exist in a variety of forms. These include:

- assistance with classroom learning
- offering art and craft expertise
- coaching sport
- helping in the Library
- taking library books home to cover
- printing children's written work on school computers
- attending Parents and Friends meetings
- cooking for special events
- giving a helping hand at working bees
- offering your talents and time
- reading to small learning groups
- being a member of sub-committees
- being a member of the Schools Board

Those who are involved in any way are required to complete **VOLUNTEER TRAINING**. This is in response to Government legislation put in place to ensure the safety of children. This Training is offered at school several times a year. Each 'Volunteer' completes one training session lasting about an hour. Volunteer Training is for everyone and is a once only. As well as this, if a person wishing to volunteer is not a parent/guardian of a child at Siena, then a current Blue Card is needed.

ENROLMENTS

Siena Catholic Primary exists primarily for the education of families who seek a Catholic Education. Our priority is Catholic families and this is determined by the baptism of the child to be enrolled. Non-Catholic families are welcome to be part of the school community if places are available.

Conditions of Enrolment

1. Accepting the teachings of the Catholic faith.
2. Supporting programs and activities organised within the school.
3. Understanding the school is dependent on parents to pay school fees to exist. (Inability to meet this commitment requires a prior arrangement with the Principal for a Fee Concession to apply).
4. Having children of eligible school age. Copies of birth certificates are necessary for children's enrolment.
5. Presenting Transfer notices for children enrolling (except at the beginning of schooling) with current class reports, along with any guidance reports or other relevant information.
6. Accompanying the Application for Enrolment Forms is an Enrolment Fee - this is non refundable.
7. Being available for an interview with the Principal to discuss an enrolment application after it has been lodged at the office.

Enrolment Policy

1. An Application for Enrolment at Siena Catholic Primary must have:
 - an Application for Enrolment form completed
 - accompanying copies of:
 - Birth Certificate
 - Sacramental Certificates (Baptism, Reconciliation, Eucharist/Confirmation)
 - Current School report for children where applicable
 - enrolment fee attached.
2. Priority is given to:
 - The brother or sister of Catholic families currently enrolled at Siena Catholic Primary/College.
 - Baptised Catholic students
 - Non-Catholic students
3. Students likely to require special assistance (e.g. special resources and/or a modified class program and/or teacher aide support) will be considered in accordance with the procedures outlined in current documents from Brisbane Catholic Education.

4. When the number of Catholic applicants exceeds the places available in the school, the following criteria will be used in considering each applicant's suitability:
 - Catholic Church commitment (e.g. practice, sacramental program, parish involvement)
 - commitment to Catholic Education
 - proximity to the school
 - parental expectations
 - student's past record of learning and behaviour
 - other relevant factors
5. When enrolling, children are to meet the necessary age requirements for entry for each Year Level:
 - Prep: children must turn five by 30 June in the year they begin
 - Years 1-7: children will be placed in age appropriate classes.
6. All families applying for enrolment are required to have an interview with the Principal or a member of the Administration Team, prior to a decision being made on each child's acceptance into the school.
7. Enrolment at Siena Catholic Primary School does not guarantee subsequent enrolment at Siena Catholic College. The College has its own enrolment policy and procedures.
8. Enrolment at Siena Catholic Primary School is at the discretion of the Principal.

Level of Readiness

Fulfilling the age requirement does not necessarily ensure that the child is ready to begin school. This age is a set minimum. Other considerations need to be taken into account to ensure that the child is ready for school. Such things as emotional development; social skills, physical, visual and listening skills, need consideration in deciding if a child is ready for school. Language readiness and concepts are closely considered also. To determine whether a child is ready for school, parents need to trust their own 'gut indicators' and to consult with early childhood teachers. It should be remembered that this could determine the level of the child's achievement in the years ahead.

CURRICULUM DEVELOPMENT AND ORGANISATION

Programs that exist within Siena Catholic Primary School follow the Education Queensland Frameworks and Guidelines. All schools across Queensland apply these in a way that suits their local clientele and the specific needs of their school and children within the school.

Classroom implementation must allow for individual teacher's developments and the organisation within his/her own classroom, suited to the:

- learning styles of the children
- the instructional style of the teacher
- the children's stage of development
- individual needs; and
- the physical environment.

Within Siena Catholic Primary School the following activities support and enhance learning across the curriculum.

1. *Camps & Excursions*

Opportunities will be created for classes to experience camps and excursions to assist with taking learning beyond the confines of the classroom. Learning is not restricted to the set classroom environment. Learning can be enriched by seeing and doing.

Often there are people with specialist knowledge and experiences in various fields that can assist children with their thirst for knowledge on specific topics. Camps and excursions are very much a part of rich learning for all children and these provide opportunities for:

- developing environmental awareness and appreciation
- growing in independence and interdependence
- building upon friendships, class spirit and acceptance of all children
- creating a sense of enjoyment and an awareness of self and others;
- exploring understandings of Leadership as a Servant Leadership model and
- growing in self-confidence.

An ever - evolving program allows classes to experience different environments to develop greater awareness of their physical surrounds as well as allowing opportunities for peer interaction away from the school routines.

2. Homework

Rationale

Within Siena, we believe it is important to develop a common acceptance of what homework is to achieve, and what will be the school's expectations.

Homework is an opportunity for children to elaborate on the interest created through their classroom experiences. Learning beyond the classroom setting is a positive experience that enhances positives about self, learning and life.

Parents are the prime educators of their children and thus we aim to encourage positive experiences of learning in the home that will support the concepts and approaches developed in the school.

Children attend school for six hours a day. Homework should not be an extension of their school day. It is important for children to have time to be children and enjoy the delights of play, peers, enrichment, cultural and sporting activities as well as participating in family life.

Common Beliefs

- Regular reading is critical to all children's learning.
- Opportunities for individual children's interests (academic, sporting, social and cultural) are to be promoted and encouraged.
- Academic tasks completed at home are to complement classroom work and the learning approach experienced at Siena.
- Homework is an opportunity to engage parents with their children's learning through discussion.
- Opportunities to practise basic literacy and numeracy skills are important in becoming competent in all areas of learning.

Organisation

- Class teachers have the autonomy to plan homework that complements classroom practice and supports our common beliefs.
- All work set is clearly communicated in a user-friendly style to parents.
- Homework is to encourage all children to develop into reflective and self-directed learners.
- Regular reading is considered a basic component of all regular/set homework.
- Classroom teachers acknowledge all set and self-directed work completed by children.
- When setting homework tasks, class teachers allow an appropriate amount of time to take into consideration the other commitments of families.

3. Individual Needs

It is our belief at Siena Catholic Primary School that every child is an individual with unique potential, abilities, talents and needs. Our class teachers are continually monitoring student needs and adapting teaching/learning strategies accordingly. Every effort is made to address these individual needs through the class program and through additional services overseen by the Student Support Team.

The Student Support Team is made up of the Principal, Learning Support Teacher, Guidance Counsellor and any other member of staff who has an interest in the area of special needs or in the learning needs of a particular student. Support for students is provided in a number of ways.

a. Support Needs in the Classroom

Class Teachers, who work most closely with the students, take individual strengths and needs into account when planning for Literacy, Numeracy and other Key Learning Areas. The teacher is then able to plan modified tasks to meet individual student's level of need.

b. Children with extra Support Needs

The Support Teacher: Inclusive Education is employed to support children with specific learning needs. Children requiring additional support are identified by their teachers, parents or, sometimes, by the student themselves. A referral to the Student Support Team helps to determine the most appropriate further action to meet the student's needs. Support is offered in a variety of ways:

- consultation with Class Teacher and parents,
- assessment to specify areas of strength and need,
- diagnosis of learning difficulties,
- organisation of specialized resources,
- access to intervention programs,
- cooperative planning/teaching with the Classroom Teacher,
- Guidance Counsellor intervention,
- referrals to other specialised agencies,
- continued monitoring of the student's progress.

c. Children with Specific Gifts and Talents

Enrichment and extension activities are offered, wherever possible, to cater for gifted and exceptional talents of students. If your son/daughter is particularly talented in any area, it is important to discuss this with the Principal, Class Teacher or Learning Support Teacher so that opportunities to extend and share this talent can be provided both in general classroom work and in more specialised settings.

d. Children with Disabilities/High Support Needs

Many families now choose for a child with a disability and/or high support needs to be educated in the regular school, with other family members, neighbours and friends. An enrolment support process (devised by Brisbane Catholic Education) exists at Siena Catholic Primary School. The parents, together with the Principal, Support Personnel from both the

school and Brisbane Catholic Education in consultation with specialists and his/her existing school, explore the child's needs and the school's capacity to provide a suitable learning environment. An early approach to the school is appreciated if enrolment of a student with high support needs is desired as this allows time to seek the extra resources, which may be essential to facilitate the enrolment. Children with Special Needs applying to enrol at Siena Catholic Primary are required to go through a Special Needs Enrolment Process prior to a position being offered at Siena.

The educational needs and provisions for students with disabilities are determined through a discernment process. This is a statewide procedure through which needs are identified and an Individual Education Plan designed, implemented and monitored. The Consultant: Special Educations Needs, a support person from Brisbane Catholic Education, oversees the enrolment and this proceeds in close consultation with the school and the child's parents.

4. *Information Services Centre (Library)*

The library is a pivotal point of learning within the school. It provides resources to meet the curriculum needs; it provides teachers with the support they need to develop information-literate students; it provides students with opportunities for wide-reading - both for pleasure and for information; and it provides students with access to technology. Our library at Siena endeavors to meet these needs of students and teachers. As the school grows; our selection of resources and our availability of technology increases to meet the needs of the population. Two people share the Teacher-Librarian role, and with their assistants, they make up the staff for the library.

Children are given a regular, weekly borrowing session in the library and are required to have a library bag in order to borrow books. The classroom teacher and the teacher-librarian are available at these sessions to guide children's choices. Children may borrow books for two weeks at a time, with renewals available if necessary. Damaged books are repaired at the library, and it is requested that children notify the staff if a book has become damaged while in their care.

5. *Key Learning Areas*

Siena Catholic Primary has a curriculum based upon Queensland Studies Authority and the Learning Framework of Brisbane Catholic Education. As a school we are committed to implementing Queensland Studies Authority Curriculum Statements within a connected approach across each of nine Key Learning Areas – English, Cultural Literacy, Mathematics, Technology, Health & Physical Education, Science, Studies of Society and The Environment, Religious Education and The Arts. Children will encounter a variety of learning experiences as they connect all learning with the need to develop basic skills in Literacy and Numeracy.

Planning is organised around the demonstration of multiple outcomes across Key Learning Areas connected to a common concept or process. Time is set-aside for both Literacy and Numeracy on a daily basis as well as time allocated for the teaching of Religious Education.

6. **Religious Education**

Religious Education in a Catholic school has two distinct yet complementary dimensions:

- Teaching people religion
- Teaching people to be religious

The first dimension is focused on the educational activity of teaching and learning about religion and utilises a range of learning processes and resources.

The Religious Curriculum P-12 describes the core content that is to be taught and that students should learn and is therefore the starting point for planning for teaching, learning and assessing Religion in our school. It has a time allocation of 2.5 hours per week.

The four strands of the Religion curriculum are: Sacred Texts, Beliefs, Church and Christian life and are interrelated and their content is taught in an integrated way. We also acknowledge that the ethos of the school as Catholic, permeates all curriculum planning.

The second dimension is a faith development activity focused on nurturing the religious, spiritual and faith growth of students. We celebrate significant days within the Church year; find ways to support those who are less fortunate and pray together. Within our Siena community we recognise that parents are the first educators in faith and that the Parish and local community also nourish and support the development of faith of students.

The school is within the Stella Maris Parish, Maroochydore. The Parish Priest and his Associates maintain a close connection to the school community by presiding over liturgies and visiting classrooms. Preparation to receive the sacraments is conducted through the Parish at a variety of times throughout the year.

Siena Catholic Primary School seeks to fulfill the goals of the Archdiocesan statement – *That They May Have Life* and the school 'seeks to foster 'in each child:

- A growth in relationship with God
- A knowledge and understanding of God as revealed by Jesus
- An understanding of our Catholic tradition and his/her participation in the life of the Church community.
- Participation and transformation in society in the light of the gospel and Catholic tradition.

7. Music Program

Within the school, there exists a co-coordinated sequenced Music Program for each class. All classes have Music lessons each week. A specialist Music Teacher is employed to manage this program. Where possible, the aim is to integrate the Music curriculum into the various modules of work covered in the general classroom.

We provide opportunities for children to participate in an Instrumental and Choral Program:

- from the classroom, students have access to various instrumental programs incorporated into the curriculum.
- Choral Music is an integral part of the whole school curriculum – classroom, co- and extra-curricular and liturgical music.
- For the Instrumental Music program (including Concert Band Instruments, guitar and violin), it is the responsibility of participating families to equip children with instruments through a supplier organised by the school. This is regarded as an educational extra and individual costs are billed to families on a user pays principle.

8. Reporting & Assessment

Throughout the school year parents are welcome to make appointments with class teachers to discuss children's learning at any time. Class teachers are always willing to elaborate on children's development, given notice.

School procedures in relation to reporting are:

a. Parent Information Nights

At the beginning of each year these nights are held to provide an overview for the year. It provides an opportunity to hear of the teacher's expectations within the classroom and what management strategies are used. An outline of work to be covered for the year is shared with parents. Homework, excursions, bookwork and parent assistance are also addressed at these meetings. Your attendance is critical in developing an awareness of how each teacher and classroom operates. Developing this awareness can only enrich the parent school partnership so essential for good learning outcomes for all children.

b. Reporting

During each term, samples of children's work will be collected. At regular intervals these samples are sent home for parents' perusal. This is called the child's Learning Log. As well as parents' having a chance to see their children's work, they are invited to comment. At the end of Term One Parent Teacher Interviews take place. At the end of each Semester, there is a written report on each child's progress.

c. Parent Teacher Interviews

At the end of Term 1 teachers make themselves available for every parent to discuss areas where children are achieving well and areas needing improvement. Collected work samples are the focus of these interviews.

d. Outside Indicators

The following assessment is carried out to assist in presenting detailed information on individual children's performances in Literacy and Numeracy:

Year 2	Diagnostic Net
Year 3	National Test
Year 5	National Test
Year 7	National Test

ADMINISTRATION MATTERS

1. *Allergies @ Siena*

Because of the difficulty in enforcing the exclusion of foods (in particular) that children are allergic to, Siena has a policy of awareness raising for both adults and children. Information and education are given to the children, and the parents of those year levels where there are children who have allergies. This takes the form of an information letter to parents in which they are discouraged from sending nut products in the children's lunches, plates of food to share which contains nuts, as well as being given information about the allergies. In the classroom, the children are told all about why the child with the allergy wears the yellow wrist band and what they need to do.

Children who have allergies take their epipen pack to the playground and give it to the teacher on duty where they are playing. The yellow wristband allows easy identification as well.

2. *Attendance*

Regular attendance at school is necessary for a child to be fully able to participate in the learning programs offered at Siena. In the event of a child's being absent, parents are requested to inform the school by phone before 8.45am. (**Absentee Phone Number is 5450 1703**) or by written note the following day, explaining the reason for absence. It is required that the note accompanies the child on their first day back after being absent.

If your child is late arriving, departing early, or needs to leave school for a time during the day, then it is important that the adult who is organising this, signs the child in and out at Student Access in the Administration Building.

Parents are asked to make holiday bookings during the designated holiday times for the year. If children miss consecutive weeks of learning, it can mean that there will be gaps in this learning.

3. *Behaviour Management*

Differences in attitudes and values within our society necessitate a defined and structured approach to the management of behaviours in our school. A Behaviour Management Policy has been developed in consultation with parents, students and teachers. The purpose of such a policy is to establish a secure environment where expectations are clear, where we all develop responsible attitudes for our behaviours, and where the consequences of our actions are understood. Its overall effectiveness relies on the commitment and support of the whole school community (parents, staff and children) working together.

4. *Class Organisation*

Each year the school is staffed according to the total number of children in the school. The number of children that are enrolled each year determines the organisation of classes. Each year children are organised into classes that teachers see as most suitable for their development. Selection will be based upon:

- a balance of boys and girls
- a balance of abilities in each class
- Special Needs children placed equally in classes
- most suitable placement of personality types

5. *Class Requisites*

At the conclusion of each year a list of Class Requisites is provided for each class, so purchases can be made in preparation for the following year. The list includes textbooks, stationery items and exercise books. It is requested that children come to school on the first day equipped with these requirements, so learning can commence.

6. Contagious Diseases

Following is the recommended minimum exclusion periods for infectious diseases for Preschools and schools based on the National Health and Medical Research Council Guidelines.

Condition	Child with the infection	Person exposed to the child with the infection
Chickenpox and shingles	Exclude for at least five days after the first appearance of the rash and the last blister has scabbed over. (Some remaining scabs are not a reason for continued exclusion)	Exclude children with immune deficiencies (egg. Leukaemia or on chemotherapy), otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Cytomegalovirus	Exclusion not necessary	Not excluded
Diarrhoea (campylobacter, cryptosporidium, giardia, rotavirus, salmonella, shigella)	Exclude until diarrhoea has ceased for 24hrs	Not excluded
Glandular Fever (mononucleosis)	Exclusion not necessary	Not excluded
Hand, Foot and Mouth Disease	Exclude until all blisters have dried	Not excluded
Hepatitis A	Exclude until 7 days after the onset of illness or jaundice. Readmit with a medical certificate of recovery	Not excluded
Hepatitis B	Exclusion not necessary	Not excluded
Hepatitis C	Exclusion not necessary	Not excluded
Herpes ("cold sores")	Young children unable to comply with good hygiene practices should be excluded while sores are weeping (Sores should be covered with a dressing where possible)	Not excluded
Human immune-deficiency virus (HIV AIDS virus)	Exclusion is not necessary unless the child has a secondary infection	Not excluded
Impetigo ("school sores")	Exclude until treatment has started. Sores on exposed skin should be covered.	Not excluded
Influenza & influenza like illness	Exclude until well	Not excluded
Measles	Exclude for at least four days after the rash first appears	Immunised children not excluded. Non immunised children and staff should be excluded until 14 days after the first day the rash appears in the last infected person. Excluded children or staff may return to the school or centre if immunized within 72hrs of contact with the first infected person
Bacterial Meningitis and Meningococcal infection	Exclude until well	Not excluded
Mumps	Exclude for 9 days or until swelling goes down	Not excluded
Parvovirus (erythema infectiosum, slapped cheek or "Fifth Disease")	Exclusion not necessary	Not excluded
Ringworm, Scabies, Head Lice	Exclude until day after approved treatment has commenced	Not excluded
Rubella (German Measles)	Exclude for at least four days after the rash first appears.	Not excluded (Female staff of childbearing age should check their immunity to rubella with their GP)
Streptococcal infection (including scarlet fever)	Exclude until child has received antibiotic treatment for at least 24 hours	Not excluded
Tuberculosis	Exclude until well and approval to return has been given by a Public Health Unit Physician or delegate	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until well and approval to return has been given by a Public Health Unit Physician or delegate	Not excluded unless advised by public health authority
Whooping Cough (pertussis)	Exclude for 14 days from onset of coughing or until child has taken five days of a 7-day course of antibiotics (erythromycin)	Household contacts who have received < 3 doses of pertussis vaccine should be excluded until they have taken 5 days of a 7 day course of erythromycin, or from 14 days after their last exposure to the infection

7. Dental Van

The State Health Department Dental Van visits Siena each year. This service is free to children. Forms are sent home by the Health Department seeking parent permission for any dental work to be carried out. This service is available year round in the case of emergency. (Phone 5491 1311)

8. Electronic Devices

Children may not bring any electronic devices to school. These put a big responsibility on the child for their care and may cause some children to feel a sense of not belonging. Mobile phones are not allowed because any communication outside the school needs to be through the Office or other staff. This is part of our duty of care process, and the issue is again of giving a young person too much responsibility.

9. First Aid and Illnesses

When children experience accidents or illness, it is the usual practice for them to be referred to a staff member who has a First Aid Certificate. They help determine the ensuing action. In the event of parents' being notified of children's illnesses and accidents, it will usually be an office staff member who will make contact. It is important to keep the Office informed of changes in contact details so that this contact can be made. All children who come to the Office for First Aid are given a slip to take home to inform parents of their child's visit and what action was taken.

10. Hair Cuts

The school has a belief that it is the innate characteristics of the individual that should shine to gain attention, not the exterior things we do to our bodies that become the focus of attention. Hair cuts, colours and so on can often gain such attention because of their **extreme nature**. Once a hair cut gains such attention, the hair becomes the focus of attention and not the individual. Such attention is not acceptable and these incidents are to be corrected by parents after contact by the Principal. Hair is to be kept groomed, cut neatly, and tied back to avoid interference with children's vision whilst learning.

While reasonable latitude is tolerated in styles, extremes are to be avoided. Styles should be consistent with a general neat and tidy appearance in keeping with societal standards. Excessively short hair is also not acceptable.

Although the above does not specifically state which styles are not acceptable, the word "**extreme**" is the operative word. The final decision on acceptability is at the discretion of the principal and, if in doubt; prior checking will assist in clarifying any uncertainty.

11. Hats

There is a uniform hat which is worn at all times when the children are outside the room. It is most important that this hat is **clearly marked**. If a child does not have his/ her hat, he/ she does not play. He/ she is expected to sit on a chair in a shaded area for play time.

If the children are celebrating a 'free dress' day they are still expected to wear a hat with a wide brim.

12. *Head Lice*

In the event of your child having head lice, it is required that his/her hair is treated prior to returning to school. It is best to check with your local pharmacy about the most suitable choice of treatment. One that is suggested as suitable is the application of conditioner and then combing the hair with a fine toothed comb. Having head lice is no reflection on one's personal hygiene or a cause for embarrassment. Anyone can catch head lice. It is spread by head to head contact. The lice are difficult to see as they are only pinhead in size. The eggs are white and can be seen more easily. Please check your child's head carefully and regularly.

13. *Jewellery*

The purpose of the children's time at school is their learning. The wearing of excessive or extra jewellery is not permitted. It distracts from their time at school and leads to additional peer attention. The school criteria for wearing jewellery are:

- Only one stud or sleeper may be worn in each ear.
- Plain silver or gold earrings - sleepers or studs - are only to be worn in the ear lobe.
- Necklaces of a simple holy symbolism can be worn inside uniforms (items of value not recommended).
- One single signet ring is permitted (again items of value not recommended).
- No bangles/bracelets are to be worn at school.

14. *Leadership Team*

The Leadership Team is made up of the Principal, the Assistant to the Principal Administration and the Assistant to the Principal Religious Education. This team meets regularly to look at matters affecting the leadership and management of the school. Policies, school procedures, initiatives and coming events are part of the weekly agendas. The pastoral care of all staff and students is always a priority at these meetings.

In the principal's absence at any time, the Assistant to the Principal Administration, or the Assistant to the Principal Religious Education are the people to be contacted in relation to any important matters.

15. *Lost Property*

A storage box of unclaimed items is located in the Student Access Area in the Kosciusko Block. At the end of each term, this is emptied and the unclaimed items are offered to families in need, or are donated to our St Vincent de Paul. By naming individual pieces of clothing, the owner can easily be found. This will require name tags to be sewn or ironed on all the children's items. Hats need to be **named on the hat** itself as tags come off easily.

16. *Medication*

The administering of medication at school requires:

- details of medication signed by a parent
- supervision of administration
- parents to discuss instructions with a teacher or office staff
- documentation each time medication is administered
- medication should be brought to school in the original container with a pharmacist's label attached stating the child's name and dosage.

At the commencement of each year an ADMINISTRATION OF MEDICATION FORM is sent home for parents to complete. This is then added to a School Register. No medication is administered to children without these forms being completed by parents. This is to protect both staff and children from incidents of incorrect medication or dosage being administered, or of reactions which were not known about. No medication is administered without this.

Children who have anaphylactic reactions wear a yellow wrist band to alert all in the event of their reacting to something in the school environment. Only wrist bands which have as their purpose an alert of medical conditions are permitted to be worn.

17. Newsletter

On Wednesday each week, a school newsletter is published to assist in communicating with our parent body. This is called **On The Grapevine** and it is distributed by email to all families. We strongly encourage you to keep informed of current school happenings, issues we are dealing with, rosters, coming events, and much more, by reading the Newsletter weekly.

The back page of our newsletter is an advertising page. The money collected assists with production costs of the newsletter for the year. Parents interested in taking one of these spaces for the school year may contact the office.

18. Office Hours

Office Hours are from 8.00am to 4.00pm, Mondays to Fridays. Appointments may be made by phoning the school secretary on (07) 5445 3399.

19. Parents and Friends Association

As a school we promote productive parent partnerships. A combined Parents and Friends body operates over both the Primary School and the College. This was agreed upon so as to have a common group; many families have children in both the College and the Primary. The Parents and Friends supports the needs of both schools. The Association meets monthly on the third Tuesday of the month and all parents are more than welcome to attend the meetings held in the Primary Library. The focus of this group is on community building and raising money for schools' projects.

There are opportunities for parents to bring suggestions for both fundraising and community building activities to the meetings. The activities organised each year rely on the energy and the skills of the people in the school community. Parent contributions are always welcomed.

Your contributions assist in building a school community. Schools that have high levels of parental involvement also have high levels of student attainments. We look forward your active involvement.

20. *Parent Network*

One parent within each class is approached at the beginning of each year to act as a Parent Rep for that class for the whole year. This person acts as a liaison person for parents and the teacher of that class. They are of support to class teachers in the development of productive partnership with parents and school working together. Meetings are held each term to develop communication between the principal and parents and to share ideas about class and school happenings.

This role consists of:

- welcoming new families in the class.
- organising social gatherings for the year.
- organising morning tea after class liturgies.
- being a liaison person for the teacher and parents.
- being a contact person for parents
- liaising with the Parent Reps in the other classes of the Year level
- meeting with the Principal and other Parent Reps once a term.

21. *Parking and Dropping Off*

The parking spaces allocated in the staff car park are for school staff only. Parents have a couple of options. If you are dropping off or picking up children, and you do not intend to leave your vehicle, there is the Drop Off Zone just past the Primary Administration. **Please move to the most forward space before stopping in the Drop Off Zone.** You may also drop off and pick up on this side of Sippy Downs Drive. If you intend to leave your vehicle, please park in the car park when here for some time; or in the marked bays in front of the Primary School for shorter visits. When moving from the Car Park into the school, please **use the marked crossing.**

22. *School Banking*

School banking occurs each Thursday. We have a procedure whereby the school does all the transactions electronically and we are paid for each transaction. This is a school service provided by the Commonwealth Bank.

School banking is encouraged as a way to develop children's awareness towards saving and money management. Application forms are available from the office for children to join the Dollarmite Saving Account. Each child is issued with a bankbook after applications are processed. This allows for all deposits to be recorded.

23. *Schools Board*

The Siena Schools Board was established in 2003. This body encompasses Siena Catholic College and Siena Catholic Primary parent and teacher representation. The role of the Schools Board is to provide some governance for the schools and to support the Principals with their leadership and management of the school ethos. The Board's responsibilities extend to pastoral planning; decision making with school policy; the provision and maintenance of school facilities and equipment; budgeting and resourcing; communication.

The Schools Board is not responsible for internal administration but offers a pastoral sounding board to school principals. The Board meets on the first Tuesday of each month and, as well as the parent and teacher representation, includes the Parish Priest, the school principals and a Brisbane Catholic Education representative.

24. School Finances

Siena is an Archdiocesan school. Finance for the construction and running comes from three sources.

- i. **GOVERNMENT GRANTS:** - Per Capita Grants are paid bi-annually according to the number of pupils at the school. This money goes to Brisbane Catholic Education to pay salaries of teachers. Capital Grants from both the Federal and State Government are given for building school facilities. The level of contribution depends on the needs and financial capacity of the local school community to contribute.
- ii. **PARENTAL CONTRIBUTIONS:** - The school is dependent on parents' contributions to have funds available for the school to operate each year. Such funds pay for the operating cost of the school and pay the Archdiocese Education Levy for school services we receive from Brisbane Catholic Education.
- iii. **FUNDRAISING ACTIVITIES:** - The School Tuckshop, Parents and Friends, and school activities raise money to contribute to special projects for the school. These activities assist in providing funds for necessary equipment and to improve the quality of the education for the families of the school.

Families enrolling at Siena contribute to the above in these forms:

a. SCHOOL FEES

Siena provides an affordable quality education. Fees are determined each year by the Education Council of Brisbane Catholic Education. Fees are kept consistent with other Sunshine Coast Catholic Schools. Accounts are sent home from the school office – three times a year, or families nominate to pay through a direct debt procedure approved at the commencement of the school year.

Accounts are to be paid promptly to avoid the time and costs involved in chasing debts. Direct debit is encouraged as this is more cost effective for the school ensuring that we have a regular monthly income.

No Catholic family will be denied the right of a Catholic Education because of their financial situation. Fee reductions are obtainable by applying for a Fee Concession when enrolling at the school, or when financial circumstances alter. A just and equitable method is used to assist in looking at individual circumstances.

b. CLASS LEVIES

Money collected from class levies assists in the purchases of consumables, classroom costs, and cultural performances such as Arts Council during the year.

Art and Craft
Photocopying
Texts/Programs

Raw Art
Class Resources
Cultural performances

c. BUILDING FUND

With it still being early days in Siena's existence, our capital costs are high and have continued to increase as each new stage has been constructed. The school took out loans to pay for the community's contribution for these buildings. Our Building Fund serves these repayments over a ten-year period. We also contribute to an

Archdiocese Co-responsibility Fund that pays for the land purchased, and contributes to future purchases of land for new schools in the Archdiocese.

A contribution is sought from each family in the school towards both these capital costs.

d. LIBRARY FUND

The Library Fund allows the school to provide tax deductions for contributions paid into this fund. It is a little assistance to families in providing this small relief. There are certain government requirements on the management of this fund. It is basically our library budget for the year. If families are in the position to make larger contributions to support the many needs we have, this is an avenue for such contributions.

e. TECHNOLOGY LEVY

Technology is an ongoing cost to education in the modern world. As a school we want to provide current technology for the children to learn with and to develop skills that will assist in accessing information outside of our school.

The Technology Levy will ensure we have current equipment for all children to access in classrooms.

25. School Hours

Music is played over a P.A. as a signal to change sessions within the School. This is an indicator to the children that it is time for school to commence or finish. This music is played at the following times:

Primary School

8.45 am	Session 1
11.00 am	Lunch
11.45 am	Session 2
1.40 pm	Afternoon Tea
2.00 pm	Session 3
3.00 pm	Home Time

Playground supervision begins at 8.15 am. Parents who arrange for their children to be at school prior to this time do so at their own risk. When the children arrive at school, they go to **the areas outside their classrooms; Prep children wait in the area between Coorong and Kakadu.** (Prep children accompanied by their parents may wait quietly outside the Prep classrooms.) The classrooms themselves are not expected to be opened until 8.40 a.m.

Our purpose for having lunch at 11.00 a.m. is to avoid the children being out in the sun at its peak danger time. From observations, we have found that the children are hungrier at this time of the day. It also allows some flexibility for the sharing of facilities with the College with both schools not doing the same things at the same time.

26. School Photos

During each year the school arranges for a commercial photographer to take individual, family and class photos. Information with regard to costs, along with order forms, is sent home prior to the photographer coming to the school.

27. *School Uniforms*

Our school uniform is a visual symbol to the people in our community, to show who and what we are. When the school uniform is worn it reflects on the child personally, their family, and Siena. We encourage the correct items of the uniform be worn and expect parents to be supportive of this in the way children are dressed for school each day. A note is appreciated if there are specific reasons for uniforms not being complete.

The following relate to what children wear:

- Hats are compulsory. Black school broad brimmed hats are the uniform hats and are the only hats to be worn to school and at school. Hats need to be **named on the hat itself**, not on the tag.
- Casual clothes are worn on special occasions. These days will be given prior mention at Assemblies and through the weekly newsletters. Whenever these days occur, it is vital that the children wear **sunsmart clothes and closed in shoes**.
- The wearing of excess jewellery is discouraged.
- Blue/yellow hair ribbons/bands/scrunchies may be worn by the girls.

	BOYS	GIRLS
SUMMER	Knitted Polo shirt Black Siena shorts Siena-named white socks Plain black leather joggers School hat	Knitted Polo shirt Black Siena shorts or skorts Siena-named white socks School dress Plain black leather joggers School hat
WINTER	School Jacket and school track pants	
SPORT	Knitted Polo shirt Black Siena shorts Siena-named white socks Plain black leather joggers Polo shirt in the colour of the child's House	Knitted Polo Shirt Black Siena Shorts or skorts Siena-named white socks Plain black leather joggers Polo shirt in the colour of the child's House

The Polo Shirt in the colour of the child's House is worn on Intra - school sports days and on days when notice is given.

School Uniforms are provided through the uniform shop which is operated by Y's Clothing.

28. **Tuckshop**

Our tuckshop operates every day of the week. This is a shared facility across both the College and Primary Schools.

A catering company manages Siena tuckshop. A manager, with assistants, is responsible for overall running and management of the tuckshop. Parental assistance is **critical** for the tuckshop to be able to run at a profit. This is a great way to meet other parents and to learn some new skills associated with food preparation and customer service.

Our Tuckshop operates to:

- a) provide an enjoyable and nutritious menu
- b) assist in developing positive eating habits
- c) raise funds to aid the development of the school.

Menus are sent home through the newsletter at the commencement of each semester. It is necessary for orders to be written on a brown paper bag, with the child's name and class.

e.g. Charlie Brown
Class: 3R
Order: 1 Chicken Burger \$1.10
 1 Chocolate Milk .70
 \$1.80

The money is put in the bag and then placed in the class tuckshop box on arrival at school. Children in the Early Years (Year One and Year Two) classes **order all items on the paper bag** and then collect icy items on presentation of their paper bag when they have eaten their main food. If a Year One or Two child is ordering 'icy food' only, this still needs to be written on a paper bag or envelope and put in the tuckshop box on arrival at school. No Year One or Year Two child takes money to the tuckshop. Children from other Year levels may order their 'icy' food this way too; the 'paper bags' are given priority service.

Parents are reminded of the impact food has on children's behaviour. Provision of foods that are nutritious and natural will be more beneficial to their development than foods containing salts, sugars and artificial colourings.

29. **Uniform Shop**

Each item of the school uniform is available from the Uniform Shop which operates each Tuesday, Wednesday and Thursday morning throughout the year.

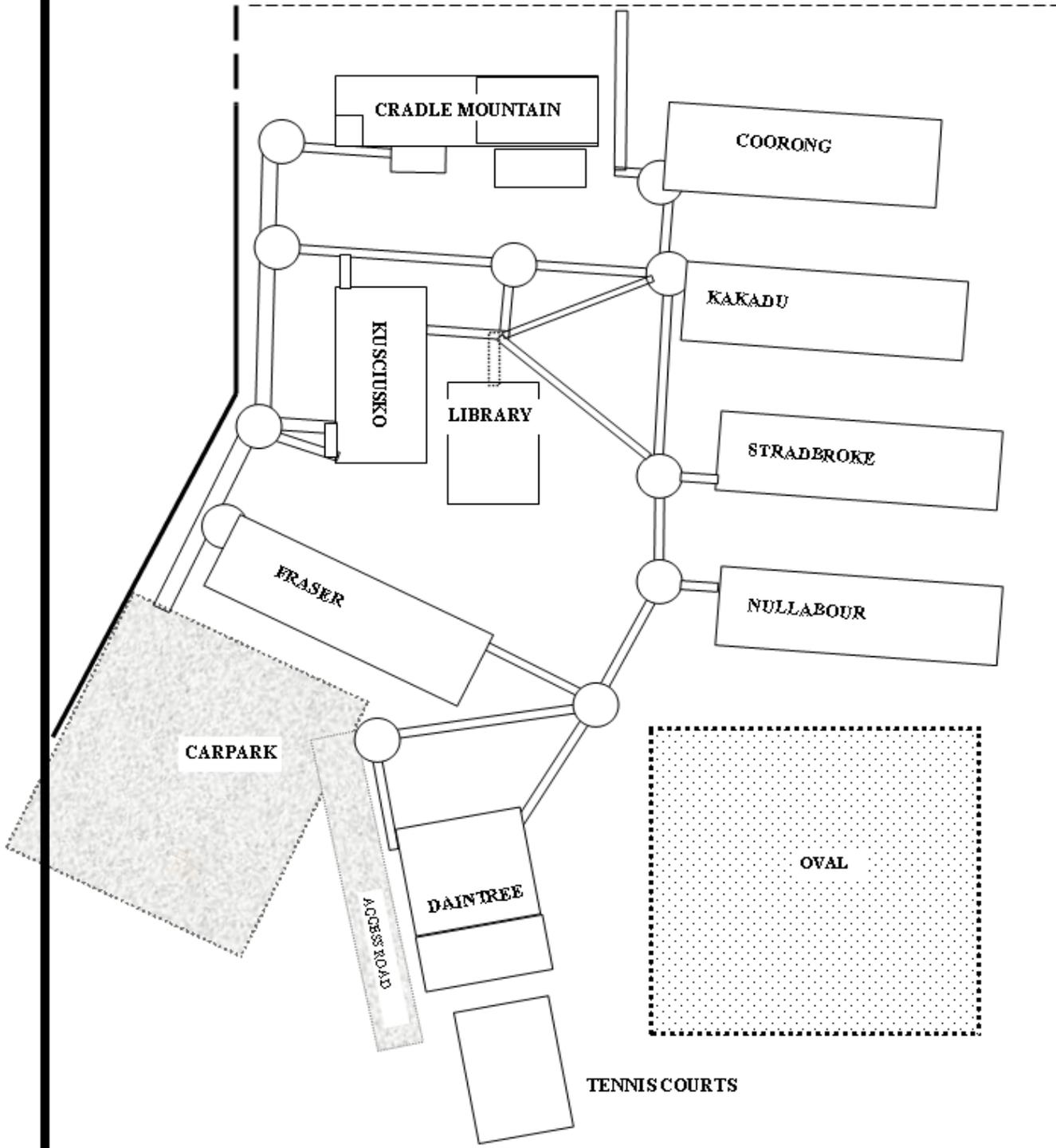
30. **Volunteering**

All adults involved in children's activities complete a Volunteer Training Session here at Siena. If the adult is a parent, this is all that is necessary; if not, then the person who volunteers would also be required to have a Blue Card. Sessions are offered throughout the year and it is important that only those who are on our register are involved in class activities - both here at school and on excursions. The Training is only done once.

The involvement of parents is encouraged but for the protection of our children, undertaking the Training is vital.

SCHOOL MAP

SIENA CATHOLIC PRIMARY SCHOOL



Siena's Dream

You are a precious thing
and I will try to get to
know you well.

You have been brought
into Siena as a loved and
special member of this
school family.

I will respect you and try to
guide you to discover what
you do best in the learning
opportunities provided.

You will be given assistance
to grow in wisdom, knowledge and skills.

It is my hope that you will
be shown you have the
capacity for greatness.

Go forward and share this
greatness with others in
your life and leave this
world a better place because
of your contribution.

May your light add
brightness to this world.

(Adapted from Manning)

**Peter Donelan
Foundation Principal**

