# 2026
# Family Handbook

## Our Vision:

## To build a C.H.R.I.S.T. centred community that inspires every individual to think, learn & strive for excellence

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**Acknowledgement of Country**

At Leschenault Catholic Primary School we acknowledge and pay respect to the traditional owners of the land, the Wardandi and Binjarab peoples of the Noongar nation.
We pay respect to the elders past, present and emerging and acknowledge their spiritual connection to Country. We promise to care for and respect this land and the spiritual connection they have with this country. Kaya.

# Key Information

## 1.1 PRINCIPAL'S WELCOME

I wish to extend a very warm welcome to all our new families who are at the very beginning of their child's primary education and our returning families. At Leschenault Catholic Primary School (LCPS), we are committed to giving your child the very best we can offer. For most parents, one of the biggest investments and choices you make is choosing the right school for their child. At LCPS, we understand that your child and your child's faith, learning, health, wellbeing and happiness is of paramount importance to you. Every child and every family is important at LCPS, and we work together to nurture each child's learning and development in a faith-filled and engaging environment.

I am very proud of our staff and of the educational programs we offer our students. Our school's mission is to build a CHRIST centered community that inspires each member to think, to learn and to strive for excellence.

| C.H.R.I.S.T Values | |
|---|---|
| C | Courage and Compassion |
| H | Honouring Each Other |
| R | Reverence |
| I | Involve and Include All |
| S | Seek to Serve |
| T | Truth and Justice |

By interweaving these core values into our educational program, combined with a genuine and authentic partnership with our families, we create an environment that enables our students to thrive and become their best. Our dedicated and committed staff have a clear focus on student wellbeing and the provision of an exceptional educational program that maximises student learning.

## 1.2 ASSISTANT PRINCIPALS

To provide an enhanced level of support, communication and efficiency across our school our Assistant Principal's oversee the learning, care, behaviour and support of our students

- Jo Paini (Assistant Principal) as part of her role is the Head of PK-2
- Bree Dudek (Assistant Principal) as part of his role is the Head of 3-6

These leaders have intimate knowledge of the programs and curriculum in these learning areas and will also provide a first point of contact for parents beyond the classroom. Our Assistant Principals can be contacted via the front office or directly via email joanne.paini@cewa.edu.au and bree.dudek@cewa.edu.au and are willing to assist you with your queries or concerns.

## 1.3 CREST AND MOTTO

Our Motto incorporates essential elements underpinning our school: Christianity; Friendship, and Respect. Through Christianity we aim to lead Christian lives, following Christ's example. In Friendship we aim to love and serve each other in a spirit of true friendship and community. In Respect we aim to recognise and affirm each other's gifts and talents, treating each with Christian dignity and respect.

Within our school crest are the initials of Leschenault Catholic Primary School that form the cross, conveying the centrality of Christ and the Church to our school. The water not only reminds us of our local environment but also signifies the movement of the Holy Spirit in our lives.

## 1.4 BELL TIMES

| | |
|---|---|
| 8.00am | Year 1-6: Students can arrive and remain seated in set areas |
| | PK- PP: Parents must stay with their child until staff start at 8:20am |
| 8:20am | PK-6 classrooms open. Students can play till the bell |
| 8.35am | Warning Bell |

| | |
|---|---|
| 8.38am | Class Start Bell- Students ready |
| 10:50am | Recess |
| 11.10am | Classes resume |
| 12:20pm | First lunch- eating in allocated areas |
| 12.40pm | Class resumes |
| 1.40pm | Second lunch - play |
| 2.00pm | Class resumes |
| 2:50pm | Dismissal-Pre-Kindy and Kindy |
| 3.00pm | Dismissal-PP-6 |

## 1.5 LCPS CODE OF CONDUCT (PARENTS, CONTRACTORS AND STAFF)

The **Code of Conduct** unites staff, students, parents, regular volunteers, visitors and other members of our school community in defining, modelling and promoting the safety and wellbeing of students and all members of the community.

**Purpose:** The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of students is prioritised and protected.

**Application:** The Code applies to staff, students, volunteers, contractors, parents and guardians.

**Obligations:**

- You are obliged to comply with this Code
- You are obliged to report any breaches of this Code that you identify to the Principal (or delegate) as soon as possible.

**Breaches:**

- **Parents, Guardians, Contractors, Visitors & Volunteers:** The Principal is authorised to take such action as deemed appropriate to ensure and maintain the safety and wellbeing of all is protected.
- **Staff:** A breach of the Code may constitute a failure to follow a lawful direction from the Principal and therefore the Principal will have the discretion and authority as to what action to take to ensure and maintain the safety and wellbeing of all is protected.

**Reporting a Breach:**

- Parents must report Breaches of the Code to the Principal and it is a breach of the Code not to do so.
- If you have observed a Breach of our Code of Conduct it is essential that you complete a "LCPS Code of Conduct Breach Report" as soon as possible after the incident.
- ***To notify the Principal of a Breach, please contact the principal: in person directly; by phone; or by completing the online Breach Report here: https://forms.office.com/r/j3XeJGmHUa (this link is available directly from our website)***

## Code of Conduct Statements

1. **You** act safely and competently.
2. **You** give priority to students' safety and well-being in all your behaviour and decision making.
3. **You** act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
4. **You** conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
5. **You** respect the dignity, culture, values and beliefs of each member of the school community.
6. **You** treat personal information about members of the school community as private and confidential.
7. **You** give impartial, honest and accurate information about the education, safety and wellbeing of students.
8. **You** support all members of the school community in making informed decisions about students.
9. **You** promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
10. **You** maintain and build on the community's trust and confidence in Catholic schools and the Church.
11. **You** act reflectively and ethically.
12. **You** allow students to have a voice in their education, safety and well-being.

## 1.6 COMMUNCIATION, CONCERNS, COMPLAINTS AND DISPUTES

We aim to keep our parents very well informed of all school events and the progress and learning of your child.

### 1.6.1 SCHOOL COMMUNICATION

We use a variety of modes to effectively keep parents and carers informed and updated with important information:

- Principal Letters- communicated monthly (Seesaw)
- Classroom Teachers will meet with Parents/Carers for Parent Teacher Meetings at the end of Term 1. If your child is on an IEP you will be invited to an additional meeting(s) throughout the year.
- Facebook- is our way of sharing good news stories with our local and broader community. https://www.facebook.com/leschenaultcatholicPS/
- Seesaw App- is used by teachers and school Administration/Leadership to keep parents informed of student learning and school events.
- SEQTA (App or webpage) - is used for informing the school of your child's absence and for accessing your child's school reports.
- Email- Our school system requires that all Fee Statements are emailed to your nominated email address.

### 1.6.2 PARENT CONCERNS AND COMMUNICATION

- Our aim is to work in trusting and cooperative partnerships with parents to enable us to collaboratively provide the best for students/children. Throughout your child's schooling though, it is likely that at some point you may have a concern in relation to some element of your child's education or the school. The vast majority of concerns are dealt with

productively and efficiently by raising them directly with the relevant class or subject teacher.

- You can organise a meeting with your child's teacher by contacting them directly. To enable the teacher to adequately prepare, parents are required to provide details regarding the matters they wish to raise. The LCPS Code of Conduct outlines the expectations for respectful behaviour at all times, including during meetings. While discussions about your child may sometimes be challenging or emotionally difficult, communication must remain calm, constructive and respectful. Staff may immediately end a meeting if the intent or direction of the meeting is not constructive, if behaviour breaches the LCPS Code of Conduct or if further information is required. A follow-up meeting will be arranged and may include a member of the school's Leadership Team.
- If you do not feel comfortable addressing your concern directly with the relevant staff member or you have concerns regarding a staff member, you are encouraged to make an appointment with a member of the Leadership Team who will be able to meet with you to discuss your concern. If your child is in Pre-Kindy- Year Two, you should make an appointment with Assistant Principal, Jo Paini. If your child is in Year 3-6 you should make an appointment with Assistant Principal Bree Dudek. If your concern is about another school related matter, you should make an appointment with the Principal, Daniel Graves.

### 1.6.3 PARENT COMPLAINTS AND DISPUTE PROCEDURE

- **Resolving Complaints or Disputes:** Sometimes unresolved concerns may become a complaint and/or a dispute, and these are addressed with a formal process. A *complaint* means an expression of dissatisfaction with our school services, decisions, actions or those of its staff, or about the complaint management process itself. A *Dispute* means a conflict regarding a right, claim, or demand on one side, met by contrary claims or allegations on the other.
- **Process:** Our school is committed to working with to address your concerns in a prompt, visible and fair manner, where all parties have the opportunity to be heard. For more information on how we handle complaints, please refer to our school-based complaints procedures on our website (Families- Complaints). If you need assistance in making a complaint, contact the school administration on 9720 3737. If you have an unresolved concern, complaint or dispute that you would like to raise formally with the school or to learn more, please complete this online form: https://forms.office.com/r/A34ptUCA7h .

## 1.7 SCHOOL CALENDAR AND EVENTS

To keep up to date with school events, please go to our live calendar located on our website https://www.leschcath.wa.edu.au/publications/calendar

## 1.8 TEACHERS AND EDUCATION ASSISTANTS

Your child's classroom teacher is responsible for designing and providing the educational program offered to students and to keep parents informed and connected with your child's learning and progress. If you wish to discuss your child's progress, learning or any concerns please make an appointment with your child's teacher (not an Education Assistant). Education Assistants work

under the direction of the classroom teacher to support the wellbeing and learning of all students within the class and across the school.

# 2 Learning

## 2.1 LEARNING IN PROGRESS

To maximize student learning and minimize disruptions we request parents do not enter the Undercover Area or Junior or Middle Corridors between the hours of 8:40am and 3:00pm. Signage around the school is there to remind parents of this expectation.

## 2.2 CATHOLIC FAITH AND RELIGION

At LCPS, all our students (Catholic or non-Catholic) are welcomed into a caring and nurturing environment where educators give witness to Catholic beliefs, values and attitudes. Our CHRIST Values guide the way we live and act together.

**Children have a natural spirituality and an awareness of God. The wonder of life begins long before their formal schooling.**

Parents are the first faith educators of their children. Catholic schools support parents in their children's faith formation by providing a range of experiences. These experiences nurture and develop each child's sense of wonder in God's presence and creation. This contributes to the lifelong process of developing their faith and religious knowledge.

In early years classes each child is invited to interact with an environment rich in learning opportunities. Spiritual, social and emotional growth are fostered as children learn about God's love for them as they show respect and care for others. Children have a tremendous potential for growth. Their God-given imagination and contemplative minds are eager for stimulation. In a warm, caring, risk-free environment in which educators witness Catholic beliefs, values and attitudes young children are encouraged to develop a positive image of themselves and others as they begin to live the Gospel message.

As children participate in early years learning in Catholic schools, they experience a growing sense of belonging and community from the common vision of their family, school, parish and wider groups. Our school enables students to develop an understanding of themselves, their relationships with others and their knowledge of God's love for them and their response to the love of God.

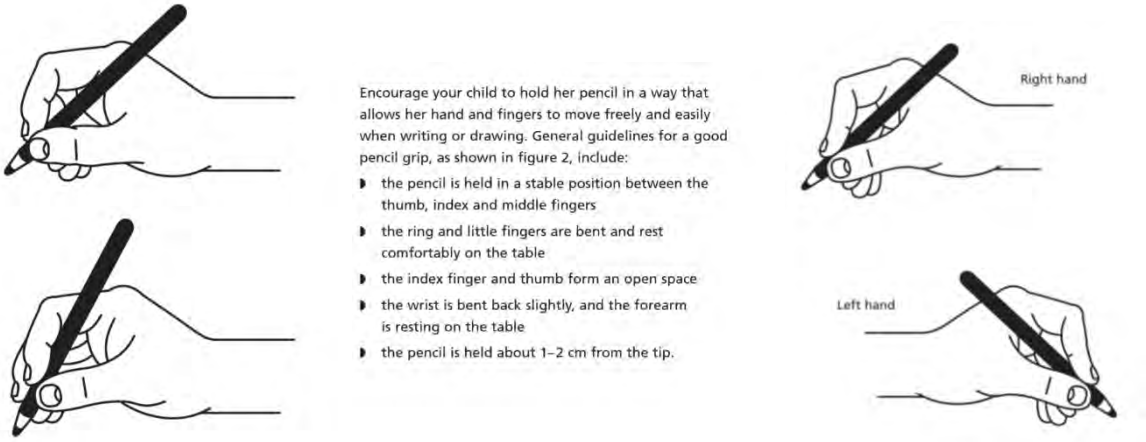
| **Religious Education** | **Playgroup & Pre-Kindy** | **Kindergarten** | **Pre-Primary- Year 6** |
|---|---|---|---|
| **CEWA Resource** | Sharing stories of Jesus | **Let the Little Children Come to Me: CEWA** The aim of this Resource 'Let the Little Children Come to Me' is to help young children know of God's great love and presence through providing | **CEWA RE Curriculum PP-6**<br>• Church<br>• Lent/Easter<br>• Confirmation<br>• Eucharist<br>• Prayer |

| | | | |
|---|---|---|---|
| | | and promoting an atmosphere where 'God talk' permeates all learning experiences as a natural part of the whole day. | • Baptism<br>• Reconciliation<br>• Advent/Christmas |

## 2.3 EARLY YEARS EDUCATION (PLAYGROUP- Year 2

### 2.3.1 WRITING AND DRAWING

If your child shows an interest in drawing or experimenting with writing letters and numbers, please try to ensure you are showing them the correct formations and pencil hold. This will assist in ensuring that incorrect pencil grip habits are not formed, which may limit future writing ability.




### 2.3.2 EARLY YEARS CURRICULUM

The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools.

Additionally, schools implement the Early Years Learning Framework. Belonging, Being and Becoming (Early Years Learning Framework) describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school.

ACECQA's National Quality Standard outlines the required standard for early learning environments across Australia in seven key areas that impact significantly on young learners:

- Educational program, and practice
- Children's health and safety
- Physical environments
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Governance and leadership

### 2.3.3 HAND STRENGTH COORDINATION

Muscle strength of the hands and fingers increases as children grow and participate in everyday activities. Activities such as climbing, playing with toys or scribbling with crayons all help to develop and strengthen the muscles of the hands and fingers. Hand and finger strength is important as it is required for many everyday activities such as doing up buttons and zips, climbing monkey bars or

cutting up a piece of steak at mealtimes. It also helps to develop the endurance to complete activities such as writing a full page. Please see below some ways to incorporate these hand strengthening activities at home.

| Meal Times | Outdoors | Indoors | In the Car |
|---|---|---|---|
| • Open packets<br>• Squeeze sauce bottles<br>• Use fingers to pick up small foods<br>• Use plastic tongs to serve foods<br>• Make scones and cookies<br>• Use cookie cutters to make shapes | • Use water pistols<br>• Draw pattens, shapes and people<br>• Water plants with a spray bottle<br>• Dig in the sandpit<br>• Draw in the sand with fingers or a stick<br>• Pull out weeds<br>• Use scissors to cut the grass or weeds<br>• Draw on the pavement with chalk<br>• Move and carry heavy objects e.g. baskets and wheelbarrows | • Teach your child to draw with a tripod grip (3 fingers) with one 'snakey' finger on top<br>• Draw shapes, numbers, people etc<br>• Snipping paper with child's safety scissors<br>• Playdough—pinch, poke, squeeze, roll<br>• Draw with very small pieces of chalk or crayon<br>• Tear paper for paper mâché or collage<br>• Pop bubble wrap<br>• Clapping games, musical instruments | • Sing songs with finger plays<br>• Practice showing 1,2,3,4,5 fingers<br>• Play "I Spy"<br>• Sing Rhyming Songs<br>• Talk about signs and shop names<br>• Counting things as you drive past |

### 2.3.4 STARTING SCHOOL AND SETTLING IN

Leaving home to come to Pre-Kindy & Kindy is a big and important step. It may be the first time your child has spent time away from you. As Kindergarten is three full days, it often takes a significant part of first term before they adjust to this new routine. Some children may take longer than others to settle in. Don't panic! If your child becomes distressed in your absence and is unable to be calmed down, rest assured that we will contact you. From our experience we have learnt that a quick good-bye from parents and exit is usually better than a prolonged farewell.

### 2.3.5 PLAYGROUP

Playgroup offers high-quality, fun, structured and unstructured play experiences for children aged **0-3.** We provide opportunities for play-based learning to support positive child development. Playgroup is a place for families to connect with other families and for children to play and learn together. Attending playgroup is also a great way to familiarise your child with our Pre-Kindy/Kindy Centre and to begin their future transition into a school setting. Please contact the front office for further details if you are interested in attending.

Playgroup runs on a Monday during the school term and costs $80 per family ***(per term).*** Expressions of interest can be made at lcpsoffice@cewa.edu.au as places are limited.

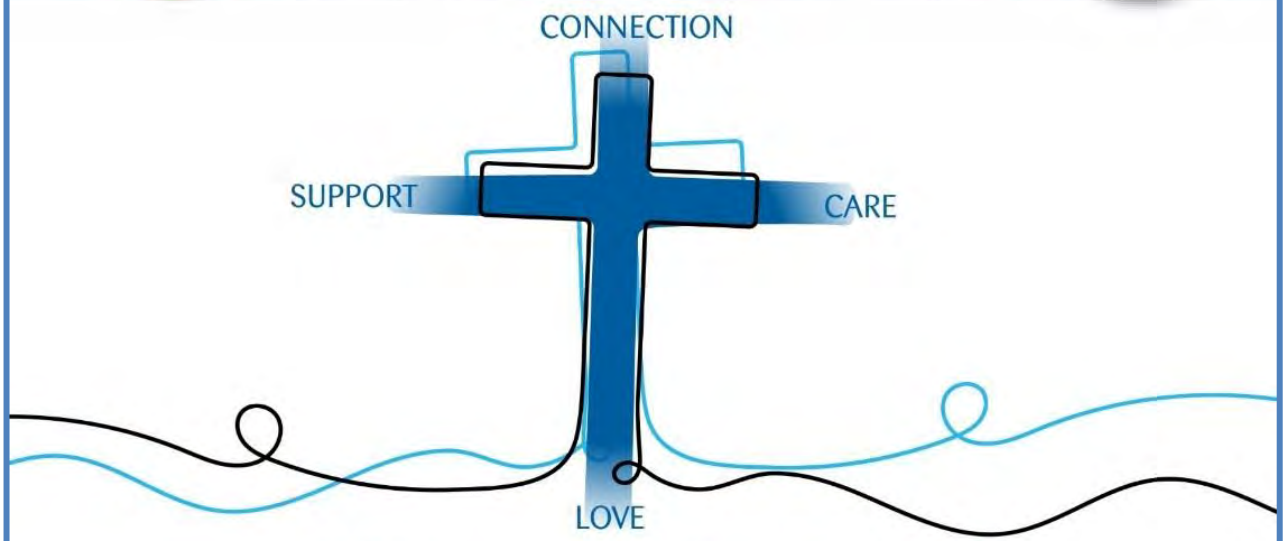
| **Teacher: Mrs Ashleigh Green** | **Monday Session Times** | |
|---|---|---|
| **Group** | **Odd Weeks**<br>(Week 1, 3, 5, 7, 9) | **Even Weeks**<br>(Week 2, 4, 6, 8, 10) |

| | | |
|---|---|---|
| **Group 1** | 8:30-10:00am | 11:00am- 12:30pm |
| **Group 2** | 11:00am- 12:30pm | 8:30-10:00am |

### 2.3.6 EARY CHILDHOOD PHILOSOPHY

Our Early Years Philosophy outlines the consistent approach we take to education across our very important early years, from Pre-Kindy to Year 2.

# Leschenault Catholic Primary School
# Early Childhood Philosophy




## Child Centred and Christ Focussed

| LEARNING | FAITH & SPIRITUALITY | WELLBEING | ENVIRONMENT | PARTNERSHIPS |
|---|---|---|---|---|
| • Age appropriate Pedadogy - (Play, Inquiry, Explicit, Direct)<br>• Brain Development - through movement, love and cognition<br>• Knowing every child<br>• High expectations<br>• Clear educational goals<br>• Evidence informed teaching of Literacy and Numeracy | • Understanding and knowing God<br>• CHRIST values<br>• Our shared Catholic faith<br>• Developing the whole child<br>• Relationship with self, others, world and God<br>• Nurturing, interacting with & caring for our environment | • Belonging and connection<br>• Meditation and mindfulness<br>• Celebrating diversity<br>• Safe and inclusive learning environment<br>• Resillience<br>• Understanding our emotions | • Welcoming, dynamic and interactive learning spaces<br>• Consistency and routines<br>• Intentional provocations and play experiences<br>• Differentiated curriculum<br>• Hands-on, individual, small group and whole group learning experiences | • School and families working together<br>• Connecting our parent community<br>• Engaging families in education and learning<br>• Supporting, communicating and guiding<br>• Asking for and responding to feedback |

*Leschenault Catholic Primary School is a **C.H.R.I.S.T** centred community that inspires every individual to **think**, to **learn** and to **strive** for **academic excellence**.*

## 2.4 NUMERACY AND MATHS

- Ochre Maths: is used as our core program in Year 3-6. Additionally, teachers will use supplementary activities from Origo Stepping Stones, Mathletics or other sources to support class learning.
- Explicit Maths Program (EMP): is used in Pre-Primary- Year 2 Classes.
- Mental Maths: Maths Seeds and XtraMaths programs are used in class.

**XtraMaths:** The following learning sequence has been designed to align with SCSA Curriculum:

| Prog | Year | Starting Program | Fluency Score/Progress % to completion | | | |
|---|---|---|---|---|---|---|
| | | | T 1 | T 2 | T 3 | T 4 |
| A | 1 | Beginning Addition (12 sec) | 50 | 100 | | |
| B | | Beginning Subtraction (12 sec) | | | 50 | 100 |
| C | 2 | Beginning Addition (6 sec) | 50 | 100 | | |
| D | | Beginning Subtraction (6 sec) | | | 50 | 100 |
| E | 3 | Addition (6 sec) | 50 | 100 | | |
| F | | Subtraction (6 sec) | | | 50 | 100 |
| G | 4 | Addition (3 sec) | 50 | 100 | | |
| H | | Subtraction (3 secs) | | | 50 | 100 |
| I | 5 | Multiplication (6 sec) | 50 | 100 | | |
| J | | Division (6 sec) | | | 50 | 100 |
| K | 6 | Multiplication (3 sec) | 50 | 100 | | |
| L | | Division (3 sec) | | | 50 | 100 |
| **Program L is the expected level for Year 6. Below levels are for extending students** | | | | | | |
| SMARTY | | Expanded Addition Subtract Multiply Divide (3 Sec) | | | | |
| PROFESSOR | | Expanded Addition Subtract Multiply Divide (2 Sec) | | | | |
| GENIUS | | Expanded Addition Subtract Multiply Divide (1.5 Sec) | | | | |

## 2.5 TALK FOR WRITING (Kindergarten – Year 6)

Talk for Writing is a unique process that uses spoken activities to develop writing skills. Quality writing is created by first expanding and developing students' oral language skills and then teaching the necessary steps for exceptional sentence, paragraph and text construction. This approach is implemented in all K-6 classrooms and also offers students with learning and language difficulties an opportunity to develop stronger writing skills.

## 2.6 TALK FOR READING (Year 3 – Year 6)

Acquiring reading comprehension is learning to understand written language as well as one understands the spoken language. At Leschenault Catholic Primary School, we believe that strong writing skills are fed by good reading habits. The Talk for Reading process teaches reading comprehension in a clear and logical sequence. This process is based on whole class modelling and shared reading, as well as effective guided and independent reading practices, in order to examine and explore high-quality written texts. The School Literature Spine, which our teachers read from, supports Talk for Reading, exposing our students to exceptionally written texts.

## 2.7 PRE-LIT AND INITIA-LIT (Kindergarten – Year 2)

Pre-Lit (Kindergarten) is a systematic, skills-based program that lays a sound foundation for children to learn to read. It provides early childhood teachers with the tools necessary to teach pre-literacy skills and concepts in a fun and engaging way, focusing on phonological awareness and oral language development through structured storybook reading.

Initia-Lit (Pre-primary- Year 2) is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. Initia-Lit is a three-year program, covering the first three years of school.

## 2.8 HEGGERTY PHONEMIC AWARENESS (Kindy - Year 2)

The Heggerty Phonemic Awareness Curriculum is a systematic 35 week program of daily lesson plans that provide a high level of explicit modelling and student engagement. Each level of the Heggerty Phonemic Awareness Curriculum focuses on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition and language awareness. The Heggerty Phonemic Awareness Curriculum is also designed to work alongside existing structured synthetic phonics programs and is a great way to build up the phonological skills of our early readers. It is implemented in all K-2 classrooms each day.

## 2.9 HOMEWORK (LITERACY AND NUMERACY)

### 2.9.1 OUR APPROACH

**Maximize Parental Engagement:** Our goal in setting home learning is to provide parents with information about what your child is learning in class and provide support so parents can support the learning of their own children.

**Maximize Distributed Practice:** Regular and spaced practice (Distributed Practice Theory) enhances memory, problem solving, and transfer of learning to new contexts.

**Maximize Retrieval Practice:** Providing opportunities for students to retrieve learned information from their long-term memory.

**Develop Responsible and Self-Directed Learners:** This is our aim for our students.

### 2.9.2 EXPECTATIONS OF PARENTS AND CARERS

- As per the LCPS Enrolment Agreement, we expect parents to support their children to complete Homework
- Classroom teachers will encourage and support students and parents to fully participate with school home learning expectations.

- Support and encourage your child, and ensure they complete Reading homework as a minimum four nights each week- see below for further details.

### 2.9.3 LITERACY HOMEWORK

- Literacy Home Learning commences in Pre-Kindy up to and including Year 6. Reading Homework is compulsory.

| Pre-Kindy- Pre-Primary | Year 1-2 | Year 3-6 |
|---|---|---|
| Home Comprehension Readers are provided for students. Each reader has a set of questions to help parents to discuss the book with their child. Decodable Readers are given in PP from Term 1 when students are determined to be ready by their teacher. | Year 1-2: Students are generally allocated Decodable Readers by the teacher in Year 1 and choose their own readers in Year 2 (once they have progressed from decodables)<br><br>Students are expected to read a minimum of four nights per week. As a very minimum it should be 5 minutes per session- this amount may be appropriate for some students. The majority of Year 1-2 should be aiming to read for the same amount as the older students (20 minutes or more per session). Mini-Lit students will be assigned Min-Lit books and may be given an extra book of choice also (Year 2).<br><br>Parents sign the Reading Log | Year 3-6: Students will generally be reading library books or their own choice unless they are still being assigned Readers by their teacher.<br><br>Students are expected to read for four sessions per week for 20 minutes as a minimum.<br><br>Parents sign the Reading Log. |

### 2.9.4 NUMERACY HOMEWORK

- Homework**:** Mathematics is a cumulative subject, where new learning builds on what has been previously taught. Regular practice helps students develop confidence and fluency. At home, whilst it is not compulsory, we encourage all students to participate in maths home learning activities such as Xtramaths, Numbots, Math Seeds, Mathletics or the Maths Card and Dice Games that can be downloaded on our website https://leschcath.wa.edu.au/home-learning/ to reinforce and consolidate classroom learning.
- The XtraMaths program is a whole school program to improve mathematical fluency that students practice multiple times each week in class. Fluency refers to knowing basic mathematical facts and methods and recalling these efficiently.

## 2.10 LITERACY SUPPORT AND INTERVENTION

We have a comprehensive support program to assist students who testing deems would benefit from the program. To be included into this program, Students are selected for intervention programs using standard assessments and participation in the program requires parental support. Intervention sessions occur Tuesday-Friday 8:15am-9:00am

- Mini-Lit Sage (Year 1-2): provides explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading. The

program has also been revised to align with the scope and sequence of InitiaLit (our Literacy Program for PP-2). This program is coordinated by K-2 Assistant Principal Mrs Jo Paini and delivered by Education Assistants.

- MacqLit (Year 3-4) is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. This program is coordinated by 3-6 Assistant Principal Mr Bree Dudek and delivered by Education Assistants.

## 2.11 INCLUSION SUPPORT AND INDICIDUAL EDUCATION PLANS (IEPS)

At Leschenault Catholic Primary School, we are committed to ensuring every child is supported to succeed and thrive in their learning. As part of this commitment, we use Individual Education Plans (IEPs) to guide the support provided to students who may benefit from additional adjustments in the classroom.

- The purpose of an IEP is to ensure that students who require additional and documented adjustments will be able to access the curriculum meaningfully, participate alongside their peers, and experience success in their learning.
- An IEP is not a program of one-to-one individualised instruction separate from the regular classroom program. Rather, it outlines the specific accommodations, adjustments, and differentiated teaching strategies used to support your child within the classroom environment. These may include curriculum modifications, assistive tools, targeted learning goals, or alternative ways for students to demonstrate their understanding.
-

At our school, we use two tiers of IEPs:

- **GREEN IEPs** outline generalised goals and classroom adjustments to support students within the year-level curriculum. For students on a GREEN IEP, meetings will typically occur twice a year.
- **RED IEPs** are used for students who require significant and substantial adjustments to access the curriculum and, in many cases, may be working at a lower year level. RED IEPs include more specific goals, and meetings will occur each term.

If you have any questions about the IEP process, please feel free to contact Mrs Jo Paini (AP and Inclusion Support Coordinator) or your child's classroom teacher. We are committed to working in partnership with you to support your child's learning journey, as we believe that strong collaboration between home and school provides the greatest opportunity for student success.

## 2.12 KEEPING SAFE (CHILD PROTECTION CURRICULUM)

It is a requirement that all WA schools implement a Child Protection Curriculum . The Keeping Safe Curriculum implemented at LCPS teaches all children from Pre-Kindy to Year 6 in an age appropriate way to:

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

The Keeping Safe: Child Protection Curriculum has two main themes which are presented through topics and activities of increasing complexity

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

These themes are explored through four focus areas

- Right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies

| **Keeping Safe – Child Protection Curriculum (KS:CPC) Areas of Focus** | |
|---|---|
| **Early Years Ages 3-5** | **Right to be safe:** Provide learning opportunities to develop an awareness of feelings and body language and the associated vocabulary. Explore safe and unsafe through a range of experience, exploring the body's responses to feeling unsafe so that they can recognize unsafe or risky situations.<br>**Relationships:** Explore rights and responsibilities of the terms needs & wants and fair& unfair. Begin to develop a sense of their own identity so that they can better understand connections and relationships.<br>**Recognising and reporting abuse:** Use anatomical names for parts of the body, understanding their whole body is private. Understand their own and others' rights regarding their body. Recognise the difference between appropriate and inappropriate touching and when to communicate no or stop.<br>Protective strategies: Provide student with developmentally appropriate strategies to keep them safe |
| **Early Years PP-Year 2** | **Right to be safe:** Provide learning opportunities to develop an awareness of feelings and body language and the associated vocabulary. Explore safe and unsafe through a range of experience. Learn the concept of warning signs (indicators) 1) physical – *body messages* 2) emotional – *feelings* 3) external – *clues*. Develop understandings about emergencies and risk-taking examining consequences and making decisions<br>**Relationships:** Explore rights and responsibilities of the terms needs & wants in age appropriate scenarios. Explore identity and the importance of respecting diversity. Concepts of bullying, fair & unfair and power are introduced. Develop an understanding of trust and trusted networks to help them when they feel unsafe.<br>**Recognising and reporting abuse**: Introduce concepts of body awareness, personal space, safe/unsafe touching. Developmentally appropriate scenarios to help them identify forms of abuse and the difference between accidental and deliberate injury. Develop an understanding around safe/unsafe secrets.<br>**Protective strategies:** Given the opportunity to practice assertive communication and problem solving, and who it is safe to share information with. Explore the importance of persistence to keep telling trusted adults when they feel unsafe. |
| **Years 3-6** | **Right to be safe:** Gain understanding of what safety means and strategies for keeping safe. Review warning signs (indicators) 1) physical – *body messages* 2) emotional – *feelings* 3) external – *clues*. Focus on confused & uncomfortable feelings, and how to identify unsafe situations. Explore their own safety, considering strategies to identify and assess risks and what they can do to minimise risk. Emergencies. |

| | |
|---|---|
| | **<u>Relationships</u>:** Explore rights and responsibilities, UN Convention on the Rights of the Child. Explore personal identity and their connections/relationships with others. Gain an understanding of power, and when we don't respect the rights of others and abuse this power. Bullying, bribes, pressure.<br>**<u>Recognising and reporting abuse</u>:** Explore the concept of privacy. Presented with a range of developmentally appropriate situations to identify physical, emotional, sexual abuse and neglect. Learn strategies to remain safe in a digital/online world.<br>**<u>Protective strategies</u>:** Encourage students to think and problem solve in helpful, positive ways to promote resiliency. Regularly review and update trusted networks. |

## 2.13 REPORTING AND ASSESSMENT

Assessment of learning, provides staff information on student progress and growth. This information is used to inform teaching and learning programs. At many times throughout the year, we provide information to parents and carers about your child's progress and learning.

| T | Kindergarten | Pre-Primary | Year 1-6 |
|---|---|---|---|
| 1 | Parent Interviews | Parent Interviews<br>On Entry (OLI) Assessment | Parent Interviews<br>Vision Screening (Yr 1)<br>NAPLAN (Yr 3,5) |
| 2 | LCPS Progress Report<br>Child Health and Occupation Therapist Assessment and Report | Mid Year Report | Mid Year Report |
| 3 | Ongoing Seesaw feedback | Ongoing Seesaw feedback | Ongoing Seesaw feedback<br>Religious Literacy Assessment (Yr 3,5)<br>PAT Reading Assessment (Yr 1-6)<br>PAT Maths Assessment (Yr 1-6)<br>PAT Spelling (Yr 3-6)<br>PAT Grammar (Yr 3-6) |
| 4 | LCPS Progress Report | End of Year Report | End of Year Report |

## 2.14 SCHOOL CARNIVALS

| | Pre-K | Kindy | PP | Year 1-6 |
|---|---|---|---|---|
| Athletics | - | Fun Carnival | | Yes |
| Interschool Athletics | - | - | - | Yr 4-6 |
| Cross Country | - | - | Yes | Yes |
| Interschool CC | - | - | - | Yr 3-6 |
| Swimming Carnival | - | - | - | Yr 4-6 |
| Interschool Swimming | - | - | - | Yr 4-6 |
| Winter Carnival | - | - | - | Yr 6 |

### 2.15 DIGITAL TECHNOLOGY

Digital Technology forms a key part of the WA Curriculum from Kindergarten to Year 6. Our school utilizes Apple iPads across our school as well high quality Audio Visual in each Learning Area. Students are taught about how to use Digital Technology in a safe manner (incorporating Cyber Safety). Students in Year 3-6 must adhere to the Student ICT Agreement, which clearly outlines the expectations for students when using IT. Year 3-6 have 1-1 iPads in their classes and Year 1-2 have 1-2 iPads. K and PP also use iPads to implement the required curriculum.

### 2.16 RULER (WELLBEING PROGRAM)

RULER is a social and emotional program implemented at LCPS. RULER is an acronym for the five skills of emotional intelligence (*Recognising, Understanding, Labelling, Expressing and Regulating*) and is an evidence-based approach to social and emotional learning and management. Teachers are trained in using this whole school method to help manage student self-regulation using four main tools: *The Charter, Mood Meter, Meta-Moment and the Blueprint*. The aim of this approach is to create a positive school culture in understanding that 'all emotions matter' and that we can safely explore our feelings and the feelings of others to help enhance our emotional intelligence for academic and social success.

## 3 Students

### 3.1 ALLOCATED CLASSES AND TRANSITION DAY

Leschenault is a double stream school, this means we have two individual classes in each year level, a Blue (B) class and a Gold (G) class. Class list construction is a complex process that involves multiple school level considerations with the goal of creating two balanced cohorts of students, whilst also ensuring each student is placed in a class with one of their nominated friends. Consideration is primarily given to: academic abilities; behavioural differences; social and emotional needs; as well as the specific learning and care needs of each student. Determining class lists is a complex and lengthy process determined through extensive consultation and collaboration between school staff as well as CEWA specialist staff and external health consultants (when required).

It is very well understood that parents advocate for, and want the very best for their children, some parents choose to communicate with the principal a particular request or consideration for their child's class for the following year. If you would like to meet with the principal, please ensure you do so by the end of Term 3 at the latest as our processes commence in early Term 4. If there are any legal proceedings, custody concerns that are impacting or may impact your child, parents are encouraged to discuss this matter with the principal so that it can be considered when future class lists are formulated. All class lists are given final approval by the principal. **Please be advised that parent requests are not a primary consideration in determining class lists and classes will not be changed after they have been approved by the principal.**

Transition Day (held in the final weeks of Term 4), enables students to spend time in class meeting and getting to know their new teacher and classmates for the following year and also helps settle some of the nerves student's feel when transitioning to a new class.

## 3.2 STUDENT CODE OF CONDUCT

The Student Code of Conduct, also found on our website https://leschcath.wa.edu.au/parent-information/ , is discussed at the beginning of each year and is the basis for formulating classroom goals, assisting students to clearly understand their rights and responsibilities as well as the behavioural expectations of our school.

# Student Code of Conduct

Our Student Code of Conducts:

- Ensures all students know the expected behaviours
- Enables all students to feel safe, successful, respected and happy
- Aligns with UN Human Rights of the Child and our:

| Motto/Crest |
|---|
| Christianity |
| Friendship |
| Respect |

| C.H.R.I.S.T Values | |
|---|---|
| C | Courage and Compassion |
| H | Honouring Each Other |
| R | Reverence |
| I | Involve and Include All |
| S | Seek to Serve |
| T | Truth and Justice |

| Rights: of every student at LCPS | |
|---|---|
| Safety | To be safe and feel safe at all times |
| Fair Treatment | To be cared for and treated fairly and respectfully (including your privacy) |
| Learning | To be supported in your learning, growth and development |
| Having a Say | To have input into decisions that affect you |
| To Be You | To have your uniqueness and individuality valued and recognised |

## Responsibilities: expected behaviours

| | |
|---|---|
| **Christianity** | To strive to Live our C.H.R.I.S.T Values<br>Live as Jesus taught us<br>Stand up for what is right |
| **Friendship** | Be Safe with your hands, feet and body.<br>Speak kindly and respectfully<br>Involve and include others |
| **Respect** | **Respect Self:** Be responsible for your learning, behaviour, presentation & safety<br>**Respect Others:** Behave in a way that is safe and helps and serves others<br>**Respect Property:** Care for your class, our school and our environment |

- The Behaviour Management Plan will be applied in situations where a student does not demonstrate the responsibilities and/or behaviours outlined in the Student Code of Conduct.
- Students- We want you to always feel safe- If you feel unsafe at anytime whilst at school due to the actions of another student, adult or member of staff, please see a trusted adult straight away.

## 3.3 BEHAVIOUR MANAGEMENT PLAN

Our Behaviour Management Plan is underpinned by our Student Code of Conduct. This Code outlines the expectations of behaviour from every student in our school to ensure we create a high quality learning environment where all our students can feel safe, successful, respected and happy. Our Behaviour Management Plan is applied to support the school and students in maintaining the expected behavioural standards and can be read in full on our website: https://leschcath.wa.edu.au/parent-information/

## 3.4 UNIFORMS, HATS AND PERSONAL PRESENTATION

Students attending LCPS are required to start wearing the school sports uniform from Pre-Primary.
All clothing and items should all be labelled with your child's name. Uniform and Presentation requirements are outlined on our website: https://leschcath.wa.edu.au/uniform/ and below.

| Item | Playgroup, Pre-Kindy and Kindergarten |
|---|---|
| **Hats** | Bucket Style Hat |
| **Bags** | Large backpack or LCPS Bag preferred. The bag needs to be big enough to hold lunch boxes, spare clothes and artwork. **Novelty bags are not big enough.** Please ensure children know which bag belongs to them. |
| **Shoes** | Simple sandals, or velcro shoes are the easiest for your child to do by themselves. |
| **Clothing** | Play clothes are best, children need to be able to use the toilets quickly at times, so please keep this in mind when dressing your child. Day Polo is optional |
| **Spare Clothes** | Please keep a change of clothes in a reusable bag. This will help in case of accidents and a sudden change in the weather. |
| **Uniform** | LCPS Sports Polo (optional from the Unform Shop for Kindy) |

<table>
<tr><th colspan="5">Pre-primary to Year 6 Uniforms</th></tr>
<tr><th></th><th>Pre-Primary Uniform<br>Keep a spare uniform in your child's bag</th><th>Sports Uniform<br>(Boys and Girls)</th><th>Summer Uniform<br>(Terms 1 and 4)</th><th>Winter Uniform<br>(Terms 2 and 3)</th></tr>
<tr><td>Girls</td><td>• Sports Shorts <u>OR</u> Skort<br>• School Polo<br>• Faction Polo (PE Day)<br>• Joggers/Runners<br>• White LCPS Socks<br>Optional:<br>• Sports Jacket<br>• Tracksuit pants</td><td rowspan="2">• Sports Shorts<br>• School Polo<br>• Faction Polo (PE Day)<br>• Joggers/Runners<br>• White LCPS Socks<br>Optional:<br>• Sports Jacket<br>•Tracksuit pants</td><td>• Summer Dress <u>OR</u><br>• Skort <u>OR</u><br>• Navy Pants<br>• Blue Shirt<br>• Navy LCPS Socks<br>• Black Leather/Leather Look Shoes<br>Optional:<br>• School Jumper</td><td>• Pleated Skirt <u>OR</u> Navy Pants<br>• Blue Shirt<br>• Navy LCPS Socks<br>• Black Leather/Leather Look Shoes<br>Optional:<br>• School Jumper<br>• Tie</td></tr>
<tr><td>Boys</td><td>• Sport Shorts<br>• School Polo<br>• Faction Polo (PE Day)<br>• Joggers/Runners<br>• White LCPS Socks<br>Optional:<br>• Sports Jacket<br>• Tracksuit Pants</td><td>• Grey Shorts <u>OR</u> Grey Pants<br>• Blue Shirt<br>• Navy LCPS Socks<br>• Black Leather/Leather Look Shoes<br>Optional:<br>• School Jumper</td><td>•Grey Shorts <u>OR</u> Grey Pants<br>•Blue Shirt<br>• Navy LCPS Socks<br>•Black Leather/Leather Look Shoes<br>Optional:<br>• School jumper<br>• Tie</td></tr>
<tr><td rowspan="4">All Students</td><td>Hair</td><td colspan="3">• Hairstyles are to be neat and tidy and off the face<br>• Hair (below the shoulder) must be tied up<br>• Hair colouring is not permitted<br>• Extreme hairstyles (as determined by the Principal) are not permitted<br>• Hair fastenings must be blue or gold and include hair ties, scrunchies and plain head bands and small ribbons</td></tr>
<tr><td>Bags</td><td colspan="3">• School Back Pack is compulsory</td></tr>
<tr><td>Hats</td><td colspan="3">• School Hat is required during (all year) when outside between 8:40am and 3:00</td></tr>
<tr><td>Jewelry</td><td colspan="3">• Earrings are limited to one pair of simple studs or small sleepers<br>• One chain [to be worn under uniform] is acceptable<br>• One watch<br>• Nail polish, makeup and temporary or other tattoos are not permitted</td></tr>
</table>

# TERM 1 AND 4 (YEAR 1-6)

MONDAY AND THURSDAY

Girls: Summer Dress, Navy Pants or
Navy Skort & Formal Shirt
Boys: Grey Shorts/Pants & Formal Shirt
Navy Socks
Black Lace up Leather/Leather Like Shoes

TUESDAY WEDNESDAY AND FRIDAY

Day Polo or Faction Colour Shirt
Sport Shorts
White Sport Socks
Any Colour Joggers

# TERM 2 AND 3 (YEAR 1-6)

MONDAY AND THURSDAY

Navy Jumper
Blue Formal Shirt
Navy Socks
Navy Tights
Black Lace up Leather/ Leather Like Shoes
Boys: Grey Shorts or Grey Trousers
Girls: Boston Pleated Skirt or Navy Pants

TUESDAY WEDNESDAY AND FRIDAY

Day Polo or Faction Colour Shirt
Sport Shorts or Trackpants
Sports Jacket
White Sport Socks
Any Colour Joggers

## 3.5 EXTRA-CURRICULAR

### 3.5.1 CENTURIONS RUNNING CLUB (YEAR 1-6*)

Students who are interested are encouraged to participate in our running program on Tuesday and Friday mornings from 7:55am – 8.20am. To be awarded the title of Centurion, students must complete 100km in a school year.

The Centurian Club meets on the school courts to stretch at 7:55am Wednesday and Friday where a 400-metre track has been marked out. Participants cover as many laps as possible in each session.

The student participants are rewarded as they achieve distances in 10km increments. The goal is to cover 100km in the year and become a Leschenault Centurion. This is achievable with 4 laps a session and close to achievable with 3 laps. At the end of each term, Centurion hats are collected and the Centurion Badge is added to the student's hat.

The club has two major sponsors McDonald's Eaton and Slater and Gartrell Sports. These sponsors are responsible for prizes at the 10km intervals as well as major rewards for those staying on task. Beyond 100km there are Bronze, Silver and Gold certificates handed out on Friday morning line up and the recognition of Double Centurion (200km) is also a great celebration.

There are those who take it to the next level and have their names added to a Centurion Shield that is on display in the Office. This is for those runners that cover 250km in the year. They are also presented with a trophy and voucher from Slater and Gartrell at the Centurion Shield assembly at the end of the year. Only students in Years 1 – 6 can receive awards, however *Pre-Primary students can participate in the program under the full and direct supervision of their parent/carer only.

In the event of inclement weather, Centurions is cancelled and parents are notified via Seesaw, these sessions will be made up when the weather permits. If your child has MultiLit commitments at 8.15am they are permitted to commence running from 7.50am and are then responsible for attending their lessons from 8.15am.

This program is coordinated by Mr Dudek.

### 3.5.2 CHOIR

At Leschenault CPS, we are delighted to be able to provide our students the opportunity to develop their musical and vocal abilities through participation in our merit select school choir for Year 3-6 students. Choir auditions are held early in Term 1 each year. Our school choir participates in CEWA Performing Arts Festival, Christmas Concert, special Masses and the Bunbury Eisteddfod. Choir rehearsal are held each Wednesday morning from 7:55- 8:40am.

This program is coordinated by Ms Brigid Mills.

### 3.5.3 BOOKTURIONS K-6 READING CLUB

Bookturions is a reading club held in the library each Tuesday and Thursday morning from 7:55am-8:20am. During this time students are able to read selected books and complete Book Reviews on

the provided iPads so reading can be tracked. Just the same as Centurions, prizes are awarded and students are celebrated for their progress and commitment to reading and literacy.

This program is coordinated by Mrs Old.

## 3.1 CANTEEN AND LUNCH ORDERS

Our Canteen, the Leschenault Lunchbox, is open every school day for PK-Year 6 orders. All orders should be placed on the CDF Online system before 8:30am each day. Lunch orders are delivered to each class before First Lunch each day. Please see ordering details outlined below:

| | **Order / Cancel Deadline** | **Recess 10:50-11:10am** | **First Lunch 12:20-12:35pm** | **Second Lunch 1:40-2:00** |
|---|---|---|---|---|
| **Monday- Friday** | 8:30am | Open | Open | Open |
| **Shop Front Sales Year 1-6** | - | Food | Drinks | Icy poles (cash sales only) |
| **How to Order** | Before 8:30 online (PK-6) | Before 8:30 online Year 1-6 only | Before 8:30 online (PK-6) | - |
| **Pre-Ordered** | - | Collect from Shop | Delivered to class | - |

Our Winter and Summer Menus can be found on our website: https://leschcath.wa.edu.au/parent-information/ . Parents are provided instructions to set up CDF automatically when they enrol and there are instructions on our website. If you are having any problems with your CDF account please contact anne.davis@cewa.edu.au .

If you have any queries or wish to discuss food allergies or intolerances, please contact our Canteen Manager Stephanie Taylor via email through the front office stephanie.taylor1@cewa.edu.au

## 3.2 LIBRARY

Significant research has shown that children who are read to on a regular basis, from an early age, develop many pre-reading skills long before formal reading commences. Each week your child will visit the library and bring home a library book. Please provide **a school library bag** and take care of your books. Remember to take the time to sit and read the books with your child. Our Library is open each Tuesday and Thursday morning from 7:55am and every lunch from 1:20pm for children to read and enjoy a quiet indoor space.

## 3.3 STUDENT WELLBEING OFFICER

Miss Denise Hegarty is our Student Wellbeing Officer and she works two days per week. She is available to provide emotional and wellbeing support to students, staff and families and can support individuals with processing and dealing with a variety of concerns, issues, or difficulties that may occur in day-to-day life. Referrals to the Student Wellbeing Officer can be made by teachers or parents. If you believe your child would benefit from this service, please contact your child's classroom teacher for a referral. All referrals need a referral form signed by parents.

## 3.4 BIRTHDAYS

Birthdays are very special day for students and at Monday Assembly (Year 1-6) we celebrate these special days and all birthday students receive a special pencil and we sing them Happy Birthday. If you elect to provide a treat (cupcakes, cake etc) for your child to share with their class, please check with the teacher regarding allergies.

## 3.5 TOYS AND ITEMS FROM HOME

We do not allow **any** toys from home as they may become lost or broken. Please be vigilant with this as some children become distressed when they cannot find their "small toy" to take home because it has been misplaced.

## 3.6 HEALTHY EATING AND CRUNCH & SIP

Healthy lifelong habits are formed in young children, therefore healthy eating is strongly encouraged at LCPS and unhealthy snacks are discouraged.

<table>
<tr><th></th><th>Pre-Kindy</th><th>Kindergarten</th><th>Pre-Primary</th><th>Year 1-6</th></tr>
<tr><td>Lunch Boxes</td><td colspan="3">All children require a labelled lunch box that your child can open and close independently. Practicing this at home prior to Kindergarten would be beneficial.<br>In Pre-Primary we recommend your child’s recess is in a separate container to their lunch.</td><td>Please provide morning tea, lunch and Crunch and Sip each day.</td></tr>
<tr><td>Water Bottles</td><td>All children need a labelled, leak proof drink bottle which will be kept in the trolley.</td><td>All children need a labelled, leak proof water bottle which is kept in the side pocket of your child’s school bag.</td><td colspan="2">All children need a labelled, leak proof water bottle which is kept inside the classroom to enable students to stay hydrated.</td></tr>
<tr><td>Fruit & Vegetables</td><td>All fruit/vegetables need to be cut up in a labelled container or bag and placed in the fruit trolley.</td><td colspan="2">All fruit/vegetables need to be cut up in a separate container in the front pocket of their school bag.</td><td>Please see the Crunch and Sip Guidelines below. Each teacher determines the time the class will break to eat.</td></tr>
</table>

**Nuts: Due to some students having severe nut allergies, please refrain from including nuts in lunchboxes**

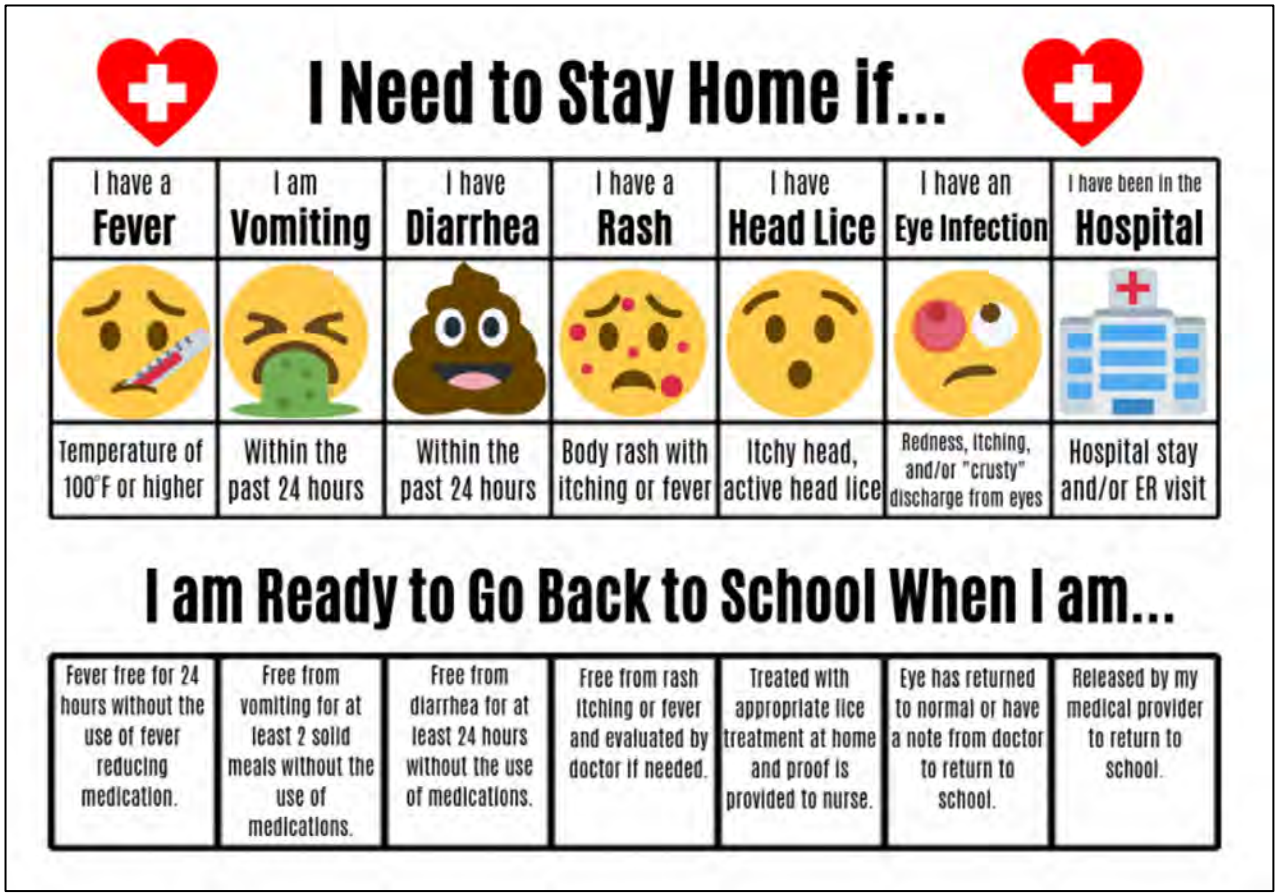
## 3.7 STUDENT HEALTH

### 3.7.1 SUN SAFETY

- Parents are advised to put sunscreen on their child before coming to school. Sunscreen will be re-applied at school as needed (PK-PP).
- PK-6 Students must wear a hat during outside play at all times
- Sunscreen is available in all Year 1-6 classrooms for students to apply.

### 3.7.2 WHEN TO KEEP YOUR CHILD AWAY FROM SCHOOL

If your child is unwell, please keep them away from school. Our school adheres to WA Health (https://ww2.health.wa.gov.au/Articles/A_E/Communicable-disease-guidelines) Communicable Diseases Guidelines. If you are contacted by the school to collect your child, then it is a requirement that your child is collected promptly. Please refer to this document to determine when to keep your child away from school and the diagram below for quick reference.




### 3.7.3 INFORMING/UPDATING YOUR CHILD'S MEDICAL NEEDS

Families have included their child's medical needs/conditions on their enrolment form. When this information needs updating (e.g. medicine, food allergies, asthma, disabilities, anaphylaxis etc) please visit the school office and complete the *Enrolment Updated Medical Information Form*. You will also be required to provide a copy of any medical reports, medication plans (asthma & anaphylaxis) and medication.

### 3.7.4 HEAD LICE

Head Lice is a common health problem in early childhood centres and schools. If there is a reported case in your child's class, we will inform you and ask you to thoroughly check your child's hair. Infected students can return to school when treatment has commenced.

# 4 Parents

## 4.1 SUPPORTING POSITIVE BEHAVIOURS AND RELATIONSHIPS

At our school, we believe that fostering a safe, respectful and inclusive environment is a shared responsibility between staff and families. Together, we play an essential role in supporting students to flourish both academically and socially. To guide this, we follow our Student Code of Conduct (3.2) and Behaviour Management Plan (3.3).

We implement a range of programs that promote positive behaviours and respectful relationships, including Religious Education (CEWA), Health Education (SCSA), the Keeping Safe: Child Protection

Curriculum (2.14), and the RULER Wellbeing Program (2.18). These are supported by additional school-based initiatives designed to nurture a warm and inclusive school culture. Teachers and Education Assistants are well-trained in supporting students to develop strong friendships and resolve interpersonal conflicts. Staff are also supported by our Student Wellbeing Officer (3.9).

On any given day, it is common for staff to guide students through social interactions and assist with resolving conflicts—often multiple times a day. This may include strategies such as guided conversations, reflective activities, or restorative practices involving individuals or groups of students.

When a student behaves inappropriately or breaches the Student Code of Conduct, parents will be contacted in accordance with our Behaviour Management Plan (3.3).

**Guidelines for Parents** (in accordance with CEWA Code of Conduct 4.3):

- **Classroom Concerns**: Contact your child's class or subject teacher if you are concerned about an incident that occurred during class time.
- **Playground or General Concerns**: Contact an Assistant Principal if your concern relates to something that happened outside of class:
    - *Jo Paini (PK–Year 2)*
    - *Bree Dudek (Years 3–6)*
- **Behaviour Notifications**: Be aware that a teacher or member of the leadership team will contact you if your child is involved in a behavioural incident requiring follow-up.
- **Parent Conduct**: Parents must not approach students directly to address concerns. Doing so breaches the school's Code of Conduct (and should be reported to the Principal). If you have concerns about a student's behaviour (at school), please contact the school so the matter can be addressed appropriately. Directly approaching other parents is also strongly discouraged, as it often leads to unnecessary escalation. If another parent contacts you regarding a concern, we encourage you not to engage. Instead, politely suggest they raise the matter with the appropriate member of the School Leadership Team.

## 4.2 SUPERVISION AND CARE OF STUDENTS- PARENT ROLE

**Before School:**

- No student is permitted to be on school grounds before 8am unless they are attending OSH or with under the supervision of their parent/carer. If your child is attending Centurions or Bookturions they can be on school grounds from 7:55am.
- Year 1-6 students who arrive after 8am are required to sit quietly in their designated area until the first bell at 8:20am. PK, Kindy and PP students must be delivered to their classroom by parents. This should be after 8:20 and before the 8:35am warning bell.
- We permit students to arrive from 8am but remind parents that our Duty of Care commences at 8:20am so encourage all students to arrive after this time. Your cooperation with school expectations enables our staff to prepare for their classes, when they commence work each day.

**After School:**

- Students (Year 1-6) know and are regularly reminded that when school finishes at 3:00pm, they are required to move directly to the two designated and supervised pickup areas or leave the school grounds if they walk or ride to school. PK, Kindy and PP students must be collected directly from their classrooms at the end of each day. If a child has training with a club they are required to move promptly to the courts.
- Students are permitted to stay and play after school only under the direct supervision of their parent. Supervision is keeping a direct line of sight to your child. It means ensuring your child behaves according to our Code of Conduct and other rules in their play with equipment and in their interactions with other children and parents. Staff are not on duty after school, with the exception of the two designated pickup areas and the bus stop. If you choose to remain on school grounds with your child or other children in your care, you understand and accept sole responsibility for supervising them.

## 4.3 PARENT/HELPER ROSTERS

- Being on roster and parental involvement within our school gives parents an opportunity to observe the students of our school. As per the Code of Conduct (above), it is a requirement that the **confidentiality and personal information about students is always maintained.** It is not acceptable for parents to be discussing any matter relating to any child that is not their own.
- Parents are key partners in educating our students. Parents are often utilised to support school staff in implementing the learning program and for special events and activities. Rosters may be used to coordinate helpers in different areas across the early years classrooms.
- Generally, most classes do not request parent help during the first few weeks of Term 1 to enable children to settle in well to their new routines and new environment. If you are on parent help, please ensure younger siblings are cared for during this time. There are specific requirements for all volunteers in our school (parents and non-parents)- please see below.

## 4.4 VOLUNTEERING

To implement current requirements in managing visitors in schools, the following process is implemented for all volunteers (including parents).

- A volunteer in a school is defined as somebody who is unpaid and involved in child related work- if your usual duties are likely to involve contact with a child. (Working with Children Screening Act 2004)
- Approved Volunteers will be provided a “Visitor Pass”. Teacher’s must ensure all volunteers have a school approved “Visitor Pass” before allowing the volunteer to assist.

**Volunteering (Parents):** A parent is defined as: parent, step-parent, de facto partner, prospective adoptive parent or a person who has legal responsibility for long term care of a child). Parents are generally exempt from requiring a WWC. Parents volunteers must follow this process:

- Sign in at the front office
- Complete “Volunteer Declaration LCPS” available when you sign-in. This needs to be completed the first time you volunteer each year and will be filed by Office Staff. For each additional time you volunteer you will need to sign and date this form again.
- Parents will be provided a “Visitor Pass” and must wear this pass for the duration of their volunteering.

- Parents with a "Negative Notice or Interim Negative Notice (WWC) are not permitted to volunteer

**Volunteering (non-parents):** Non-parent volunteers require a valid WWC (application forms available from Australia Post outlets) except in the following circumstances:

- Unpaid volunteers (children and students) under 18 years of age
- Interstate or International Visitors in the first two weeks of arrival (must be approved by principal)

**Non-Parent Volunteers process:**

- Sign in at the front office
- Present your WWC Card to Office Staff. This will be checked for validity as of current date at: https://www.workingwithchildren.wa.gov.au/card-validation
- Complete "Volunteer Declaration LCPS" available from Office Staff when you sign-in. This needs to be completed the first time you volunteer each year and will be kept on file by Office Staff- Volunteers each year. For each additional time you volunteer you will need to sign and date this form again.
- Volunteers will be provided a "Visitor Pass" and must wear this pass for the duration of their volunteering.

## 4.5 ASSEMBLIES AND MERIT AWARDS

Assemblies are held most Fridays at 2:30pm (see website calendar). At our assemblies Merit Awards are presented, birthdays are celebrated and important school communication is shared.

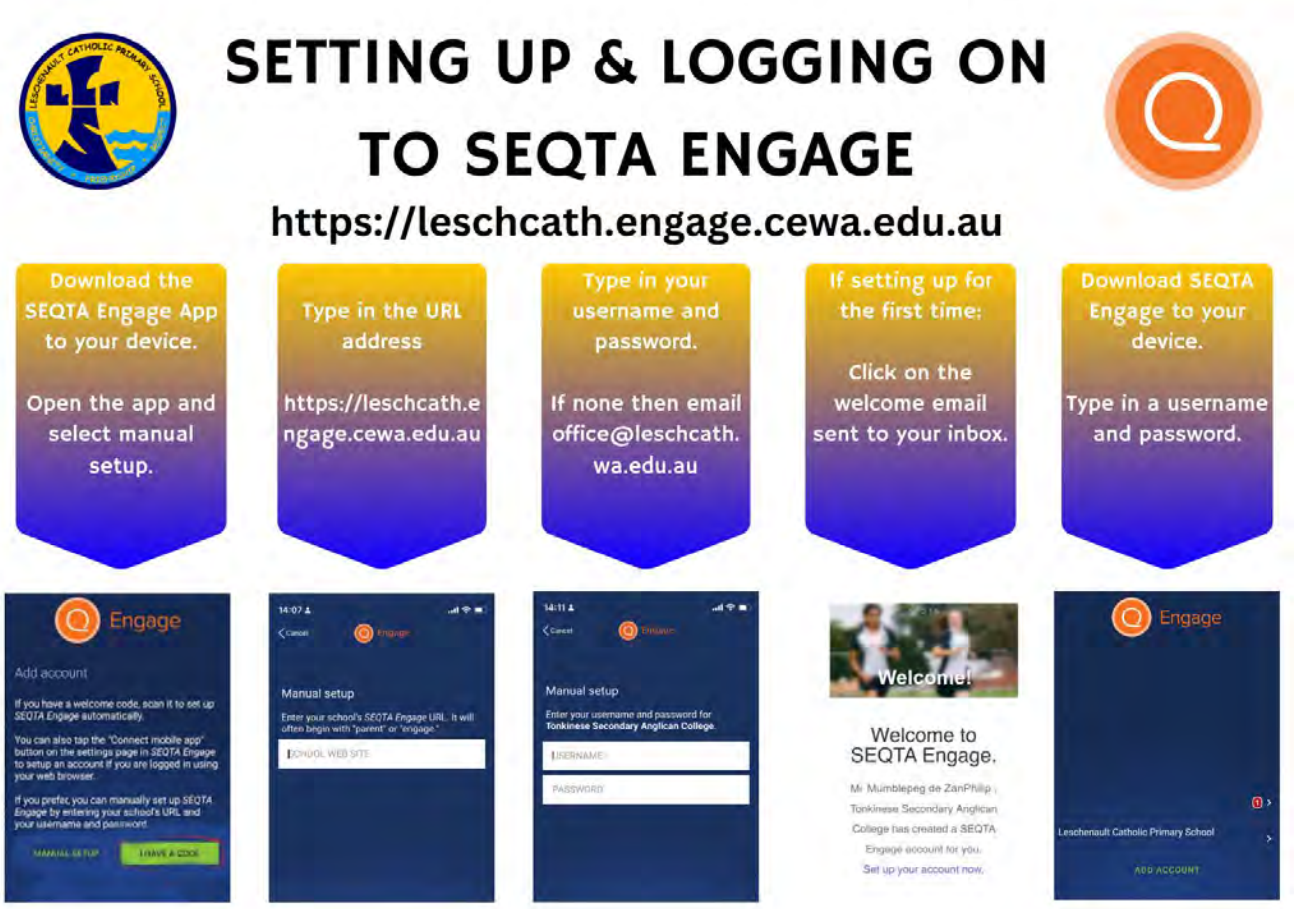
| Play Group & Pre-Kindy | Kindergarten | Pre-Primary |
|---|---|---|
| Do not participate in assemblies | | Attend assemblies in Semester Two. |

## 4.6 SEQTA INSTRUCTIONS

Parents are required to set up a SEQTA account and download the APP. SEQTA is used to provide parents school reports and also is the method that parents inform the school of your child's absence from school. When your child commences at LCPS you will be emailed instructions on how to set up a SEQTA Engage account and additionally how you can scan the QR Code and download the SEQTA Engage App for an even more convenient user experience.

At LCPS we use SEQTA for Student Academic Reports and we now also use SEQTA so parents can register student absences in a few quick clicks (from the start of 2025).

It is recommended that when you set up your account, you use your email address as your username. If you forget your username you are unable to retrieve this information yourself and will require assistance from the school. You are required to set your own password and can update your password or change it if you forget without support from the school (using the website- not the App). If you have any problems establishing your account or with your login credentials, please contact our IT Support luke.portolan@cewa,edu.au or contact him via Seesaw.




## 4.7 CDF PAY INSTRUCTIONS

We use CDFpay for online canteen ordering, uniform shop, events, fundraising, and over-the-counter purchases at our school.

**How to register for a CDFpay account**

1. Download the CDFpay mobile app on the Apple or Google store, then click '**Sign up now**'.
   **No app?** Register here or https://user.cdfpay.flexischools.com.au/register
2. Enter and confirm your email address, then click '**Sign up**'.
3. Check your email inbox and follow the prompts to complete your account registration (check junk/spam if lost).
4. Please note- you do not require a Student Number to register your child.

**Have questions?** View CDFpay powered by Flexischools Help & Support for detailed FAQs or chat to the Flexischools Digital Assistant. If you cannot find what you are looking for, please complete the online Contact Form and Flexischools will get back to you directly.

## 4.8 SEESAW INSTRUCTIONS

When your child commences at LCPS you will receive an email invitation from your child's teacher to connect to the Seesaw APP. This will be sent to the email address that the school has on file.

## 4.9 THE PARENTS AND FRIENDS ASSOCIATION (P&F)

Our Catholic School Parents and Friends Group (P&F) provides the opportunity for parents, caregivers and friends of the school to meet, share and become a community that supports and encourages our students and staff in realising the shared our vision. The P&F adds strength to our school through community engagement and fundraising initiatives, in addition to being positive advocates for our school.

Our P&F Executive 2026 comprise of the following wonderful and committed parents: Michael Newman (Vaughan and Blair Yr 1, Quinn Yr4), Alex Smith (Walter Yr2, Kiefer K), Jasmin Jones (Parker Yr 1), and Natasha Harding (Beatrix Yr 4), Emma-Lee Crane (Harvey K, Spencer Yr 1) Tamara Brindley (Oliver PP, Ellie Yr 1)

Our P&F assists with fundraising activities and organises events aimed at bringing the school community closer together. Your family will be included in all fundraising activities. P&F meetings are held on the first Wednesday of each month. The minutes of meetings can be found on our website: https://leschcath.wa.edu.au/parents-and-friends-pf/

The LCPS P&F adheres to the LCPS Terms of Reference that can be accessed on our school website: https://leschcath.wa.edu.au/parents-and-friends-pf/

## 4.10 CATHOLIC SCHOOL ADVISORY COMMITTEE (CSAC)

The Catholic School Advisory Council supports the Principal in their leadership of the school, especially in strategy and finance. CSAC Members are integral to the spirit of partnership that is developed within the school community. The Advisory Council reflects the diversity of our community ensuring the representation of different voices, experiences and perspectives. The role of the School Advisory Council:

- Supports the Principal in their leadership of the school
- Is a resource when the Principal is planning for the present and future strategy of our school
- Brings the voice of the community into our school
- Helps to build relationships across our Catholic school community
- Represent the interests of all the partners within our school and works positively in the service of the LCPS Catholic school community.

Our 2026 CSAC is comprised of the following generous and committed parents: Rebecca Martin (Jack Yr 6) and Jo Saunders (Liam Yr 5), Smitha Nair (Sana Yr 5) Rebecca Herring (Juliet Yr4), Josh Morgan (Maeve PP, Evelyn 2) and Karlea Van Asselt (Leeuwyn Yr 1).

## 4.11 TRAFFIC, PARKING AND VEHICLE SAFETY

- With more than 450 students at our school each day, to ensure an efficient, safe and orderly system, we are reliant on parents and carers consistently adhering to expectations outlined below.
- All vehicles on our school grounds must obey the 8km speed limit at all times

- It is preferred that Drop Offs are used rather than parking to ease congestion when possible (Year 1-6 only).
- Should you wish to park, some parking is located in the Mardo Avenue carpark, the Challenger Rise carpark, Pre-Primary carpark and the carpark area between the school and the church
- No student is ever permitted to walk through a carpark without a parent or guardian escort.
- Please ensure you park in an approved bay that is not marked for ACROD (permit permitting) or parking allocated to Staff or Church business (these bays are clearly marked).
- Please see the map below indicating traffic flow direction, parking and pick up/drop off points

LCPS STUDENT DROP OFF / PICK UP

## 4.12 MORNING DROPOFF

- Pre-Kindy, Kindy and Pre-Primary students must be dropped off directly to their classroom. Parents/Carers are required to escort your child into their secure gated areas**.** If you have driven your car, you should be parked in a marked bay and not in the Kiss and Drive Stations. Kiss and Drive means stopping briefly to unload your children only- not walking into the school.
- Year 1-6 Students can be dropped off from 8am (via Kiss & Drop or Parking)

- There are 3 Morning Kiss and Drive Stations: Mardo Avenue Side (with the front of line being at the Kindy Shelter), Church Carpark (with the front of line being past the library) and Challenger Rise (with the front of line being just past the Pre-Primary shelter). **Please always park as very close to the front of the line as you can.**

### 4.13 AFTERNOON PICKUP

- If you are using the Kiss and Drop please do not arrive before 3pm because your vehicle will inadvertently block access to the many car bays available.
- Pre-Kindy and Kindy classes are released earlier at 2:50 to ease traffic congestion.
- There are 2 Afternoon Kiss and Drive Stations that will be supervised by staff: Church Carpark (with the front of line being past the library) and Challenger Rise (with the front of line being just past the Pre-Primary shelter). **Please always park as very close to the front of the line as you can and move forward (when safe) when spaces ahead open up.**
- All students who are not picked up directly from their classroom are required to move directly to one of our two Kiss and Drop Stations located on Challenger Rise (outside PP) **or** around the corner from the Kindy (accessed from Mardo Avenue). If a child is waiting for a sibling from high school, they are required to move to these supervised areas and not wait on their own in the school grounds.
- If your child has not been collected by 3:20pm they will be taken to the front office by staff and can be collected from there.

### 4.14 STUDENTS TRAVELLING BY BUS

Students travelling home from school by bus are dismissed from classes at 3:00pm (or earlier if required). A staff member will supervise all students until they have been picked up by the bus company. Please contact Trans Bunbury and School Bus Services on 13 62 13 if you have any queries relating to school bus services.

### 4.15 AFTER SCHOOL CARE (OSH Club)

Osh Club operates independently on our school site and offers before and after school care. For further details please visit our school website or oshclub.com.au.

### 4.16 SCHOOL SECURITY AND SAFETY

Our school fence enables us to provide heightened safety for our students during the day and also minimizes vandalism and anti-social behaviour after hours. Our school gates are locked before 9:00am each day and are opened before 2:30pm each day (during drop-ff and pick-up). It is a school registration requirement that all visitors on site (including parents and carers) sign in to the school when they visit the school during the day. As an inclusive school, our fencing also enables us to keep all of our students safe and secure especially those who may attempt to leave our grounds if they are triggered or upset.

### 4.17 ATTENDANCE AT SCHOOL

Attendance matters! So does arriving to school each day on time! Significant research and studies show the high levels of attendance are linked to increased academic achievement and positive social outcomes. Although high attendance is important, it is also important to keep your child away from school when they

are unwell. Alarmingly, over the previous five years average student attendance across Australia has dropped to less than 90%. If you are having difficulty getting your child to school, or worried about your child's level of school attendance please contact the relevant member of our school leadership team: Jo Paini (PK-Year 2) and Bree Dudek (Year 3-6). The following may be helpful tips for some families:

- Have routines that create consistency and support your child attending school. Packing your child's bag the night before and organising school uniforms may be helpful.
- A healthy breakfast is an important way to start the day.
- Consistent bedtimes that considers recommended sleep needs of children (Age 3-5 need 10-13 hours per night and 5-11 year olds need 9-11 hours) https://raisingchildren.net.au/newborns/sleep/understanding-sleep/about-sleep

We strongly discourage "holidays" during term time and days absent from school for recreational reasons. If parents elect to take children out of school during term for "holidays" students are encouraged to continue Maths Seeds/XtraMaths, read lots and keep a journal. Classroom Teachers will not provide set class work for "holidays".

## 4.18 ABSENCES

- If your child is unwell (see section 1.28) or unable to attend for another reason, under the Education Act it is a legal requirement that you inform the school. Schools are required to retain this record.
- When your child is absent, parents/carers are required to notify the school using the Seqta Engage App by 8:40am on the day your child is away**.** If your child will be away on a future date, you can also record this on the Seqta App.
- If parents do not inform the office of their child's absence, both parents will receive an SMS message asking them to provide a reason for the absence. Replying to the text message provides us with the necessary written record.

## 4.19 COLLECTING YOUR CHILD DURING THE DAY

If your child needs to be collected for an appointment or out of school activity during school hours then the following processes apply:

- All students (PK-6) must be signed out at the front office.
- Parents/Carers will be issued with a yellow slip to present to the class teacher. Teachers will not release students until the correct process has been followed and the yellow slip is presented to the teacher.