

2024

Family Handbook



Our Vision:

To build a C.H.R.I.S.T. centred community that inspires every individual to: think, learn & strive for academic 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 Bin-jar-ab 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 the spiritual connection of the Wardandi and Binjarab people to the land which we gather on.

Kaya.

About Leschenault Catholic Primary School

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 they 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 academic excellence.

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.

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

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

- Brigid Bryce (Assistant Principal) as part of her role is the Head of K-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 brigid.bryce@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

The school Motto incorporates the values which we aspire to promote. Christianity, Friendship, and Respect. These are the words that guide our school. 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 area environment but also signifies the movement of the Holy Spirit in our lives.

1.4 BELL TIMES (PK-Year 6)

8.00am	Students (1-6) can arrive and remain seated in set areas
8:20am	PK-6 classrooms open. Students can play till the bell
8.35am	Warning Bell
8.40am	Class Start Bell- Students ready
10:50am	Recess
11.10am	Classes resume
12:20pm	First lunch (seated in allocated areas)
12.40pm	Class resumes
1.40pm	Second lunch - play
2.00pm	Class resumes
2:50pm	Pre-Kindy and Kindy dismissal
3.00pm	PP-6 dismissal

1.5 SUPERVISION OF STUDENTS AND DUTY OF CARE

Before School:

- No student is permitted to be on school grounds before 8am unless they are with a parent or participating in a designated school program.
- Year 1-6 students who arrive after 8am are required to sit quietly in the designated area until the first bell at 8:20am. The OSH Club (Outside School Hours Club) can be contacted on 0422 893 841 if you require this service. PK, Kindy and PP students must be delivered to their classrooms after 8:20am.
- 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:

- Staff supervise students at all times during the school day, including while they use play equipment. Our students understand the rules allowing them and others to enjoy doing so

safely and respectfully. They also know that they are required to behave according to the standards set in our Student Code of Conduct.

- Students (Year 1-6) know and are regularly reminded that when school finishes at 3:00pm, unless they are under the direct (line of sight) vision of a parent, they are required to move directly to the designated 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.
- No school staff are on duty after school, with the exception of the two designated pickup areas and the bus stop (until 3:20pm), to supervise your children, enforce the rules of play and attend to any need arising. Staff who are at work, whether in their classroom or elsewhere, are not available to assist. Therefore, 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.
- ‘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 and interactions with other children and parents. Students know the rules they follow during school hours and I ask you to enforce these rules consistency while you supervise them after hours. If you supervise your children after school hours as described, then we can all enjoy the gifts of play and friendship of our school community.

1.6 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.

1.7 STUDENT PICKUP AND DROPOFF

- Pre-Kindy, Kindy and Pre-Primary students must be picked up from the classroom. Pre-Kindy and Kindy classes are released earlier at 2:50 to ease traffic congestion.
- We encourage Year 1-6 families to use the Kiss and Drop Stations rather than parking when at all possible.
- 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).

1.8 STUDENTS TRAVELLING BY BUS

Students travelling home from school by bus are dismissed from classes at 3:00pm (if required). A staff member will supervise all students until they have been picked up by the bus company. Please contact the front office for further details.

1.9 COMMUNICATION

Our intention of our Teachers and Leadership Team is to keep our parents very well informed of all school events and the progress and learning of your child.

- It is expected that throughout your child’s time at our school you may have a concern or something you wish to discuss beyond the normal communication we provide in parent meetings, school reports and other communication.
- The vast majority of concerns are dealt with productively and efficiently by raising them directly with the relevant class or subject teacher in a scheduled meeting. It is not appropriate to raise a concern with a teacher without an appointment e.g. directly in class before or after school during pick-up or drop off.
- If you do not feel comfortable addressing your concern directly with the relevant staff member, you are encouraged to make an appointment with a member of the Leadership Team who will be able to assist you. If your child is in Pre-Kindy- Year Two, you should make an appointment with Assistant Principal, Brigid Bryce. 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.
- As staff work hours are 8:30am-3:30pm, you should not expect a response outside these hours. Staff on leave, off-site, on non-work days or after hours will respond to your communication within 24 hours when they return to work.
- Given the above urgent communication pertaining to your child, should be addressed through the front office by telephone.

We use a variety of modes to effectively keep parents and carers informed:

- Newsletters- are emailed to parents three times per term.
- 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 to keep parents informed of student learning. Information will be provided to you on how to set up and login by your child’s teacher.
- SEQTA (App or webpage) - is used for all official school communication. Information will be provided to you on how to set up and login. If you experience any difficulties logging in to Seqta or require your password be reset, please email luke.portolan@cewa.edu.au.
- Email- Our school system requires that all Fee Statements are emailed to your nominated email address.

1.10 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>

1.11 LUNCH ORDERS AND CANTEEN

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 1:40-1:50
Monday	8:30am	Open	Closed	Closed
Tuesday- Friday	8:30am	Open	Closed	Open

How to Order	Online	Online <u>or</u> In Person	Online	In Person Year 1-6 only
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Our Winter and Summer Menus can be found at the CDF website and <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. Stephanie Taylor is our Canteen Manager and can be contacted via email stephanie.taylor1@cewa.edu.au if you have any queries.

1.12 LINE UP ASSEMBLIES AND MERIT AWARDS

Merit Awards are handed out at Line-Up (Assembly) each week on Fridays at 2:30pm.

Birthdays are celebrated at Line-Up each Monday morning from 8:40am.

Play Group & Pre-Kindy	Kindergarten	Pre-Primary
Do not participate in assemblies		Participate with the rest of the school

2 Learning

2.1 CATHOLIC FAITH AND RELIGION

At LCPS, children are welcomed into a caring and stimulating 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.

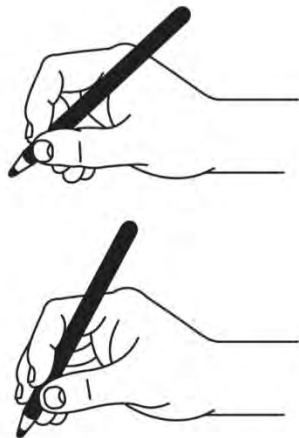
As children participate in early years learning in Catholic schools, they experience a growing sense of belonging and community from the common vision of their family, school, parish and wider groups.

The Catholic 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
Mandated 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 and promoting an atmosphere where ‘God talk’ permeates all learning experiences as a natural part of the whole day.	CEWA RE Curriculum PP-6 <ul style="list-style-type: none"> • Church • Lent/Easter • Confirmation • Eucharist • Prayer • Baptism • Reconciliation • Advent/Christmas

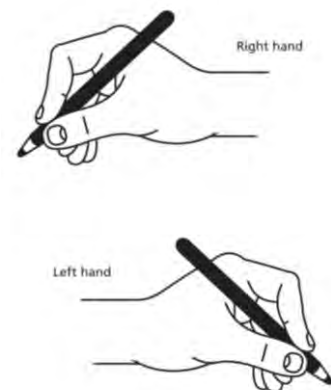
2.2 WRITING AND DRAWING (EARLY YEARS)

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.



Encourage your child to hold her pencil in a way that allows her hand and fingers to move freely and easily when writing or drawing. General guidelines for a good pencil grip, as shown in figure 2, include:

- ▶ the pencil is held in a stable position between the thumb, index and middle fingers
- ▶ the ring and little fingers are bent and rest comfortably on the table
- ▶ the index finger and thumb form an open space
- ▶ the wrist is bent back slightly, and the forearm is resting on the table
- ▶ the pencil is held about 1–2 cm from the tip.



2.3 CURRICULUM, EARLY YEARS LEARNING FRAMEWORK AND NQS

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

2.4 HAND STRENGTH COORDINATION (EARLY YEARS)

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
<ul style="list-style-type: none"> • Open packets • Squeeze sauce bottles • Use fingers to pick up small foods • Use plastic tongs to serve foods • Make scones and cookies • Use cookie cutters to make shapes 	<ul style="list-style-type: none"> • Use water pistols • Draw patterns, shapes and people • Water plants with a spray bottle • Dig in the sandpit • Draw in the sand with fingers or a stick • Pull out weeds • Use scissors to cut the grass or weeds • Draw on the pavement with chalk • Move and carry heavy objects e.g. baskets and wheelbarrows 	<ul style="list-style-type: none"> • Teach your child to draw with a tripod grip (3 fingers) with one 'snakey' finger on top • Draw shapes, numbers, people etc • Snipping paper with child's safety scissors • Playdough—pinch, poke, squeeze, roll • Draw with very small pieces of chalk or crayon • Tear paper for paper mâché or collage • Pop bubble wrap • Clapping games, musical instruments 	<ul style="list-style-type: none"> • Sing songs with finger plays • Practice showing 1,2,3,4,5 fingers • Play "I Spy" • Sing Rhyming Songs • Talk about signs and shop names • Counting things as you drive past

2.5 SETTLING IN (EARLY YEARS)

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.

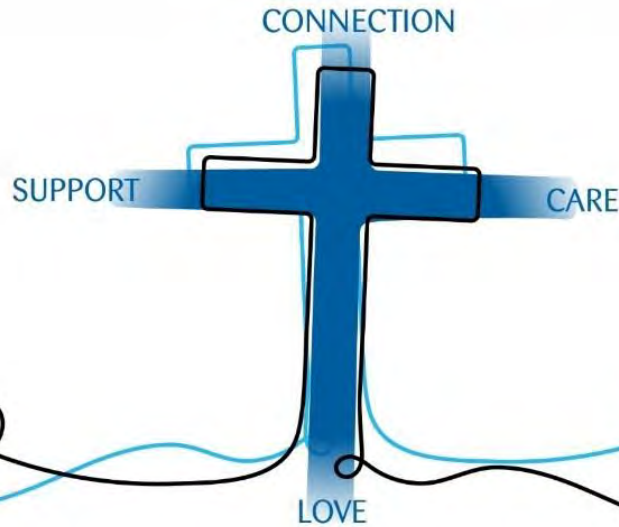
2.6 EARLY CHILDHOOD PHILOSOPHY

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
<ul style="list-style-type: none"> • Age appropriate Pedagogy - (Play, Inquiry, Explicit, Direct) • Brain Development - through movement, love and cognition • Knowing every child • High expectations • Clear educational goals • Evidence informed teaching of Literacy and Numeracy 	<ul style="list-style-type: none"> • Understanding and knowing God • CHRIST values • Our shared Catholic faith • Developing the whole child • Relationship with self, others, world and God • Nurturing, interacting with & caring for our environment 	<ul style="list-style-type: none"> • Belonging and connection • Meditation and mindfulness • Celebrating diversity • Safe and inclusive learning environment • Resilience • Understanding our emotions 	<ul style="list-style-type: none"> • Welcoming, dynamic and interactive learning spaces • Consistency and routines • Intentional provocations and play experiences • Differentiated curriculum • Hands-on, individual, small group and whole group learning experiences 	<ul style="list-style-type: none"> • School and families working together • Connecting our parent community • Engaging families in education and learning • Supporting, communicating and guiding • 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**.



2.7 NUMERACY AND MATHS

- Origo Stepping Stones program is used explicitly and with fidelity in our Year 3-6 classes. This explicit instructional approach builds on students' natural ability to develop understanding and number sense. It helps students avoid misconceptions and promotes confidence with efficient thinking strategies. Games and practical applications help to cement the concepts and skills.
- Top 10 Maths program (new in 2023) is used in Pre-Primary – Year Two. The program incorporates sequential lessons that are hands-on and open-ended and aims to build solid mathematical foundations.
- XtraMaths is an online program designed to support student fluency in mental maths.

2.8 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.

2.9 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.

2.10 PRE-LIT AND INITIALIT (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.

InitialLit (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. InitialLit is a three-year program, covering the first three years of school.

2.11 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.

2.12 LITERACY SUPPORT AND INTERVENTION

We have a comprehensive support program to assist students who are not making the expected gains in Literacy. 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 InitialLit (our Literacy Program for PP-2).
- MacqLit (Year 3-6) 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.
-

2.13 KEEPING SAFE (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	<p><u>Right to be safe:</u> 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.</p> <p><u>Relationships:</u> 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.</p> <p><u>Recognising and reporting abuse:</u> 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.</p> <p><u>Protective strategies:</u> Provide student with developmentally appropriate strategies to keep them safe</p>

<p>Early Years PP-Year 2</p>	<p>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 – <i>body messages</i> 2) emotional – <i>feelings</i> 3) external – <i>clues</i>. Develop understandings about emergencies and risk-taking examining consequences and making decisions</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Years 3-6</p>	<p>Right to be safe: Gain understanding of what safety means and strategies for keeping safe. Review warning signs (indicators) 1) physical – <i>body messages</i> 2) emotional – <i>feelings</i> 3) external – <i>clues</i>. 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.</p> <p>Relationships: 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.</p> <p>Recognising and reporting abuse: 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.</p> <p>Protective strategies: Encourage students to think and problem solve in helpful, positive ways to promote resiliency. Regularly review and update trusted networks.</p>

2.14 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 On Entry (OLI) Assessment	Parent Interviews Vision Screening (Yr 1) NAPLAN (Yr 3,5)
2	LCPS Progress Report Child Health and Occupation Therapist Assessment and Report	Mid Year Report	Mid Year School Report
3	Ongoing Seesaw feedback	Ongoing Seesaw feedback	Ongoing Seesaw feedback Religious Literacy Assessment (Yr 3,5)

			PAT Reading Assessment (Yr 1-6) PAT Maths Assessment (Yr 1-6) PAT Spelling (Yr 3-6) PAT Grammar (Yr 3-6)
4	LCPS Progress Report	End of Year Report	End of Year Report

2.15 SCHOOL CARNIVALS

	Play Group & PreK	Kindergarten	Pre-Primary- Year Six
Athletics	-	Separate fun carnival	PP-6
Interschool Athletics	-	-	Yr 4-6
Cross Country	-	-	PP-6
Interschool Cross Country	-	-	Yr 3-6
Swimming Carnival	-	-	Yr 4-6
Interschool Swimming	-	-	Yr 4-6
Winter Carnival	-	-	Yr 6

2.16 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 4 in 2024 will be trialing 1-1 iPads in their classes and if successful this will continued in future years in Grades 4-6.

2.17 PERFORMING ARTS: CHOIR, MUSIC AND SINGING

We are delighted to offer our students wonderful opportunities to develop their artistic and creative abilities.

- Singing: PP- Year 6 will participate in singing each Monday from 2:00-2:30pm (Mrs Lara Pigott)
- Choir: We are delighted that our Year 3-6 students again have the opportunity to join our school choir under the direction and guidance of Mr Ian Mills and Ms Brigid Mills. The choir is merit select and successful students are offered a place in the choir for the full school year. Choir lessons are held each Monday from 2:15pm- 3:00pm whilst other students are involved in singing from 2:30pm-3:00pm.

2.18 HOME READING (PK-PP)

Home Comprehension Readers are provided for students in PK, Kindergarten and PP. Each reader has a set of questions to help you to discuss the book with your child. The book also provides answers to assist your child to understand what you have read to them. The questions have been specifically written for 3-5 year olds. This is a great way to assist your child to develop a love of reading. Your child may receive the same reader more than once. This is a wonderful opportunity for your child to retell the story as this is an important early comprehension strategy.

3 Students

3.1 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 with our Motto – Christianity, Friendship and Respect and our CHRIST Values

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
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Responsibilities: expected behaviours

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

- The LCPS Behaviour Management Plan will be applied in situations where student behaviour does not demonstrate the responsibilities and 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.

3.2 STUDENT BEHAVIOUR MANAGEMENT

Our students have worked with our staff to develop out Student Code of Conduct. This Code outlines the expectations of behaviour from every student in our school to ensure we create an 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 behaviour standards of our students. Please see our website for full details.

<https://leschcath.wa.edu.au/parent-information/>

3.3 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 & PK	Kindergarten	Pre-Primary
Hats		Bucket Style Hat	Full sports uniform including hat and bag. See below for further details.
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.	
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.	Please keep a spare uniform in your child's bag.
Uniform	LCPS Sports Polo (optional from the Uniform Shop)	LCPS sports uniform

Pre-primary – Year Six Uniform Requirements			
	Sports Uniform & Pre-Primary Uniform	Summer Uniform (Terms 1 and 4)	Winter Uniform (Terms 2 and 3)
Girls	<ul style="list-style-type: none"> • Sports Shorts OR • Skort • School Polo • Faction Polo (PE Day) • Joggers/Runners • White LCPS Socks <p style="text-align: center;">Optional:</p> <ul style="list-style-type: none"> • Sports Jacket • Tracksuit pants 	<ul style="list-style-type: none"> • Summer Dress OR • Skort AND • Blue Shirt • Navy LCPS Socks • Black Leather/Leather Look Shoes <p style="text-align: center;">Optional:</p> <ul style="list-style-type: none"> • School Jumper 	<ul style="list-style-type: none"> • Pleated Skirt OR • Navy Pants • Blue Shirt • Navy LCPS Socks • Black Leather/Leather Look Shoes <p style="text-align: center;">Optional:</p> <ul style="list-style-type: none"> • School Jumper • Tie
Boys	<ul style="list-style-type: none"> • Sport Shorts • School Polo • Faction Polo (PE Day) • Joggers/Runners • White LCPS Socks <p style="text-align: center;">Optional:</p> <ul style="list-style-type: none"> • Sports Jacket • Tracksuit Pants 	<ul style="list-style-type: none"> • Grey Shorts OR • Grey Pants • Blue Shirt • Grey LCPS Socks • Black Leather/Leather Look Shoes <p style="text-align: center;">Optional:</p> <ul style="list-style-type: none"> • School Jumper 	<p style="text-align: center;">Same as Boy's Summer</p> <p style="text-align: center;">Optional:</p> <ul style="list-style-type: none"> • School jumper • Tie
All Students	Hair	<ul style="list-style-type: none"> • Hairstyles are to be neat and tidy and off the face • Hair (below the shoulder) must be tied up • Hair colouring is not permitted • Extreme hairstyles (as determined by the Principal) are not permitted • Hair fastenings must be blue or gold and include hair ties, scrunchies and plain head bands and small ribbons 	
	Bags	<ul style="list-style-type: none"> • School Back Pack is compulsory 	
	Hats	<ul style="list-style-type: none"> • School Hat is required during (all year) when outside between 8:40am and 3:00 	
	Jewelry	<ul style="list-style-type: none"> • Earrings are limited to one pair of simple studs or small sleepers • Medic Alert Bracelet (if required) • One chain [to be worn under uniform] is acceptable • One watch • Nail polish, makeup and temporary or other tattoos are not permitted 	

3.4 CENTURIANS (EXTRA-CURRICULAR)

Students who are strong in mind and willing to achieve are encouraged to participate in our running program on Wednesday and Friday mornings from 7:55am – 8.20am. Each year we have students around our school that become known as Centurions. To be granted this title takes effort, determination, sweat and a willingness to persevere.

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 they can in a session by running, walking, crawling, etc. If you miss a session it is not a big deal, you can attend when it suits you.

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 easily 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.

The best part about the Centurion Club is that we are encouraging parents to participate as well. That's right, you can cheer, walk, run, sprint, and crawl along with your child, or children, as they attempt to achieve their goal. Unfortunately, only LCPS students in Years 1 – 6 can receive awards, but you can encourage them in their journey, right by their side if you so choose.

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.

If you have any questions, please direct them toward Mr Dudek.

3.5 SPECIAL DAYS

Some simple events may occur during the year, e.g. Mothers' Day, Fathers' Day, Book Week, Dress Up Day, Harmony Day, Sorry Day. You will be informed of all school events involving your child.

3.6 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 8:20am and every lunch from 1:20pm for children to read and enjoy a quiet indoor space.

3.7 STUDENT WELLBEING OFFICER

Miss Denise Hegarty is our Student Wellbeing Officer and she works every Wednesday and Thursday. 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.

3.8 BIRTHDAYS

This is a very special day for students and we give all birthday students a special pencil and sing them Happy Birthday. If you are going to provide a treat (cupcakes, cake etc) remember that it needs to be shared between thirty children. Check with the class teacher regarding allergies.

3.9 TOYS

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.

3.10 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.

	Pre-Kindy	Kindergarten	Pre-Primary	Year 1-6
Lunch Boxes	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. In Pre-Primary we recommend your child’s recess is in a separate container to their lunch.			Please provide morning tea, lunch and Crunch and Sip each day.
Water Bottles	All children need a labelled , leak proof drink bottle which will be kept in the trolley.	All children need a labelled, leak proof water bottle which is kept in the side pocket of your child’s school bag.	All children need a labelled, leak proof water bottle which is kept inside the classroom to enable students to stay hydrated.	
Fruit & Vegetables	All fruit/vegetables need to be cut up in a labelled container or bag and placed in the fruit trolley.	All fruit/vegetables need to be cut up in a separate container in the front pocket of their school bag.		Please see the Crunch and Sip Guidelines below. Each teacher determines the time the class will break to eat.

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

What to pack for Crunch&Sip®



Tips!

Be prepared

Make sure the vegies and fruit you pack for Crunch&Sip® are low mess and quick and easy to eat. Pre-chopped vegies are ideal and can be prepared ahead of time. They will stay fresh if stored in an airtight container with a wet paper towel in the fridge.

Bite sized pieces for little ones

Chop small whole fruit and vegetables like grapes and cherry tomatoes into halves or quarters for younger children to reduce the choking hazard.

Hygiene

Wash vegetables and fruit. Make sure that your child's water bottle is cleaned regularly and clearly marked with their name.

Crunch the rainbow

Choosing different coloured vegetables and fruits keeps it interesting and is also good for health! Go red with tomatoes or strawberries, green with snow peas or pears, orange with capsicum or a mandarin, purple with purple carrots or grapes, and white with cauliflower or bananas.

Take the veg pledge

Research shows that while most kids eat enough fruit, only 6% consume enough vegetables. Sending vegetables for Crunch&Sip® is a great way to develop healthy habits and boost this statistic!

3.11 STUDENT HEALTH

3.11.1 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).
- Pre-Primary parents need to supply a roll-on sunscreen that will be kept in their tray.
- PK-6 Students must wear a hat during outside play at all times from 8:40am
- Sunscreen is available in all Year 1-6 classrooms for students to apply.






3.11.2 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 they are collected promptly. Please refer to this document to determine when to keep your child away from school and the diagram below for quick reference.



I Need to Stay Home if...



I have a Fever	I am Vomiting	I have Diarrhea	I have a Rash	I have Head Lice	I have an Eye Infection	I have been in the Hospital
						
Temperature of 100°F or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Itchy head, active head lice	Redness, itching, and/or "crusty" discharge from eyes	Hospital stay and/or ER visit

I am Ready to Go Back to School When I am...

Fever free for 24 hours without the use of fever reducing medication.	Free from vomiting for at least 2 solid meals without the use of medications.	Free from diarrhea for at least 24 hours without the use of medications.	Free from rash itching or fever and evaluated by doctor if needed.	Treated with appropriate lice treatment at home and proof is provided to nurse.	Eye has returned to normal or have a note from doctor to return to school.	Released by my medical provider to return to school.
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3.11.3 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.

3.11.4 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 PARENT/HELPER ROSTERS

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, we will not require 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 4.2.

4.2 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.

4.3 CODE OF CONDUCT

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, 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.

4.4 CONFIDENTIALITY

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.

4.5 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 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 current members of the LCPS P&F Executive are:

- Chair: Linda Bramley
- Vice Chair: Ashlee Rose
- Secretary: Josie Leeder
- Treasurer: Katherine Kaurin

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/>

4.6 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.

4.7 TRAFFIC, PARKING AND VEHICLE SAFETY

- Over many years we have designed and refined a parking and pick-up system that is efficient for families and most importantly safe for our students. It is reliant upon parents consistently adhering to our processes and system outlined below
- Our P&F coordinates a Road Safety Committee. If you are interested in joining this committee please contact our front office.

- All vehicles on our school grounds must obey the 8km speed limit at all times
- Parents have the following options:

Drive Through Pickup and Dropoff

- Drive-Through Drop off and Pickup (Year 1-6 only) is the preferred option for students (particularly older students)
- Kindy and Pre-Primary students will be escorted by a staff member to these pickup points and will left in the care of another staff member whilst they wait to be picked up.

Park and Collect

- 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).
- It is preferred if you display your family name on your window to assist staff managing afternoon pickup.
- Please see the map below that indicates the two designated pick up points in the afternoon:



4.8 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 9:30am 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.

Please note:

- Pre-Kindy, Kindy and Pre-Primary classrooms can be directly accessed through the gates to your child's learning area to sign your child out of class.
- Year 1-6 Parents must directly sign your child out from the front office and then collect them from their class.

4.9 CONCERN, COMPLAINT AND DISPUTE PROCEDURE

Resolving Concerns: Throughout your child's schooling, 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. This approach is an informal approach. If you do not feel comfortable addressing your concern directly with the relevant staff member, you are encouraged to make an appointment with a member of the Leadership Team who will be able to assist you.

If your child is in Pre-Kindy- Year Two, you should make an appointment with Assistant Principal, Brigid Bryce. 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.

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. 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> .

4.10 ATTENDANCE AND ABSENCES

At LCPS, we know that attendance matters. Significant research and studies show the high levels of attendance is linked to increased academic achievement and positive social outcomes. We strongly discourage “holidays” during term time and days absent from school for recreational reasons. Although high attendance is important, it is also important to keep your child away from school when they are unwell. If your child’s attendance drops to below a satisfactory level, a member of our Leadership Team will contact you to learn of your circumstance and provide you appropriate support.

If your child is unwell (see section 1.28) or unable to attend for another reason, it is a legal requirement that you notify our school. All student absences are recorded, printed and retained by our school. Your communication must include student name, class, duration and the reason for the absence. Process:

- Parent/Carer inform the school if their child is not attending by emailing: lcpsoffice@cewa.edu.au as early as possible but 8:30am at the latest. **OR**
- Parent/Carer complete the “Explanation of Student Absence” available in the office. **OR**
- Parent/Carer complete the “Online Absentee” accessed on our website

If parents do not inform the office of their child's absence, they 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.

4.11 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:

- Pre-Kindy, Kindy and Pre-Primary students can be collected and signed out directly from their classroom
- Year 1-6 students must be signed out at the front office. You will collect 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

5 Play Group

5.1 FROM THE PLAYGROUP STAFF

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 members of the local community and for carers and children to connect with each other. Attending playgroup is also a great way to familiarise your child with an Early Childhood environment, prior to their future transition into a school setting.

5.2 GENERAL INFORMATION ABOUT PLAYGROUP

Playgroup currently 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.

Teachers

Regular: Mrs Ashleigh Green

Relief: Mrs Tracy Ashworth

Monday Session Times		
Group	Odd Weeks (Week 1, 3, 5, 7, 9)	Even Weeks (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

6 Pre- Kindergarten (3 Year Old Program)

6.1 FROM THE PRE-KINDERGARTEN STAFF

Our Early Learning program allows for children to develop at their own rate, following their interests with a balance of explicit teaching and play-based experiences. We place emphasis on developing the child's social and emotional skills in a fun and stimulating environment.

Our main objective is to develop children's confidence in large group situations and prepare them for formal schooling. The program aims to enhance their learning and overall development. The sessions are programmed similarly to four-year-old Kindergarten so the children become familiar with the routines and practices with our focus on socialising with other children, developing independence and providing appropriate activities in a happy, safe and inclusive environment.

Our planning is informed by the Early Years Learning Framework and the National Quality standards.

6.2 GENERAL INFORMATION ABOUT PRE-K

Staff and Session Times		
Sessions	Tuesday Group	Thursday Group
Teachers	Mrs Tracy Ashworth	Nil in 2024
Assistant Teachers	Mrs Susie McAtee	
Hours	8:40am- 2:50pm	

6.3 DAILY ROUTINES

The doors to Pre-Kindy open at 8:30am and the siren rings at 8.45am. To ensure all children's safety, they are to be escorted to Pre-Kindergarten in the morning and collected in the afternoon by 2.50pm. If someone else is collecting your child, you are required to write in the communication book which will be near the entrance of the classroom.

Parents are to put their child's name tag on and place their drink bottle and fruit container in the trolley. It is a good idea to take your child to the toilet in the morning and then they can begin a table-top activity.

After lunch the children will have a ‘brain rest’ on the mat with a pillow, gentle relaxation/movement, reflective music and a story.

6.4 OUR PROGRAM AND SKILL DEVELOPMENT

We deliver our program with a variety of directed and non-directed activities covering all domains of learning.

Some of the skills we will be working towards are:

- To develop oral language.
- Developing communication skills through listening, verbalising, following instructions, singing and understanding words.
- Recognition of colours, shapes and the child recognising their own name.
- Simple mathematical concepts, such as counting with one-to-one correspondence, ordering, patterning, sequencing, and sorting. Exposure to numbers 1-10.
- Fine motor: simple cutting, colouring, gluing, painting, playdough, puzzles, threading.
- Gross motor: climbing, running, skipping, hopping, catching, throwing, swinging, balancing.
- The ability to share and co-operate during games /role play e.g. home corner and sandpit.
- Recognising rhyming words, sounds in words and breaking words into syllables.
- Self-management: care of belongings, toileting, etc.

7 Kindergarten

7.1 FROM THE KINDERGARTEN STAFF

Our Kindergarten program focuses on the holistic development of the child. We aim to develop not only the academic talents of the child but also to foster their social, spiritual and physical development. The program is diverse, and all topics are explored in an integrated way. Through play the children will also be given the opportunity to learn basic skills and concepts, and to learn social skills and develop friendships. We also provide dedicated literacy and numeracy time to develop the knowledge and skills required to support your child’s transition to formal schooling in Pre-Primary.

At Leschenault we honour and recognise the uniqueness of each child and we strive to create an environment where authentic relationships with familiar adults are developed. We provide opportunities for children to explore, imagine, investigate and engage with the joy and mystery of our created universe in a learning environment that is aimed at developing the whole child.

Our program is guided by the Kindergarten Curriculum Guidelines, The Early Years Learning Framework and the National Quality standard. Kindergarten programs include purposeful play and hands-on learning.

7.2 GENERAL INFORMATION ABOUT KINDERGARTEN

	Kindy Gold	Kindy Blue
Teacher	Mrs Marina Kilpatrick	Mrs Trudy Milne

Assistant	Mrs Stacey Goff	Mrs Neeta Dewnani
Assistant	Mrs Rachel Emmott	Mrs Pia Riachi
Monday	Doors open: 8:20am 8:40am - 2.50pm	
Tuesday	Doors open: 8:25am 8:40am - 2.50pm	
Wednesday	Doors open: 8:25am 8:40am - 2.50pm	Doors open: 8:20am 8:40am - 2.50pm
Thursday		Doors open: 8:20am 8:40am - 2.50pm
Friday		Doors open: 8:25am 8:40am - 2.50pm

7.3 OUR PROGRAM AND SKILL DEVELOPMENT

We deliver our program with a variety of directed and non-directed activities covering all domains of learning.

Some of the skills we will be working towards are:

- To develop oral language
- Recognition of colours, shapes and the child recognising and printing their own name
- Simple mathematical concepts, such as counting, ordering, patterning, sequencing and sorting
- Recognition of numbers 1-10
- Fine motor: simple cutting, colouring, gluing, painting, playdough, puzzles and threading
- Gross motor: climbing, running, skipping, hopping, catching, throwing, swinging and balancing
- The ability to share and co-operate during games /role play e.g. home corner and sandpit
- Recognising rhyming words, sounds in words and breaking words into syllables
- Oral storytelling and engaging with narrative structures

7.4 DAILY ROUTINE (DROP OFF & PICK UP)

The doors to the Kindergarten open at 8:30am. This provides time for your child to put on their hat and play outdoors and settle prior to the 8:35am warning siren and class starting at 8:40am. To ensure all children's safety, they are to be escorted to Kindergarten in the morning and collected in the afternoon. If someone else is collecting your child, you are required to write in the communication book which will be near the entrance of each classroom.

7.5 THINGS TO SAVE

At different times of the year, we may ask parents to collect and bring in different items from home to support our learning program.

7.6 SPEECH AND OCCUPATIONAL THERAPY

All children will be screened for Occupational Therapy and Speech. The school has an agreement with Stepping Stones and the cost will be an item on the school fees. The purpose of this screening is to examine language, articulation, fine motor, gross motor and core strength. Children identified with particular needs will then be offered small group intervention during school time.

7.7 KINDERGARTEN CURRICULUM

Our program follows the Western Australian Kindergarten Guidelines and the Early Years Learning Framework (EYLF).

COMMUNICATING Interact verbally and non-verbally with others for a range of purposes (<i>connects to English/Literacy</i>)		
Build aural and oral language	Develop phonological awareness skills	Convey and construct messages for a range of purposes
Sustain conversations with others	Hear and clap syllables in words	Retell a simple story
Listen to others	Discriminate rhyme in words	Verbalise ideas and ask simple questions
Use turn-taking	Explore sounds in words	

8 Pre-Primary

8.1 FROM THE PRE-PRIMARY STAFF

In Pre-Primary we welcome children into our classrooms where they feel valued and safe. We aim to inspire passionate and resilient learners, combining directed play-based learning and intentional teaching methods. Pre-Primary is the first compulsory year of schooling in Western Australia and your child continues to build on the important skills they have developed in Kindergarten. These skills include your child: talking about things that interest them; identifying sounds in words; writing sentences; sharing with others and understanding numbers, shapes and sizes.

We extend and enrich our students' love of learning in partnership with parents and the broader community aligned with our C.H.R.I.S.T values. The early years of school builds on the experiences your child has at home and sets the foundation for all their future learning. Children learn best when they are supported by their families and we welcome all families into our classrooms.

8.2 GENERAL INFORMATION ABOUT PRE-PRIMARY

Class	Pre-Primary Blue	Pre-Primary Gold
Teacher	Mrs Justine Eichner	Mrs Julie Birch
Assistant Teacher	Mrs Sarah Stiles	Mrs Emily Fyshe
Days	Monday - Friday	
Times	Doors Open: 8:20- 8:40am (parent supervision) School begins: 8:40am - 3:00pm (staff supervision)	

8.3 PRE-PRIMARY CURRICULUM

We are guided by the Western Australian Pre-Primary Curriculum and the Early Years Learning Framework (EYLF) and we provide a multi-sensory play-based approach, combined with explicit and direct teaching. Development of critical and creative thinking skills, social and personal skills, as well as monitoring your child's physical wellbeing is extremely important. The following provides examples of literacy and numeracy covered in Pre-Primary:

Mathematics		
Develop knowledge of number and algebra	Develop knowledge of measurement and geometry	Develop knowledge of statistics and probability
Count to and from 20 using one to one correspondence	Use positional language such as behind, under, on, between	Classify, sort and order objects according to attribute e.g. size or colour
Recognise numerals to 20	Using informal units to measure and compare e.g. blocks, hand span.	Answer simple question to collect data e.g. Do you like dogs?
Create and copy simple patterns		

English		
Develop knowledge of reading and viewing	Develop knowledge of writing and creating	Develop knowledge of speaking and listening
Recognise that texts are made up of words and groups of words that make meaning	Create short texts	Listen to and respond orally to texts.
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words	Use letter/sound knowledge in their writing	Communicate with others in informal and structured classroom situations
Recognise and name all upper and lower case letters (graphemes) of the alphabet and know the most common sound that each letter represents	Produce some lower case and upper case letters using learned letter formations	Deliver short oral presentations to peers
Know how to read and write some high-frequency words	Experiment with the use of capital letters and full stops in their writing	

8.4 OUR PROGRAM AND SKILL DEVELOPMENT

We deliver our program with a variety of directed and non-directed activities covering all domains of learning. Some of the skills we will be working towards are:

- Reading simple and more complex decodable books.
- Fine motor skills: simple cutting, colouring, gluing, painting, playdough, puzzles, threading.
- Gross motor skills: climbing, running, skipping, hopping, catching, throwing, swinging balancing.
- The ability to share and co-operate during games /role play e.g. home corner and sandpit.
- Correct pencil and scissor grip, correct letter and number formation
- Sentence writing

8.5 DAILY ROUTINE (DROP OFF AND PICK UP)

The doors to Pre-Primary open at 8:20am. The children complete their morning jobs, such as bringing in their water bottle and homework folders. They then put on their hat and play outdoors until the 8:35am warning bell and class starting at 8:40. To ensure all children's safety, please remain with your child inside the gates until the doors open and collect them from the classroom in the afternoon. Children will not be released from the classroom until an adult is there to collect them. If someone else is collecting your child, please write in the communication book which is located near the entrance of each classroom or message your child's teacher via Seesaw.

8.6 THINGS TO SAVE

Almost anything you throw out is useful to the Pre-Primary. If you are having a clean out of old toys we appreciate any usable toys for our learning areas ie barbies, cars, my little ponies, puzzles, magnets. Please save any of the following:

Old cooking and electronic appliances
Locks and keys
Small tools (no plastic)
Cards/envelopes

Muffin tins
Tape measures
Small baskets
Wrapping paper

Glass jars
Nuts and bolts

9 Appendix

9.1 EARLY YEARS PARENT QUESTIONNAIRE (PK, KINDY & PP ONLY)

Please remove from booklet, complete and return to your child's teacher

Your child's name: _____ Date of Birth: _____

What does your child prefer to be called? _____

Does your child have any pets? If so, what are their names?

There are _____ children in our home. Their ages and names are:

Some of my child's favourite things are:

My child's strengths are:

In what area/s would you like to see your child improve?

What kinds of things upset your child?

What strategies work best to calm your child?

Has your child had frequent ear infections? Glue ear? Grommets? Visual problems?

Has your child attended speech therapy, or have you noticed any unusual speech patterns? (articulation, late talking, stutter, lisp etc)?

Are there any medical conditions (allergies, asthma etc) that we should know about?

Did your child experience any delays in gaining developmental milestones (crawling, walking, talking, toilet training etc)?

Some additional things I would like to know about your child and family are (e.g. separations, custody, deaths etc).

Some things I would like you to know about our family are: (i.e. cultural, activities that your family enjoys doing together, upcoming events/celebrations, what language is spoken at home)

Are there any special skills/resources/interests that you or your family members could bring to PK/Kindy/Pre-Primary?

What are your hopes for your child during this year at LCPS?

Anything else?
