



Family Handbook



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Principal's Vision – Mr Ben Gray

St Kieran's is a vibrant school community that, at its core, holds very closely the value of working together to support the growth and development of each individual. I believe that school must be a success for every child and that can come in many different forms. The educational journey is one that is best shared together and, in my view, our faith will lead us to achieve more together.

I dream of a school that lives and breathes community; a school that understands that community isn't just the students, teachers and parents, but the parish and the wider community as well. I dream of a school that is so well grounded in valuing each and every person that students in the upper years are seen socialising with our junior students just because they want to. A school which recognises and values its religious heritage and seeks to be actively involved in the growth and development of a school holistically.

I dream of a staff that value the need to support the social and academic development of every single one of their students above all else. I see teachers who are driven to apply the best possible learning and teaching practices off the back of quality professional development. I see teachers who inspire students to achieve their full potential and find every opportunity to share best practice with their peers. I see teachers that feel empowered to know that what they are doing in their own classrooms is a part of the bigger picture of effective school wide practice. I see teachers that make data driven choices to direct their practices and know that every day is a new opportunity for them to learn in the same way their students do.

I dream of classrooms, staffrooms and offices as being flexible learning spaces of collaboration. I see students, parents and staff members sharing good news stories that inspire each other to strive for even greater outcomes. I see parents actively working alongside teachers to achieve shared goals. I see everyone caring enough to value the thoughts and ideas of others, all be it that they may be different to our own. I see parents informed about what is happening in their child's classroom and feeling empowered by the opportunity to share in the learning that is taking place.

I see students owning their learning and knowing that the only way for them to achieve their full potential is to get stuck in and give their very best. I see students believing that school is a success for them and that each and every day is a new opportunity to shine in so many different ways. I see students appreciating that the school values them as an individual and in turn provides opportunities for them to do the things they love and are talented in. Above all else, I see St Kieran's Primary as a place where we find strength in caring. I see our school being a place where smiling faces shine brightly, and the sounds of laughter fill the grounds and where every day is an opportunity for everyone to achieve their full potential.

St Kieran's Vision

St Kieran's Catholic Primary School is committed to providing a faith-filled learning environment. In the spirit of Saint Kieran, we strive for a culture of growth, generosity and belonging as part of an inclusive community.

St Kieran's Mission

We encourage students to have a growth mindset so that they achieve their potential and become life-long learners. Together we value the role each member of our school community plays. Founded by the Canossian Sisters we continue to reflect their values by giving our best, having courage, doing the small things well, working as a team and never giving up. We live our motto, 'Strength Through Caring' so that our students become successful members of society.

Motto

Strength through Caring

School Prayer

God our Father

You know your love is all that we need each day at St Kieran's
For your love makes us complete

Be with us today

As we are working together
Spreading the Spirit of St Kieran
To all we meet

Loving you and each other
Reflecting your love in our kindness
Growing stronger by caring for one another

We make this prayer
Through Christ our Lord. Amen



General Information

SCHOOL ADDRESS: 15 Greenwood Street,
Brighton Qld 4017

TELEPHONE: 07 3269 5989

EMAIL: pbrighton@bne.catholic.edu.au

WEBSITE: www.stkieranbrighton.qld.edu.au

OFFICE HOURS: 8.15am - 3.15pm

TUCKSHOP: Thursday and Friday

PARISH PRIEST: Fr Joseph Kannatt

PARISH OFFICE: 10 Greenwood Street,
Brighton Qld 4017

PARISH PHONE: 07 3869 1377

Our Day

Our school day begins at 8.30am and finishes at 3.00pm. Morning supervision by teachers commences at 8.15am. Students are required to arrive after 8.15am with enough time to be settled and be ready to enter the classroom at 8.30am.

8.30am – 10.30am	Morning Session
10.30am – 11.05am	First Break
11.05am – 1.05pm	Middle Session
1.05pm – 1.40pm	Second Break
1.40pm – 3.00pm	Afternoon Session

Important Dates: For term dates and public holidays, please refer to the St Kieran's website www.stkieranbrighton@qld.edu.au or contact the School Office.

The Curriculum

The Australian Curriculum sets consistent high standards for what all young Australians should learn as they progress through schooling. It prepares Australia's next generation for the future and lays the building blocks for generations to come.

The Australian Curriculum focuses on learning area content and achievement standards that describe what students will learn and teachers will teach. It also gives attention to seven general capabilities that are important for life and work in the 21st century. The general capabilities and the cross-curriculum priorities are not added as additional subjects. They are embedded, where relevant, through the learning area content on which the curriculum is built.

The Australian Curriculum names the learning areas for students. Some learning areas include more than one subject. St Kieran's implements the Australian Curriculum in these learning areas: English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education. In addition, Religious Education is implemented from Prep to Year 6.

Evidence based teaching practices aligned with the Australian Curriculum is how we plan for learning progress at St Kieran's. Professional learning of teachers and support staff is of high priority to provide quality teaching and learning.

P-6 required curriculum areas and time allocations

Learning Area	Time allocation	Based on a 39-week year						
		Prep	Y1	Y2	Y3	Y4	Y5	Y6
Religious Education	Hrs/Wk	2.5	2.5	2.5	2.5	2.5	2.5	2.5
English	Hrs/Wk	7.5	7.5	7.5	5.5	5.5	5	5
Maths	Hrs/Wk	4.5	4.5	4.5	4.5	4.5	4	4
Science	Hrs/Wk	1	1	1	1.5	1.5	1.5	1.5
Health & PE	Hrs/Wk	2	2	2	2	2	2	2
HASS	Hrs/Wk	1	1	1	2.5	2.5	3	3
The Arts	Hrs/Wk	1	1	1	1.25	1.25	1.25	1.25
Languages Model 1	Hrs/Wk						1.5	1.5
Languages Model 2	Hrs/Wk	1 hour/wk per year level OR 5 hrs/wk distributed across some year levels					1.5	1.5
Technologies: Design & Technologies	Hrs/Wk	0.5	0.5	0.5	1.0	1.0	1.5	1.5
Technologies: Digital Technologies	Hrs/Wk	0.5	0.5	0.5	1.0	1.0	1.5	1.5

HASS: P-2 History and Geography; Y3-4 History, Geography and Civics and Citizenship; Y5-6 History, Geography, Civics and Citizenship and Economics and Business

The Arts: Access to Dance, Drama, Media Arts, Music and Visual Arts is to be provided within each band (P-2, 3-4, 5-6)

Languages: Y5-6 are required years of study (1.5hr/wk) and at this time schools are encouraged to offer languages in P-4



Religious Education

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

Religious Education at St Kieran's includes the classroom teaching and learning of Religion and the nurturing of faith. Classroom teaching and learning of Religion, along with other curriculum areas, aims to develop life-long learners. Units of work may be connected with other curriculum areas.

The Religious Life of the School permeates the whole school climate and is evident in school prayer celebrations, school and class liturgies, prayer assemblies, religious symbols and student well-being policies. These come under four interrelated components: Religious Identity & Culture, Evangelisation & Faith Formation, Prayer & Worship, Social Action & Justice



Specialist Teachers

In addition to the classroom teachers St Kieran's has specialised teachers in Music, The Arts and LOTE.

All students participate in a weekly music program conducted by specialist music teachers. Our specialist choir 'St Kieran's Young Voices' and two bands form part of the schools co-curricular program. Individual instrumental music lessons are also available.

The LOTE program teaches Japanese and aims to introduce students to a new language and teach them about the culture of the language, making links to the English language and the overall curriculum content of the school program.

The Arts curriculum includes dance, drama, media, music, visual arts and combinations of these forms, integrated across other curriculum areas. The Arts are a vital part of our community and so we provide the students with many opportunities to express themselves and to have their work appreciated both within and outside our school community.

Health, Physical Education

At St Kieran's we believe that physical education and sport are an integral part of the curriculum. We encourage participation and seek to nurture in the children a positive attitude towards physical activity. Our school Sports' Carnivals are a highlight of the school calendar. These include an Athletics Carnival and Cross Country Carnival for all grades and a Swimming Carnival for Years 3-6.



CLASSROOM PHYSICAL EDUCATION PREP TO YEAR 6

St Kieran's employs a qualified Physical Education Teacher and every class from Prep to Year 6 have a PE lesson each week. Our PE Program focus for the early years is on the development of fundamental motor skills. Fundamental skills are taught as they are a requisite for children to function fully in the environment. For middle and upper year levels, the students are introduced to specialised skills used in various sports. The use of fun games and modified sport games allows the children to then apply learned skills in a meaningful way.

INTER-HOUSE SCHOOL CARNIVALS

The school houses Canossa, Cuthbert and Armstrong compete annually in our inter-house Swimming, Cross Country and Athletic Carnivals. The main focus of these events is developing within each child a positive attitude towards participation and competition.

INTER-SCHOOL ZONE 6 AND GALA DAYS

The school will select students from our inter-house carnivals for representation at Zone 6 Swimming, Cross Country and Athletics Carnivals. St Kieran's also participate in Gala Days (whole day competitions) in a variety of sports such as netball, Australian Rules football and touch football.

BRAMBLE BAY AND MET NORTH

Throughout the year students who are aged 9 and older will have the opportunity to nominate to compete in Bramble Bay and Met North external sporting teams and competitions. There are specific requirements and criteria set to attend these events.

St Kieran's hosts a variety of professional sporting associations for before and after school programs throughout the year, which students from Prep to Year 6 can access.

Swimming

As part of the Physical Education and Sport Program students engage in swimming lessons with an external provider. Girls must wear a one-piece swimsuit and boys are required to wear swimming trunks (no board shorts). Swim rash shirts and swimming caps are also required for both girls and boys.

Co-Curricular Activities

At St Kieran's, the extensive co-curricular program complements the academic program to extend the individual capacities and talents of each student. They have been planned to engage a variety of interests to meet the diverse needs of our energetic and enthusiastic student community.

Cultural programs include: music program, performance band, choir, chess club and gardening club.

Sporting programs include: interhouse carnivals, athletics, cross country, swimming, AFL, rugby union, soccer, cricket, netball, touch football and tennis.

Student identity programs include: buddy program, student leadership ministries, excursions, camp and pastoral care.



Library

At St Kieran's, the Library facilitates and supports the teaching and learning goals of the school. It is integral to the school mission statement and is aligned with the effective implementation of the curriculum.

A wide range of quality resources and information services facilitate and contribute to the

development of our students as lifelong learners. It is staffed by a Teacher-Librarian and a Library Assistant.



At present, the Library provides:

- Flexible teaching and learning areas that allow whole class or small groups to engage with digital devices e.g. interactive whiteboard, laptops and iPads
- A range of software and on-line resources for both teachers and students
- A wide range of quality, print resources that support all areas of the curriculum
- Student & Teacher access to the school's resource collection through 'Oliver' the on-line database.

Opportunities are available for students to be involved in literary events. Some of these may include the annual Book Week celebrations, Book Fair and Book Club and the Premier's Reading Challenge.

Students are encouraged to make informed choices about what they borrow. Assistance is provided at the beginning of the school year through discussions about designated areas for different year levels, tips about borrowing and how to locate books on the database and on the shelves. Students are encouraged and assisted to read for learning and enjoyment.

The Library is open Monday to Friday from 8.30am until 3.00pm.

Uniform

Our school uniform is a visual symbol of who and what we are to the people of our community. The wearing of our uniform demonstrates pride in our school and is an advertisement for our school community.

St Kieran's School Uniform	
Girls	Boys
Formal Uniform (Tues & Thurs)	Formal Uniform (Tues & Thurs)
<p>Checked dress</p> <p>Checked blouse with navy blue culottes</p> <p>Short plain white socks</p> <p>Plain black leather shoes</p>	<p>Checked button through shirt</p> <p>Blue shorts (worn above the knee)</p> <p>Short plain white socks</p> <p>Plain black leather shoes</p>
Sports Uniform (Mon, Wed, Fri)	Sports Uniform (Mon, Wed, Fri)
<p>St Kieran's Sports Shirt</p> <p>Navy blue culottes</p> <p>Navy blue sports shorts</p> <p>Short plain white socks</p> <p>Plain black leather shoes - no other colour or patterns</p>	<p>St Kieran's Sports Shirt</p> <p>Navy blue shorts or sports shorts</p> <p>Short plain white socks</p> <p>Plain black leather shoes - no other colour or patterns</p>
Winter Uniform	Winter Uniform
<p>As above with the following optional accessories:</p> <p>St Kieran's navy blue track suit</p> <p>Navy blue tights (instead of socks)</p> <p>Navy woollen jumper with school logo</p>	<p>As above with the following optional accessories:</p> <p>St Kieran's navy blue track suit</p> <p>Navy woollen jumper with school logo</p>



St Kieran's School Uniform

Hat

St Kieran's branded navy hat

Note: As part of St Kieran's Sun Safe Policy, students without a hat will not be able to play outside.

Bag

St Kieran's branded navy school bag

Hair: Shoulder length hair must be tied with school coloured ribbons, headband or hair band. Hair should be its natural colour, free from colours, rinses, streaks and tints. This includes extreme hair styles.

Jewellery: The only jewellery items permitted are watches or items of religious, cultural or medical significance. For safety, students with pierced ears should wear plain gold or silver studs rather than sleepers.

Uniform Shop

The Uniform Shop, located at the back of St Kieran's tuckshop, provides you with all your uniform needs. Selling new and second hand uniforms, our Uniform Shop Convenor, together with her team of dedicated volunteers from within the school community are here to assist you.



OPENING HOURS:

Please refer to the St Kieran's website www.stkieranbrighton@qld.edu.au for opening hours or contact the School Office.

Assessment and Reporting

At St Kieran's, assessment and reporting about student progress and achievement occurs regularly throughout the academic year. Teachers work collaboratively to ensure our assessment and reporting processes play a strategic role in moving student learning forward.

Assessing learning

WHY DO WE ASSESS LEARNING?

Assessing student learning is an integral part of the school classroom. It improves learning and informs teaching. It is the process through which teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

WHAT LEARNING DO WE ASSESS?

The Australian Curriculum defines the knowledge, understanding and skills that students are entitled to learn each academic year in the achievement standard for each learning area. The achievement standard determines the learning intentions and the success criteria that teachers plan for their students. Teachers monitor student progress for both formative and summative assessment purposes.

FORMATIVE ASSESSMENT (ASSESSMENT FOR LEARNING)

Formative assessment allows students and teachers regular opportunities to monitor learning. Students engage in a variety of embedded formative assessment tasks so teachers can 'check in' on student progress regularly throughout a lesson or series of lessons. Students will be familiar with many of these techniques, including; 2 stars and a wish, traffic lights, no hands up and exit cards.

Teachers use formative assessment information to provide clear and specific feedback to each student to assist them to understand what they need to do to move their learning forward.

SUMMATIVE ASSESSMENT (ASSESSMENT OF LEARNING)

Teachers must also make judgements about student learning against the achievement standard for summative reporting purposes. The purpose of summative assessment, or assessment of learning, is to judge the extent and quality of student learning at a point in time. Teachers use a range of assessment tools to make summative judgements about student learning including student/teacher consultation, focused analysis of work samples and teacher observation.

FORMATIVE AND SUMMATIVE ASSESSMENT

Students are expected to engage in summative assessment tasks independently to demonstrate achievement at the expected standard. We recognise, however, that at times, some students require support to participate in assessment tasks equitably.

Monitoring and Reporting on Learning

CONSISTENCY OF TEACHER JUDGEMENT IN REPORTING

The use of Australian Curriculum achievement standards as a common reference point for reporting to parents should contribute to national consistency in reporting. To support consistency of teacher judgement, teachers engage in moderation discussions with colleagues at St Kieran's and from other BCE schools over the year in order to confirm their judgements about students' achievements against the achievement standard.

TWICE YEARLY REPORTING – THE WRITTEN REPORT

In addition to a wide variety of reporting practices that allow students, teachers and parents to monitor and celebrate student progress against the achievement standard, we report student achievement twice yearly as a written report for each student. This is reported using a Commonwealth Government mandated A-E reporting framework. Student achievement at St Kieran's is described using this 5 point scale:

*Well below expected standard *Below expected standard *Achieving at expected standard *Above expected standard *Well above expected standard

REPORTING STUDENT PROGRESS THROUGHOUT THE YEAR

We acknowledge and emphasise that reporting is a process, not simply a report card. Parent teacher interviews occur in term one and three and form part of our reporting process as teachers discuss student progress and learning goals with parents. At St Kieran's, we believe the most effective reporting occurs when various approaches are used throughout the year.

Parents are also encouraged to contact their child's teacher at any time throughout the year to discuss their child's learning at a time convenient to teachers and parents.

School Assemblies

Each week a whole school assembly is held on Friday mornings at St Kieran's Place. This involves each class taking turns preparing a class assembly for the rest of the school. Messages assembly is held every two weeks on Tuesday afternoons.

School Masses & Liturgies

The community of St Kieran's shares its faith and worships together through prayer, liturgy and Mass. Liturgies, including Masses, are held regularly during the school term with a different class taking responsibility for preparing and leading the celebration.

Parents are welcome at these celebrations.



Supervision

BEFORE SCHOOL

Students are not allowed on school grounds before 8.15am. Until this time there is no supervision provided by our staff. If children do arrive before 8.15am they must attend Before School Care (OSHC).

AFTER SCHOOL

In the afternoon, the following arrangements are made to ensure that children leave school safely and on time:

Children collected by parents/caregivers on foot are to do so at our North Road gates.

Children collected by car are to do so at the front of the school at Greenwood Street. This is a 2 minute loading zone and children are required to enter the vehicle and fasten their seat belts independently.

Supervision of children by the school will be undertaken between 8.15am and 3.20pm. All school play equipment is out of bounds to children and toddlers before and after school. In the interest of your children's safety and the school's liability, parents and children are expected to follow this requirement.

Leaving School during school hours

We encourage student appointments to be made outside learning hours, however, if this is unavoidable, children must be accompanied by an adult if leaving the grounds in school hours. If a caregiver not known to the school staff is going to collect a child during school hours, parents need to alert the school staff beforehand by phone or note that another nominated person will be calling and signing out the child.

The procedure for collection of a child is:

1. Parent or caregiver nominated by parent goes to the office.
2. At the office the parent or caregiver identifies him or herself to the office staff and signs the student out via the Electronic Student Register.
3. Office staff will phone the classroom teacher for the student and alert them to the fact that a parent or caregiver is waiting in the office to collect the child.
4. Parent or caregiver accompanies the student off the premises.

Lost Property

We strongly urge parents to clearly mark every item of your child's so that lost property can be reclaimed or returned promptly. Items of lost property are stored at the school office. At the end of each term any items or articles still not collected, will be placed in the second-hand uniform pool for distribution or disposed of. Children are not to bring expensive toys, swap cards and electronic games etc to school.

Illness at School

Every effort is made to contact parents if children become ill or suffer from accidents at school. Parents must keep emergency contact details up to date with our office staff. One member of staff with Senior First Aid qualifications is rostered as First Aid Officer each day. All visits to the First Aid Room are recorded in our First Aid Register, with a phone call made to parents for significant issues. Head injuries will always be advised to parents.

Children and Medication

Should a student require the administration of medication during school hours, a letter of authority completed by the parent/caregiver is required.

Prescription Medications: Where medication has been prescribed by a Medical Practitioner and the child is well enough to attend school but needs medication during the day, parents are required to complete a Student Medication Authority Form.

The form is to include the name of the medication, the dosage and the time(s) to be administered. Student Medication Authority forms are available on request from the school office or from our website. Pharmacist's directions and the child's name must be clearly displayed on the container and be handed in to the School Office (refrigerated if needed).

Alternatively, you as parent may wish to come to school and administer the medication.

Non-prescribed Oral Medications: Where a non-prescribed oral medication (such as analgesics) is required, a Student Medication Authority Form needs to be completed and accompanied by a current Doctor's written instructions.

Children administering Medications: Children are not to administer their own medication except in the case of asthma inhalers. A note from the doctor advising the necessity for the child to always carry the inhaler, is required.

Storage of Medication: All medication is to be labelled and stored securely in the school office and administration is monitored. An official register for the "Administration of Medication" to students is kept and maintained in the School Office.

Administration of Medication during School Excursions: During school excursions, teachers are authorised to give medication.

Parish Sacramental Program

In 1997, the Archbishop launched new Archdiocesan Sacramental Policy, to be used across the diocese. This policy clearly places the preparation for the Sacraments with the family and the celebration within the Parish setting. The co-ordination of the program rests with the Parish Sacramental Co-ordinator. The teachers at St Kieran's also support this in the classroom by teaching specific units at the time children are preparing to receive the Sacraments.

Sacramental Policy Notes:

BAPTISM, CONFIRMATION, FIRST COMMUNION

Infants are baptised at the request of their parents, usually in the first year of life and in their home parish. At least one parent should be Catholic. In the year when the children turn eight (Year 3), they are sealed with the gift of the Holy Spirit in the Sacrament of Confirmation administered by the bishop or his delegate. In the year when the children turn nine (Year 4), they are welcomed to the Lord's Table and receive Holy Communion for the first time. This is the climax of their Christian initiation.

PENANCE (RECONCILIATION)

Introducing children to the greatness of God's mercy in the Sacrament of Penance is a two-step process. A simple celebration of the 2nd Rite of the Sacrament of Penance is included as part of the preparation for First Communion. In the year when the children turn 10 (Year 5), they are prepared to celebrate more fully the Sacrament of Penance with individual confession and absolution (1st Rite). This builds on the work of the previous year as they take the second step and learn in greater detail what it means to examine their conscience.

PREPARING CHILDREN FOR THE SACRAMENTS

Celebrations of the Sacraments are not isolated events. They take their place within a process of growth in faith from birth to adolescence. Discernment of a child's readiness for the Sacraments by parents and Priest is more important than the child's age or year level and might mean that the Sacraments are celebrated earlier or later than the norm.

Like the catechumenate for adults, the process of sacramental preparation is marked by prayer and ritual, catechesis and learning, conversion of life and a developing sense of mission. It is a collaborative process; parish-based, family-centred and school-supported.



The PARISH is responsible for establishing and running programs for sacramental preparation and for the celebration of the Sacraments.

The FAMILY is where the faith is learned and lived. Parents, the first educators of their children, share with them the Catholic faith and the experience of belonging to the Church.

They are best placed to discern readiness for the Sacraments and make the formal request of the parish for their child's admission to sacramental preparation.

St Kieran's provides both classroom teaching of religion and also experience of the faith through its own religious life. These occur at each year level, before, during and after the periods of sacramental preparation.

Families with children who wish to be initiated into the Catholic faith are to contact the Parish Office on 3869 1377.

Our History

In 1959, after many efforts by parish priest Father Tom Armstrong to establish a school at Brighton, the Canossian Sisters agreed to provide two nuns to run a school in the parish. This was to be one of the first schools in Australia run by the Italian order of Canossian nuns. On February 2nd 1960 classes began in the presbytery under rather difficult conditions with 72 children in Grades 1 and 2. Mother Mary Conti and Mother Mabel De Souza travelled daily to Brighton on public transport from Canossa House, Gregory Terrace.

The existing church was lifted and moved to accommodate the building of classrooms underneath and the church itself took on the role of school during the week as desks were moved in after Mass on Sunday. In 1963 the convent was built and the sisters took up residence. They were to continue teaching for another nine years and then worked in the parish until 1987 when the time came for them to work in another community.

In 1966 the existing school was built to accommodate high school students but this was to close down after only one year due to economic reasons.

The first lay principal was Ray McNamara followed by David Greig, Ken Hall, Mike Lalor, Charlotte Robinson, Marissa Clark and Margaret Tomov. Each one in turn made improvements to the facilities. Over the last ten years major refurbishments throughout have made the school a modern and inviting learning environment.

Ben Gray, the current principal, continues to lead the work of providing a contemporary quality Catholic education to our students.

Working Together

The primary role of a Catholic school is to support parents in the academic, physical, emotional and spiritual growth of their children in a faith learning environment. Parents play an integral role in the life of the school and can contribute in many positive ways to the education of their children. When children see their parents and teachers sharing common beliefs, attitudes and goals, they feel more secure and demonstrate a greater sense of self-worth.

Parental Involvement

Parents are involved at St Kieran's:

- As parent helpers in the classroom
- As volunteer helpers for various activities such as tuckshop, library, uniform shop, working bees, or helpers on excursions.
- As members of the school community they can nominate and may be elected as members of the School Board after a period of training.

- All parents in the school are members of the P & F Association and may be elected to serve on the Committee each year.
- By supporting various social functions and fundraising activities held throughout the school year.

Parents are invited and welcome to be part of the many educational activities in the school, as well as assisting in other areas of school life. Parental assistance in the classroom should be seen as a privilege and an opportunity to forge a partnership of care for all children.

The Importance of Confidentiality

Any quality interaction with others in the course of day to day living requires respect for their dignity and privacy. Confidentiality, commitment, consistency, trust and respect are all essential elements in establishing and maintaining effective relationships and meaningful interactions. These principles are of particular importance for any person involved in the welfare and education of family, to have respect for the dignity and the privacy of the child and the child's family. Whether that involvement stems from a formalised, paid position, or from a less formalised and voluntary capacity, it is essential that trust and confidentiality is preserved and protected at all times.

Volunteer Training

All volunteers must undergo a school-based induction before commencing volunteer work. This training is available online and may be completed at any time throughout the year.



Parents and Friends Association

All parents are members of the St Kieran's P & F Association. The P & F meet on the second Tuesday of each month at 7pm in the library. Parents are most welcome to attend meetings and gatherings. The P & F aims to assist the school in providing extra benefits through grant applications, fundraising and other means of support whilst working in partnership with the school leadership team. .

School Board

The St Kieran's School Board meet once a month and work in an advisory capacity to contribute and support the work of the Principal.

Tuckshop

The St Kieran's tuckshop provides healthy lunches and morning tea available for purchase on Thursday and Friday each week. Orders are processed through an online app called QKR.

Menus are available from the tuckshop or our website with specials advertised via the P & F Facebook page. The tuckshop depends on volunteers and your support is sought to keep it running. The children enjoy seeing their parents at school, so please offer your services where you can.

Administration

School Office Hours: 8:15am to 3:15pm

PUNCTUALITY

Parents are requested to ensure that their children are punctual for classes each day. We recommend that they arrive in sufficient time to unpack their bags and ensure that they are prepared for the school day by 8.20am. Children who arrive late can disrupt lessons that are in progress and miss vital learning time. Every minute of learning over the years of schooling make a difference.

ABSENT STUDENTS

If your child will be absent please advise the school by using the Parent Portal or BCE Connect App. If you do not notify the school of your child's absence, a text message will be sent to the parent/caregiver seeking a reason for the student's unexplained absence.

CHANGE OF ADDRESS

The school must be notified immediately if there is a change in address or phone number at home or work. This is to ensure contact in case of an emergency.

Dropping off and Collection of Children

Parking: Parents are to utilise street parking when walking their children into school. School Crossing Supervisors supervise the crossings on North Road and Greenwood Street from 8.15am to 8.45am and 2.45pm to 3.30pm.

Drop and Go: There is a Drop and Go zone /pick-up zone located at the front of the school in Greenwood Street. This is for a duration of 2 minutes only and parents are reminded not to leave their vehicles. It is therefore important that children are capable of disembarking the vehicle independently and are also able to fasten and unfasten their seatbelts.

Afternoon Pick Up: Parents collecting their children on foot should do so outside their child's classroom.

Parents collecting their children by car are to use the Drop and Go area from 3.00pm. Children will be escorted to this collection point by a teacher and supervised until 3.20pm.

If, in the event you are unable to collect your children by 3.20pm, please contact OSHC on phone 32690455 to make alternative arrangements.

Outside School Hours Care

OSHC is located in the school grounds and offers Before School Care, After School Care, as well as Vacation Care for holiday periods. Hours of operation are 6.45 am - 8.15 am, and 3.00 pm - 6.00 pm. An enrolment package is available from the OSHC office. Please contact our Co-ordinator on phone 3269 0455 or mobile 0417 353 784.

School-Parent Communication

Every effort is made to maintain an open line of communication between home and school. Trust and openness are needed by all parties in the best interest of all members of the school community. Parents are encouraged to keep in regular contact with class teachers. Consideration should be given to teacher preparation time and class responsibilities. It is preferable to arrange a mutually agreed upon time to meet so that teachers can prepare adequately for the meeting and avoid disturbing time in class. We encourage face to face or phone conversations in our school and home communication when discussing student progress. Email is best for brief organisational information.

Parent Information Evenings: At the beginning of each school year, each year level holds a Parent Information Evening. The purpose of these nights is to inform the parents as to the expectations of the different year levels. At least one parent/guardian is expected to attend.

Teacher & Parent Interviews: Formal opportunities for communication between the school and parents exist throughout the year. The Principal and teachers are available to answer any queries regarding your child's education, but we ask that you make an appointment through the office so that a mutually convenient time can be arranged.

Written Reports: Detailed formal reports are available online at the end of Terms 2 and 4.

School Newsletter: The School Newsletter is published every second week and distributed to every family by email. As this is our most regular and comprehensive form of communication parents are encouraged to read the newsletter in order to keep updated with school news.

Parent Portal and BCE Connect App: Comprehensive information is available to parents via the St Kieran's Parent Portal and BCE Connect App. They contain information about upcoming events, school notes and what's happening in the classroom each week. Parents are strongly encouraged to use these sites to keep informed with up-to-date information.

If You Have a Concern: St Kieran's encourages open communication between home and school. Any parent who has a concern or question about their child, should contact the class teacher. After having approached the class teacher in the first instance, parents are welcome to discuss the matter further with the Principal, and an agreed way forward will proceed. It is preferable to arrange an appointment by telephoning the School Office on phone 32695989 or email pbrighton@bne.catholic.edu.au

Homework

Homework is set according to the learning structures and needs of individual children and groups by the class teacher. At different stages in a child's education there will be varied expectations as to the amount and format of set homework.

We believe homework has several purposes: to develop time management skills, to reinforce concepts and skills taught in school, to keep parents conversant with children's work, to provide feedback for teachers on children's handling of set work and independent work skills.

In general homework may be given weekly in order to allow children some flexibility to cater for extra-curricular activities.

HOMEWORK SHOULD BE RELEVANT TO CLASS WORK

Guidelines for time allocated and parental involvement will be discussed at parent-teacher meetings early in the school year. Teachers will consider the amount of, and due date of homework, at times when school and other events are infringing upon a group's or individual's routine.

The prime responsibility for completion of homework rests with the child. Teachers will correct homework and provide feedback to each student about their progress.

Parents have a supportive role with regard to homework. Parents are encouraged to assist children by providing the necessary resources, listening to children and reading over written work. This support role should not take away from the prime responsibility of the child.

Parents may aid their children and support the teachers' role by: providing a quiet area in which to do homework, structuring a routine which balances homework, family and extra-curricular activity, setting realistic time limits for homework to be completed (as discussed during parent/teacher meeting at the beginning of the year), alerting the teacher as to any major difficulties the child has experienced in doing the homework, discussing with the teacher special needs or concerns in relation to homework as early as possible, so as a more beneficial routine is developed.

St Kieran's Student Behaviour Support Policy

THE MISSION – *Teach, Challenge, Transform*

The **Mission** of St Kieran's School is to encourage students to have a growth mindset so that they achieve their potential and become lifelong learners. Together we value the role each member of our school community plays. Founded by the Canossian Sisters, we continue to reflect their values by giving our best, having courage, doing the small things well, working as a team and never giving up. We live our motto 'Strength Through Caring' so that our students become successful members of society.

OUR SCHOOL CONTEXT

Our school community provides high quality, inclusive Catholic education for children from Prep to Year 6 in a co-educational setting. We are proud of our caring, welcoming atmosphere which is reflected in our school motto – Strength through Caring. At St Kieran's Primary School we are a child-centred Catholic faith community where there is excellence in teaching and learning and where we value the development of the whole child and ensure every student progresses and grows academically, emotionally, spiritually and physically.

CONSULTATION PROCESS

Our Student Behaviour Support plan has been developed in consultation with our professional community and is guided by Brisbane Catholic Education's Student Behaviour Support Policy.

OUR EXPECTATIONS AT ST KIERAN'S

School-wide expectations encourage consistent communication and establish an effective verbal community for all staff and students and across all settings. Agreed upon student expectations promote consistency across the staff and school community and help develop similar tolerance levels.

At St Kieran's our school-wide expectations are: **Safe actions;** **Act respectfully;** **Include everyone;** **Learning focussed**

Our school-wide matrix is guided by our Catholic values so that, when lived out through our behaviour, we will be beacons of light for each other. In naming these behaviours, we teach proactively to provide students and parents with a positive message about how we live out our school motto, 'Strength through Caring'.

	Classrooms	Playground	Eating Area	Toilets	Sacred Gatherings	Online	Transitions
SAFE ACTIONS	Walking feet to, from and in the classroom Chairs are for sitting on, desks are for working at Use equipment appropriately Gentle hands and feet	Wear hats Use equipment safely Gentle hands and feet Walk on concrete pathways Report any concerns to the adult on duty Toys and sports equipment must be kept at home	Walking feet to, from and in the eating area Eat your own food Stay seated in your area Gentle hands and feet	Ask permission Walking feet to, from and in the toilet area Gentle hands and feet Report any issues straight away	Walking feet to, from and in the space Stay seated with your class Sit and stand quietly and carefully Gentle hands and feet	Only communicate with people you know Stay on the teacher-directed site Keep all your details and passwords private Report any issues of concern to an adult	Walk to the appropriate area when the bell rings Walk quietly Stay with your class or group Gentle hands and feet
ACT RESPECTFULLY	Listen to and follow adult instructions Use an inside voice to speak kindly to others Raise your hand to talk, tell or ask Look after everyone's equipment	Speak kindly and listen to others Be aware of each other's personal space Listen to and follow adult instructions	Listen to and follow adult instructions Speak quietly to the people near you At rubbish in bins and leave the area tidy Raise your hand when the bell goes to be dismissed	Give others privacy Only put toilet paper in the toilet Flush toilet after use Leave toilet areas clean and dry	Enter and exit calmly and quietly Show reverence Actively participate in rituals Respond appropriately	Care for your equipment Use only kind words and images Keep other people's information and photos private	Listen to and follow adult instructions Be considerate of others Be aware of each other's personal space Wait patiently
INCLUDE EVERYONE	Work cooperatively Listen to and value everyone's ideas Use encouraging language to motivate others Invite others to be part of your group	Be friendly and kind to others Make everyone part of your fun Share equipment Be a good sport	Invite others to be part of your group Be friendly and kind to others	Wait patiently for your turn Speak kindly and listen to others	Celebrate community Participate together Everyone has the right to participate	Share your technology skills Share equipment Work cooperatively	Walk in line behind the person in front of you Be friendly and kind to others Be mindful of others also using the paths Play my part so my class moves successfully through the school
LEARNING FOCUSED	Share ideas and skills Challenge yourself by setting goals and working hard Ask for help when needed and take responsibility for your own learning Have a positive attitude towards all learning activities	Know the rules and play by them Stay within the play area boundaries	Eating healthy food feeds our body Eat healthy food first Recycle paper and cardboard rubbish	Use an inside voice Wash hands with one squirt of soap Return to class straight away	Body and mind stillness Listen to learn Be a part of our story	Be prepared for learning with your device charged Stay on task and complete the set learning activities Use technology for learning	Be in the right place at the right time Keep all equipment and belongings in the right place Lead by example when moving around the school

ST KIERAN'S BEHAVIOUR MATRIX

Tier 1 - Universal Expectations

All students, all settings. Preventative and proactive strategies include:

- Explicit teaching of our school behaviour matrix. A selected focus area from the matrix is taught at assembly regularly and followed up in classrooms. This ensures a shared understanding and common language.
- Recognising positive behaviours for learning using SAIL: Strength through Caring cards and Learner of the Week awards. We also have a whole school reward system where children are encouraged to set behavioural goals in order to achieve recognition in the 4 SAIL areas. Student achievement is recognised in the classroom and at assembly.
- Structured lunch time activities that facilitate positive social interactions. These are available each day and to all students.
- Utilising classroom behaviour teaching programs that are specifically linked to the SAIL theme.

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

Tier 2 – Targeted Supports

Students identified as needing more focussed teaching in order to achieve success. Responsive, targeted strategies include:

- Behaviour Education Program (Smooth Sailing Card)

The BEP builds on school-wide expectations by providing students with frequent feedback and reinforcement from teachers, the BEP facilitator and the student's parent for demonstrating appropriate behaviour and academic engagement

- The Check and Connect Program – (Chart the Course)

The core of Check & Connect is a trusting relationship between the student and a caring, trained mentor. This mentor supports the student with problem solving and school engagement.

- Social skill building opportunities – (Pirate Play and STEM Space)
- Structured playtime activities that encourage prosocial behaviours like sharing and turn-taking

Tier 3 – Individual Supports

Individual students identified as needing intensive, assessment-based support in order to achieve success. This process involves:

- Functional Behavioural Assessment (FBA) is a collection of methods for obtaining information about the antecedents (things that the student experiences before the behaviour of interest), behaviours (what the student does) and consequences (what the student experiences after the behaviour of interest).

The purpose is to identify the reason (function) for the behaviour and to use the information to develop strategies that will support positive student performance while reducing the behaviours that interfere with the student's successful functioning at school (Witt et al., 2000).

Responding to Inappropriate Behaviours

"If a child doesn't know how to read, we teach. If a child doesn't know how to swim, we teach. If a child doesn't know how to multiply, we teach. If a child doesn't know how to drive, we teach. If a child doesn't know how to behave, we ... teach? ...punish?" (Herner)

Even with our positive approach to teaching and supporting appropriate behaviour, some challenging behaviour will still occur. All students need to learn behaviours that promote a caring, compassionate and collaborative society. For some students, they do not know how to perform the expected behaviour or do not know it well enough to routinely use it at the appropriate times. For other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

A Continuum of Responses

To correct inappropriate behaviours, we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones, to chronic persistent minor behaviours and to more serious and major problems. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral.

Learning-based Consequences

Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution.

In our context, we use a process called **Behaviour Coaching** which is based on a Restorative Practices framework. Restorative Practices is an evidence-informed positive behaviour approach suggested within the National Safe Schools Framework to assist schools to become safer and more supportive learning communities.

In this approach, the term 'restorative' is used to stress that when a student misbehaves, restoring relationships, repairing harm and learning perspective-taking and social responsibility is more important and effective than simply delivering punishment for their misbehaviour (NSSF, 2013).

Behaviour Coaching at St Kieran's involves the teacher and student/s engaging in a solution-focussed conversation, facilitated by the school's Student Wellbeing Officer or Leadership staff. This occurs during break time following a major behavioural incident. Coaching involves the student acknowledging the behaviour and the impact of this on others. The goal is to help the student build empathy and connection with the person affected by their actions. Once the student has reflected and acknowledged the impact their actions have had on others, they work on restoring the damaged relationship. Other systems of addressing behaviour focus solely on the person responsible and neglect to validate the feelings of the person harmed. Restorative Practice allows the person harmed to have a voice in the process and express how they felt which introduces a human element to the incident. This in turn helps to elicit feelings of empathy and compassion from the person responsible and increases the likelihood of successful behavioural change.

The process of rebuilding trust may also include service to others.

Bullying

Catholic schools in the Archdiocese of Brisbane provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

What is Bullying? (BCE – Positive Behaviour 4 Learning Framework)

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying is when someone targets another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

What is not Bullying?

There are also some behaviours, which, although they may be unpleasant or distressing, are not bullying:

- Mutual conflict – which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours. Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

The *National Safe Schools' Framework* (2011) states a safe and supportive school is one in which *"..... diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing"*.

In line with this framework, St Kieran's is:

- committed to positive, proactive practices in support of student behaviour and wellbeing
- dedicated to ensuring Student Behaviour Support planning promotes preventative approaches to bullying and responsive approaches to restoring relationships
- passionate about fostering respectful interpersonal relationships among and between all community members
- focussed on promoting positive behaviour support as an integral part of all learning and teaching experiences.

To achieve these expectations, we undertake the following:

- With the support of parents, the wider community, and the students themselves, we take proactive and preventative action to prevent bullying happening in the first instance. We do this by placing a strong emphasis on teaching prosocial behaviours from the commencement of Prep. Our students are taught the importance of communicating and behaving towards others in a kind and respectful way and this behaviour is expected and modelled by all in the community.
- When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include:
 1. Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness accounts if applicable.

2. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.
3. A meeting between the students is facilitated by Leadership and the school's Student Wellbeing Officer. The goal of this meeting is to ensure the affected student has a voice in the process and is able to communicate the impact the behaviour has had. The protagonist is encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship.
4. The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.
5. Following this meeting, staff members involved in the process regularly check in with the students to support the effective implementation of these plans/strategies.
6. Parents of both students are contacted and informed of the process
7. Incidents of bullying in all environments, including cyberspace/online, are documented using BCE's Student Behaviour Support System (SBSS). This ENGAGE behaviour incident data is tracked and analysed to detect patterns of behaviour that identify bullying.

We are proud of our community and the warm, welcoming atmosphere at St Kieran's. Any behaviour, by any member of the community that is not in line with our core values and our school motto 'Strength Through Caring' will be considered a serious breach and dealt with according to the above processes.

For more information about the St Kieran's Behaviour Support Plan, please visit our website. www.stkieranbrighton.qld.edu.au



How to enrol

Procedure for Application

Parents are required to complete an Application for Enrolment form if wishing to enrol their child/ren at St Kieran's. The enrolment is an online process accessible through our school website www.stkieranbrighton.qld.edu.au

Please note that there is a non-refundable \$50.00 Enrolment Application Fee per child that is paid to the school when submitting the Application for Enrolment to St Kieran's.

BELOW IS A CHECKLIST OF REQUIREMENTS FOR ENROLMENT

- Completed Enrolment Application (signed by all custodial parents)
- Copy of Birth Certificate
- Copy of Baptism Certificate (If applicable)
- Copy of Visas (if applicable)
- Payment of \$50.00 enrolment fee

Prep Enrolments

A first round of interviews with families of prospective students for the following year will be held in Term 2 of each year. Please ensure that you have lodged your enrolment application for Prep by this time. The school will contact you to arrange an interview time. It is important that your child, as well as both parents where possible, is able to attend the enrolment interview. After all Prep interviews have been held, offers of a place in our Prep program will be made by email. An orientation morning will be held to assist you and your child in preparing for Prep.

Other Enrolments

Enrolments for other grades can be made at any time of the year dependent on space available. If there are not enough places available, students will be placed on a waiting list. Parents will be contacted when a place becomes available.

Confirmation of Enrolment

Upon receiving a letter of placement offer, you will need to confirm your enrolment by completing a Confirmation of Enrolment Form. This form will need to be returned to the school office prior to commencing school and a Confirmation of Enrolment fee of \$100 paid.

You are most welcome to visit our school prior to the formal enrolment process. Please contact the School Office so a time can be arranged for you do so.



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