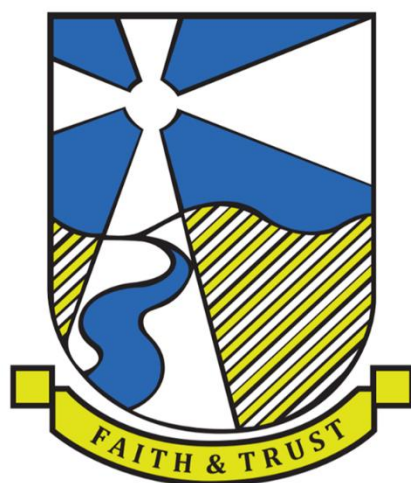


St Joseph's Catholic Primary School

Parent Handbook



**A Catholic School of excellence
where every child is known.**



St Joseph's Catholic Primary School, Pinjarra

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, PINJARRA

Introduction and Welcome

We warmly welcome you to St Joseph's Catholic Primary School, Pinjarra.

This school is governed by the Catholic Education Commission of Western Australia. It is owned and operated by Catholic Education Western Australia, a Christ-centred and child-focused community of engaged learning environments, that inspires all to actively live the Gospel.

Mission Statement

We at St Joseph's Catholic Primary School Pinjarra, seek to create a God centred environment where each school community member is nurtured spiritually, academically, socially and physically.

School Motto

Faith and Trust

CARE culture

Christ-inspired...Inspiring Christ-centred Leaders

Goal-Cultivates a whole school culture of faith through action and action that nurtures faith.

Achieve... A Catholic School of Excellence

Goal-Ensure that every child is known and that the learning environment allows each student to grow, develop and reach their God-given potential.

Relationships... A Catholic Pastoral Community

Goal-A welcoming, safe, supportive and connected school community that fosters authentic relationships with and between all individuals.

Empower...An Accessible, Affordable and Sustainable School

Goal-We ensure our staff are provided with opportunities to grow professionally and personally. We commit to maintaining resources and infrastructure to support the holistic curriculum.

School Prayer

God our Father,

We thank you for St Joseph's School and for all who make it a special place. Bless the children who are growing in the love of Jesus. Bless our parents and teachers who help us love and care for others and help us to learn. We remember with thanks the Josephite sisters who worked in our school. We pray for our Parish of St Augustine's and our town of Pinjarra. May our school community always be a place of love, peace, learning and laughter.

Amen.

Enrolment Parameters

At St Joseph's Catholic Primary School (CPS) enrolment priority is given to:

- Catholic students from the parish with a Parish Priest reference
- Catholic students from outside the parish with a Parish Priest reference
- Other Catholic students
- Siblings of non-Catholic students
- Non-Catholic students from other Christian denominations
- Other Non-Catholic students.

Please note, in exceptional circumstances the Principal may vary the above priorities to suit particular local circumstances occurring at the time.

Catholic students shall be defined as those children who have been baptised and produced a

certificate or have their baptism verified by the Parish Priest. Enrolment of students who are not Catholic will only occur if all Catholic students have been accommodated and parents can demonstrate they are supportive of the Catholic ethos of the school and their child's involvement in the school's Religious Education program.

Enrolment Procedure

The Principal, or his/her delegate, will interview all new students with their parents. It is essential for the student to be present. Parents are required to read, complete and sign all the St Joseph's Catholic Primary School enrolment documentation, including the school's Enrolment Agreement, which is available on the school website, before their child will be offered a position in the school.

The current academic year

Please see Appendix 1 for information regarding term dates and pupil free days pertinent to the current academic year.

Enquiries

Office hours are from 8.00 am to 4.00 pm Monday to Friday during school terms.

School Hours

First bell:	8:25am
Second bell:	8:40am
Classes commence:	8:40am
Session One:	8:40am to 11:00am
Recess:	11:00am to 11:20am
Session Two:	11:20am to 1:20pm
Lunch:	1:20pm to 2:00pm
Session Three:	2:00pm to 3:00pm

Please note, early bus students are dismissed at 2:50pm under the supervision of a staff member.

Staff are on before school duty from 8:15am, when the school gates are opened. Students are not permitted to play on play equipment before school.

Students are not permitted to leave the school grounds once they arrive at school unless their parents or caregivers pick them up.

Please note, parents are not to pick up another child unless notification has been provided to the school.

Pre-Kindergarten, Kindergarten and Pre-primary students assemble in the Early Years area. Older students are not permitted in the Early Years area before school.

At the end of the school day, Pre-Kindergarten, Kindergarten and Pre-primary students are to be collected from the Early Years area. Year One, Two and Three students are to be collected from the entrance to the STREAM centre. Students from Years Three to Six are dismissed from their classrooms.

Contacts

Address:	46 George Street Pinjarra WA 6208
Postal Address:	PO Box 30, Pinjarra WA 6208
Telephone:	9530 5500
Email:	admin@stjoespinjarra.wa.edu.au

Webpage: www.stjoespinjarra.wa.edu.au

Parish: St Augustine's Catholic Church

Nut and Egg Allergy Aware

At St Joseph's Catholic Primary School, we adopt an allergy-aware approach, which includes educating students about food allergies, reinforcing the importance of only eating their own food and not sharing or offering food to others. All students are encouraged to wash their hands before and after eating to reduce the risk of allergen exposure.

As a nut and egg aware school, we ask families to support us by avoiding sending foods that contain nuts or nut products (e.g. peanut butter, Nutella, nut bars) as well as boiled eggs or egg sandwiches. Baked goods containing eggs are acceptable in most cases. If a child in your child's class has a serious, life-threatening allergy, you will be notified so that appropriate additional precautions can be taken.

Parent Involvement

At St Joseph's we believe that partnerships are based on the foundations of respecting each other's expectations and values and building on the strength of each other's knowledge and skills. Learning outcomes are most likely to be achieved for students when the school works in partnership with parents, caregivers and families. We recognise that families are children's first and most influential teachers and that collaboration is essential to achieve a quality Catholic education for each individual child. The school is aware that parents and caregivers delegate authority and responsibility to the school for their child's education and therefore expect support from parents and caregivers in following all rules, policies and procedures. Please refer to the Enrolment Agreement for further clarification.

We encourage parents and caregivers to volunteer in a variety of ways, including classroom help, in the Library, sporting events, excursions, on the School Advisory Council, Parents and Friends Group, busy bees, etc. Prior to becoming a volunteer, parents and caregivers must complete a one-off Parent Information Session, where the Assistant Principal or Principal will clearly outline requirements and expectations. You will be provided with a Parent Volunteer Handbook for your reference at the session.

School Advisory Council

The Advisory Council is comprised of parents and parish community members (including the Parish Priest). Their role is to actively contribute to and enrich both the Catholic ethos and informed, proper governance of the school. In addition the Advisory Council provides parents and community members with structured ways to provide support and expertise to the Principal and school leadership team.

The primary objectives of the Advisory Council are:

- to support the Principal in the leadership of the school
- be a resource for input when the Principal is planning for the present and future strategy of the school
- bring the voice of the community into the school; and
- help to build relationships across the Catholic school community.

Parents and Friends Group (P&F)

The Parents & Friends Group is an integral part of the St Joseph's School community. The role of the St Joseph's Parents and Friends Group is to:

- provide support to the staff, students and families within the school
- provide social and learning opportunities for school families that contribute positively to the well-being of the school community.
- facilitate open communication within the school community.
- assist the school in providing the best possible educational and social environment for students, through targeted fundraising initiatives
- communicate and work collaboratively, in the spirit of cooperation and partnership, with the school Principal, leadership team, Advisory Council and broader Catholic community.

The School Advisory Council and the P&F will provide reports to the school community at the Annual General Meeting, held late in the school year.

Religious Education

Religious Education has a mandated and formal curriculum for classroom learning and teaching for Years K-12. The curriculum is distinct from but complements faith formation. All students in Catholic schools in Western Australia are required to learn Religious Education.

Religious Education is central to the learning and development of students in Catholic schools. Religious Education focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ. It is through learning in Religious Education that students, through a process of cultural, systematic, and critical reflection, learn the teachings of the Gospels and understand how Christians live. Religious Education engages students into a systematic study of the teaching of the Catholic Church and the saving mystery of Christ which the Church proclaims. Students learn how religion motivates and influences the way people interact with each other and the world around them.

Religious Education plays an important part in developing the knowledge, understanding, values, attitudes, skills and capabilities of those who will take responsibility for Australia's future as a multicultural and multifaith society.

Making Jesus Real

The Making Jesus Real (MJR) program is integrated throughout our school and brings the Christian faith to life for our students by showing them how to live it every day. This program equips our students with the tools they need to feel the 'Spirit of Jesus' each day and find the God Moments that are always happening around them.

Sacraments

The sacraments take place within the context of a Christian community that we call a parish. In this way, we are welcomed into the much bigger community of the Church, established by Jesus Christ, and faithfully guided by the teachers of the Church under the direction of the Bishop. From this framework flows the process of catechesis of the sacraments of initiation.

Parents and caregivers are the primary educators in the faith and are the first and irreplaceable source of faith. They have the right and obligation to request sacraments from the church for their children and collaborate with the parish priest in achieving this. Parents and caregivers play an active role in the initiation of their children by:

- seeking to grow in their faith journey and in their understanding of the meaning and implications

of the sacraments;

- supporting their children to learn to pray, believe, experience parish community and to live as Christians in the context of their family life;
- giving their children the opportunity to experience belonging to a parish faith community and, in particular, to celebrate Sunday Mass with their community;
- presenting their child for the sacraments of initiation.

Baptised Catholic students in Years Three, Four and Six take part in the following sacraments:

Reconciliation: Year Three

First Holy Communion: Year Four

Confirmation: Year Six

Please note, a Sacramental Enrolment Mass, Parent/Student Information Session as well as the Sacramental Mass (in the case of Reconciliation, a Liturgy), are to be attended by Baptised Catholic students and their parents/caregivers/families. Dates will be published in the fortnightly newsletter.

Curriculum

The Early Years Learning Framework (EYLF), together with the National Quality Standard, forms the policies around early childhood education in Australia. They set the standards that all early years providers must meet to ensure that children learn and develop well, ensures children are kept healthy and safe and that they have the knowledge and skills they need to start formal schooling. Please access here.

<https://www.acecqa.gov.au/sites/default/files/acecqa/files/National-Quality-Framework-Resources-Kit/NQF-Resource-03-Guide-to-NQS.pdf>

<https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

The School Curriculum and Standards Authority is responsible for the Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools. The Western Australian Curriculum is comprised of eight Learning Areas: English, Mathematics, Science, Physical and Health Education, The Arts, Languages other than English, Humanities and Social Sciences and Technologies. Accordingly, the Western Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. The curriculum therefore, gives special attention to these three priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability.

Please access here.

<https://parent.scsa.wa.edu.au/>

Here at St Joseph's we use a range of teaching practices and resources to engage our students in effective learning.

Play-based learning approaches allow for different types of play and recognise the intentional roles that both children and educators may take in children's learning. When children play with other children and interact with adults, they create relationships and friendships, test out ideas, challenge each other's thinking and build new understandings. Play provides both a context (a place or space where children play) and a process (a way of learning and teaching) where children can ask questions, solve problems and engage in critical thinking. Play-based learning provides opportunities for children to learn as they discover, create, improvise and imagine. Play-based learning with intentionality can expand children's thinking and enhance their desire to know and to learn, promoting positive dispositions towards learning.

Explicit teaching is an important teaching process where students are set up for success through the structured nature of the lesson. It involves teachers clearly showing students what to do and

how to do it, rather than having students discover that information themselves. Two essential aspects of explicit teaching are learning intentions and success criteria. A Learning Intention is a statement that clearly describes what the teacher wants the children to know/understand/do as a result of their learning. Success Criteria is developed by the teacher and students and describes what success looks like. It helps the teacher/student to make judgements about the quality of student learning.

Inquiry-based learning is an education approach that focuses on investigation and problem-solving. Inquiry-based learning prioritises problems that require critical and creative thinking so students can develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.

Child Safe Framework

The CEWA Child Safe Framework applies to all Catholic schools and care centres in Western Australia, and the staff, parents and volunteers within these school communities. This research informed Framework has been mapped to the [National Child Safe Organisation Principles](#) and applied to an educational context.

CEWA's Framework comprises three Key Practices and nine Elements (outlined in Figure 1) that guide Catholic schools to create and maintain safe learning environments. Each of these elements includes actions to be adopted by CEWA schools and the observable indicators of best practice with more information available through the [Child Safe Framework](#) link.



(Figure 1)

The three key practices provide an overarching approach to be adopted by all. These are:

Situational prevention: There is visibility of students and staff and a culture of open and transparent learning environments to create safety for all. The environment (including online) is constantly evaluated to identify ways of increasing safety.

Extended guardianship: Child safety is everyone's responsibility, and every adult has an active role to ensure the safety of children and young people.

Healthy respectful relationships: All members of the school community interact in a manner that is respectful and honours the dignity of others.

Together this Framework supports a child safe culture and role models for children and young people the collective expected behaviours from all in CEWA schools.

URStrong

URStrong is an internationally recognised friendship program that empowers children with the skills, language and self-confidence to be better friends and develop healthier relationships. This

whole school program uses child-friendly language for children's problems and a practical step-by-step approach to teach them how to solve their own problems. The program focuses on teaching children how to make decisions that support happy, healthy relationships.

Berry Street Education Model

The Berry Street Education Model equips educators with practical, classroom-based strategies to increase the engagement of all students, including those with complex learning needs. This whole school, trauma informed education program, supports students' self-regulation, relationships and well-being and promote safe and healthy classrooms for all students.

Student Support Referral Process

Student support referrals follow a structured process beginning with classroom-based support, followed by consultation, targeted referral to specialist services and ongoing monitoring in partnership with families. Referrals to specialist services (e.g. School Psychologist, Wellbeing Officer, Occupational Therapist, or Speech Pathologist) may be accessed internally or externally, depending on the student's needs and at the discretion of the Principal, ensuring that support is appropriate, timely and responsive.

Where the school recommends access to specialist services and families choose not to engage with these supports, the absence of specialist intervention may limit the extent to which the student's identified needs can be fully assessed and addressed. This may also impact the school's capacity to implement, review and sustain appropriate adjustments and support strategies over time. In such instances, the school will continue to provide reasonable adjustments within its capacity, in alignment with CEWA's Student Safety and Wellbeing Executive Directive.

It is important to note that effective support for students is most successful when there is a shared commitment between school and home. Where recommended interventions are declined, the school's ability to fully respond to ongoing or emerging needs may be limited. We remain committed to working in partnership with families and will continue to provide reasonable adjustments within our capacity; however, optimal outcomes are best achieved when recommended supports are implemented collaboratively.

Whole school and 1:1 iPad program

At St Joseph's it is our belief that iPads are a tool designed to enhance learning in all areas of the curriculum. As such, iPads are used by students in all areas of their learning. Students from Kindergarten to Year Two have school owned iPads they use as part of their learning programs. From Years Three to Six, in order to complete tasks and programs set by their teachers, students are required to bring their own iPad to school.

Parents and students (from Year Three to Six) are required to agree to and sign the school's Acceptable Use Policy, which enables students to correctly use the device for educational purposes and outlines consequences for misuse of the device.

Fidget Toys at School

We understand that some students enjoy using fidget tools and, in certain cases, they can support focus and self-regulation-particularly for students with identified attention or sensory needs. However, research shows limited evidence for their general use, and they can often become a distraction, shifting from a learning aid to a toy.

In line with CEWA's Student Behaviour Directive, our school is committed to maintaining a positive and focused learning environment, using evidence-based practices and consistent whole-school approaches. This includes ensuring that any supports used in classrooms are purposeful, appropriate, and enhance-not detract from-student learning.

As such, students are **not permitted to bring fidget toys from home** unless they are part of a documented, individualised support plan supported by relevant medical or specialist advice. Teachers will provide and manage appropriate tools in the classroom where needed, ensuring they are used purposefully to support learning.

Library

The school has a well-stocked library where all students learn the skills required to use this resource effectively. Students are to use a blue library folder to protect books borrowed. Damaged and/or lost books are to be paid for by parents.

Activities such as the 'Book Fair' and 'Book Week' foster and promote a love of literature throughout the school community.

Interm Swimming

Interm swimming is a valuable swimming program offered to Pre-primary to Year 6 students in Western Australia by the State Government (no cost to families). St Joseph's recognises the importance of water safety and views Interm swimming as part of the school curriculum.

Swimming lessons are compulsory, however, if your child cannot participate, then a note explaining the reason is required by the school. Students not participating will still be required to go to the venue and will be supervised by the classroom teacher.

Behavioural Expectations

Levels of Behaviour Framework

Levels of Behaviour is a teaching framework that engages students and teachers to develop understandings of behaviour and consequence. The framework has been shown to facilitate the following outcomes:

1. Shared understanding of class purpose
2. Explicit understandings of behaviours that support class learning and how they will be positively supported in class
3. Explicit understanding of behaviours that impede learning and what all stakeholders can expect will guide teacher decision making and actions.

Engaging with the framework leads to a collaboratively developed model of behaviour management. This assists the class teacher in facilitating positive behaviour in the classroom and effective and efficient management of inappropriate behaviour.

The Levels of Behaviour framework consists of two processes:

1. Levels of Behaviour (purpose statement, behaviour descriptors and classify behaviours)
2. Behaviour Response Plan (supporting appropriate behaviour, messaging minor behaviours, messaging moderate behaviours and messaging serious/severe behaviours).

Purpose statement: The aim is to have students reflect and consider the class purpose. The goal is to construct a simple statement that reflects the agreed class purpose. This is co-constructed during the first week of the school year.

Behaviour descriptors: Students list examples of in-class behaviours that support the purpose statement or enable it to be fulfilled (yes behaviours), then list examples of in class behaviours that impede or prevent the purpose statement from being met (no behaviours).

Classify behaviours: Yes behaviours are placed in the green section. Students consider the no

behaviours. Are they all of equal value or are some behaviours more of issue than others? Sort the no behaviours into minor (Yellow Level 1), moderate (Orange Level 2) or severe (Red Level 3). Supporting appropriate behaviour: A Positive Behaviour System operates in every classroom. This minimises discipline issues by using positive re-enforcement and systematic consequences. This program operates on a daily basis and each day marks a new start for the student. (Individual to each class).

Messaging minor behaviours: An explicit range of signals and cues used to message students when inappropriate behaviour is demonstrated. The key message of the cues is to stop the yellow behaviour and start a green behaviour, i.e., non-verbal signal from the teacher, a reminder from the teacher, verbal warning from the teacher. (Individual to each class).

Messaging moderate behaviours: An explicit range of signals, cues and consequences used to message students when moderate, inappropriate behaviour is demonstrated. The key message of the cues and consequences is that formal consequences sometimes result from moderate behaviour. The message for students being that the desired outcome is to receive the message, follow the consequence and rejoin the class. Examples include time in a calm/thinking area and/or time in another class. If time in another class cannot be arranged, then the student will accompany his/her classroom/specialist teacher on the next yard duty rotation. Parents or caregivers contacted by the classroom/specialist teacher. (Whole school).

Messaging serious/severe behaviours: An explicit range of consequences used to manage inappropriate, severe behaviour. The key message is that formal consequences result from severe behaviour and the behaviour is going to be managed by adults. (Whole school).

1. Administration timeout.

The Principal (or their delegate) at their discretion, may not permit the student to return to class for the remainder of the day. Parents or caregivers contacted.

2. Possible internal/external suspension. Leadership to call parents or caregivers.

In the event of an external suspension, the Principal will meet with the students and parents/caregivers to reinforce the school's position on inappropriate behaviour.

The school explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined and provides in our levels of behaviour framework, clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted.

The administration of permitted forms of behaviour management, discipline or punishment conforms to the rules of procedural fairness and non-discrimination.

Bullying Prevention Framework

St Joseph's Bullying Prevention Framework centres on our school-wide **URSTRONG** positive relationship strategy, designed to shift our school towards a culture of kindness and respect. The complete Framework is available on SEQTA Engage and on the school website.

Restorative Practice

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

These questions are used by staff in one-to-one conversations, small groups or more formal restorative mediation conferences.

When things go wrong...

- What happened?
- What were you thinking at the time?
- Who has been hurt?
- What do you need to do to fix it?
- When someone is hurt...*
- What did you think about what happened?
- How have you and others been hurt?
- What is the hardest thing for you?
- What do you think needs to happen to make things right?

School Rules

Our three simple, yet powerful, school rules are based on Matthew's Gospel.
Love God, Love One Another, Love the Environment.

Suspension Process Flowchart

1. Incident occurs: Immediate safety and wellbeing of all students and staff must be ensured. Remove the student from the situation if required and enact any relevant Safety Plan or duty-of-care procedures.
2. Leadership conducts initial fact-finding: Brief, impartial clarification of events takes place, gathering student, staff and witness accounts as appropriate. Notes are recorded factually in line with CEWA documentation expectations.
3. Leadership review and decision-making: Leadership determines whether the behaviour meets the CEWA threshold for suspension, considering: seriousness of behaviour, prior supports and interventions, impact on safety, wellbeing, and learning and any reasonable adjustments or disability considerations.
4. Parent/Caregiver contact: Parents/caregivers are contacted by phone to inform them of the concern, the proposed action and next steps. Procedural fairness is maintained at all stages.
5. Formal decision and documentation: If suspension is enacted; A written record is entered in SEQTA Pastoral Notes, relevant staff are informed on a need-to-know basis, student learning during suspension is arranged (for in-school or out-of-school suspension) and a written suspension notification is prepared.
6. Suspension implemented: The student engages with their educational program while suspended.
 - In-school suspension: supervised setting with access to learning
 - Out-of-school suspension: student remains offsite; learning is provided
7. Return-to-school discussion: A reintegration conversation occurs with the student and parents/caregivers, either in person or by phone (as deemed appropriate). This meeting; reviews what occurred, re-establishes expectations and ensures the student feels safe and supported to return.
8. Reintegration and monitoring: Restorative practice is used to repair relationships and support positive engagement. Adjustments, a Support Plan or Safety Plan may be implemented. Ongoing monitoring occurs through regular teacher and leadership check-ins.

9. Escalation pathways: If further incidents occur, leadership follows CEWA escalation processes, reviewing previous interventions and implementing additional supports or responses as required.

Code of Conduct

The purpose of the St Joseph's Catholic Primary School Code of Conduct is to describe the minimum standards of conduct in all behaviour and decision making to ensure the safety and wellbeing of the students.

The Code applies to all within our school community including staff, students, volunteers, parents, and guardians as applicable.

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 well-being 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 wellbeing.

Communication

Communication between the school and parents/caregivers is vital to achieve positive outcomes for all stakeholders.

Although SEQTA Engage is the primary platform through which the school communicates with parents and caregivers, an SMS/direct telephone call/email are used when appropriate.

Parents and caregivers can also access the school website or FaceBook.

The school sends out a fortnightly newsletter which can be accessed via SEQTA Engage or from the school website as well as a fortnightly update on alternate weeks.

Keeping the lines of communication open between parents/caregivers and the school is imperative to help your child achieve success. Here at St Joseph's, we ask that parents schedule an appointment to meet with your child's teacher if you have any matters you'd like to discuss. This ensures that your child's privacy is considered, that the teacher is able to give you his/her full attention and that adequate time is allowed for teachers to gather any relevant information pertinent to your discussion.

Please note, before school is not an appropriate time to discuss matters other than general housekeeping, due to the teacher's duty of care requirements.

Flow of concern (school parents)

Parent/caregiver who has a concern.

It is the standard expectation that the first point of contact regarding issues that relate to your

children is the classroom/specialist teacher. Meeting requests with Leadership to be conducted only if confidentiality issues exist or access to classroom/specialist teacher is limited.
Classroom/specialist teacher...if there is an issue requiring more support...Assistant Principal
Classroom/specialist teacher...if there is an issue of major concern or confidentiality required...Principal

Please note, classroom/specialist teachers will be notified by Leadership of parent meetings with Leadership unless fair reason is provided.

Parents may seek alternate pathways if deemed appropriate to the circumstances.

School Advisory Council Chair...Mr Owen McLarty

CEWA School Improvement Advisor...Ms Toni Kalat

Dispute and Complaint Resolution

The school's complaint handling process follows the principles of procedural fairness and includes a formal system for reviewing decisions.

Procedural fairness means that when the school is dealing with a complaint or making a decision that affects someone, the process must be fair, respectful, and transparent.

At school level, this means:

1. Everyone gets a chance to tell their side of the story.
2. Decisions are made without bias.
3. Decisions are based on facts.
4. People are told the reasons for the decision.
5. There is a way to appeal or ask for a review.

The CEWA Dispute and Complaint Resolution link is below for a more detailed explanation.

<https://policy.cewa.edu.au/executive-directive/dispute-and-complaint-resolution/>

Assemblies

There are two school assemblies held at St Joseph's every week. Parents, caregivers and families are always most welcome.

1. Monday morning (fortnightly), 8:45am in the Assembly Hall. This assembly welcomes the students back after the weekend. We share our school prayer, hear about Sunday's Gospel, celebrate birthdays and outline the events for the week. We also have our 'Radical Reader' and 'Maths Wizard' awards presented at this assembly.
2. Friday morning (weekly), 8:45am in the Assembly Hall. In the event of a whole school Mass or Liturgy of the Word, please note this will take place in St Augustine's Church, typically at 9:00am or 9:30am. Parents and caregivers will be informed.

At general assemblies, students received Merit Awards (weekly) to celebrate their achievements and Friendship Ninja Awards (termly). The school also hears from our Student Ministries (Executive, Environmental, Pastoral and Sport).

Each class will host a Mass or a Liturgy of the Word (including Mother's Day, Father's Day and Grandparents' Day liturgies) throughout the year. During Semester Two, classes will also lead a Prayer Assembly, where they share what they have been learning in Religious Education lessons. Please note, these occasions are to communicate to parents and caregivers through term planners, newsletters and SMS messages.

Reporting to Parents

Term One: Parent Information Session (Pre-primary to Year 6)

Individual teacher/parent interviews (telephone or in person)

Term Two: Interim Reports (accessed via SEQTA Engage)

Term Three: Open Night

Individual teacher/parent interviews (telephone or in person)-optional

Term Four: End of Year Report (accessed via SEQTA Engage)

Parent Information Session (Pre-Kindergarten & Kindergarten for the following year)

When families are preparing to leave St Joseph's Catholic Primary School, it is essential that parents download and retain copies of their child's school reports and any other relevant documentation from the SEQTA Engage parent app before access is automatically withdrawn at the end of the calendar year.

The school does not re-issue reports or documentation once families have departed, as our obligation to provide reports has already been fulfilled at the time of publication. We also respectfully request that parents inform the Principal if they intend to leave the school, so that an exit interview can be arranged. This meeting allows the school to ensure a smooth transition for your child, gather valuable feedback and confirm that all administrative and pastoral matters have been appropriately addressed.

Uniform and Dress Standards

Pre-Kindergarten

A uniform is not compulsory, however, please dress your child in comfortable and practical clothing.

- There is a Pre-Kindergarten specific polo shirt in one colour which is available from the Uniform Shop.
- A hat is compulsory. Students with no hat will not be permitted to play in the sun.
- Shoes your child can get on/off by themselves is preferred. Dress shoes, crocs and thongs are not recommended.
- Long hair must be tied back and comply with the school hair policy (see below).

Kindergarten to Year Two

For ease of wear and suitability for junior primary activities, students from Kindergarten to Year Two wear the sports uniform every day of the week.

- Blue school hat with school logo (Legionnaires/Slouch)
- Blue polo shirt with school logo...not applicable to Kindergarten (orange, purple or emerald green polo)
- Royal blue sports skort or shorts
- Royal blue tracksuit, with school logo on jacket
- Faction polo shirt with school logo (green, red or gold)...not applicable to Kindergarten
- Plain white ankle fold-over socks
- Supportive sports shoes (see below) Blue or black sandals (optional in summer)
- School backpack.

Year Three to Year Six

From Year Three, students wear a formal uniform three days of the week and on special occasions. The sports uniform is worn on the class sports days (advised at the start of each school year).

SUMMER: (Terms One and Four with a two week change over period)

- Blue check dress
- Plain white ankle fold-over socks
- Royal blue jumper with school logo
- Blue or black sandals or black leather lace-up school shoes

OR

- Grey school shorts with sky-blue tuck-in shirt (with school logo)
- Grey ankle fold-over socks
- Royal blue jumper with school logo
- Blue or black sandals or black leather lace-up school shoes

WINTER: (Terms Two and Three with a two week change over period)

- Blue tartan pleated skirt with sky-blue tuck-in short or long sleeve shirt
- Navy ankle fold-over socks or navy tights
- Royal blue jumper with school logo
- Black leather lace-up school shoes

OR

- Grey (Melange) trousers (Double knee) with sky-blue tuck-in short or long sleeve shirt
- Grey ankle fold-over socks
- Royal blue jumper with school logo
- Black leather lace-up school shoes

SPORTS:

- Blue polo shirt with school logo
- Royal blue sports skort or shorts
- Royal blue tracksuit, with school logo on jacket
- Faction polo shirt with school logo (green, red or gold)
- St Joseph's sport ankle socks or plain white ankle fold-over socks
- Supportive sports shoes (see below)

ALL SEASONS:

- Blue school hat with school logo (Legionnaires/Slouch)
- Waterproof rain jacket (optional)
- School scarf (optional)
- School backpack

Hair

The School expects students' hair to be neat and tied back with a natural hair colour or school coloured hair tie if longer than the top of the uniform collar.

- Hair clips and headbands must be navy blue in colour. Red, green or yellow clips and/or headbands are permitted on days when students wear their coloured faction polo shirts. Please note that other decorative hair accessories are not permitted.
- Extreme hairstyles are not permitted. These hairstyles include, for example, mullets and rat tails. Hair cannot be shorter than a number 3 cut. If in doubt, consult the school before making any changes to hair.

- Dyed or coloured hair is not acceptable, apart from special days such as 'Wacky Hair Day' or Sport Faction Carnival. If hair is coloured for such special events, it should be washed out before school commences the next day.
- Students returning from holiday must ensure the hair and uniform policy is adhered to, i.e., Bali braids must be taken out before returning to school.

Jewellery

Jewellery is not part of the school uniform and must not be worn.

- Children who have pierced ears are to wear plain gold or silver studs or sleepers only. All students wearing earrings are to have one earring in each ear lobe.
- Watches (not smart watches) and simple chains with emblems of religious significance may be worn but the school takes no responsibility for their loss or damage.
- Make-up and nail polish is not allowed.

Sport shoes

Colour: Black (including laces/Velcro), with a black sole, minimal branding (subtle logo) which is also black. Construction: Enclosed design, firm heel counter, secure fastening (laces or Velcro), non-marking sole with grip suitable for courts.

- Not permitted: Platform soles, mid or high top basketball shoes, skate shoes, shoes with wheels slip-on sneakers, canvas or sock-style shoes, open mesh or cut-out designs, bright or flashing lights, sequins, glitter or metallics, large logos or coloured panels, coloured soles, studs/cleats, novelty features (charms, sound-activated, decorative accessories).
- Please note that Velcro is acceptable for sports shoes only; formal school shoes must not have Velcro fastenings.
- Adjustments: Orthotics/medical or disability-based variations permitted with confirmation (email to Principal).
- General: Sport shoes must be supportive. Students may not mis-match sport shoes, that is both sport shoes must be the same. Shoes must be in good condition.

General

If you are unsure of any uniform requirements, please contact the school to discuss or show us a photograph before purchasing an item. We are more than happy to clarify your queries.

- St Joseph's has a 'NO SCHOOL HAT, NO PLAY POLICY'. Children without a school hat are required to sit out from play on the benches under the verandahs during recess and lunchtime. Please note, during the months of June and July, it is optional for students not to wear a hat in accordance with the Cancer Council guidelines.
- **Parents need to ensure that all items of the school uniform are clearly marked with your child's full name.** Please do not ask us to look for any lost items that are not clearly marked with your child's full name.
- Toys, swap cards or other personal items are not allowed at school unless for class news purposes, in which case, must be given to the teacher and not left in school bags.
- Items worn under the school uniform must not be visible unless culturally appropriate. This includes but is not limited to skivvies, leggings, t-shirts, bike shorts, etc.
- The school rain jacket is not a substitute for the school jumper, that is, the school rain jacket is to be worn over the school jumper. The school rain jacket can be worn to and from school.

St Joseph's is moving to cashless transactions and requests all orders be made through CDF pay using the CDF app. Families who require a uniform fitting can make an appointment with Mrs Bridget Bolt, Uniform shop manager through the School Office. All exchange/refunds will be accepted within 14 days of purchase provided proof of purchase can be made and all tags in place. Faulty/defective items will be referred to the manufacturer and ONLY on manufacturer's approval the item will be replaced. No refund/exchange will be given for hats/socks due to hygiene reasons. Please choose carefully.

Permission to vary from the stipulated uniform (i.e., medical reasons) must be sought from the Principal.

If the uniform and dress standard policy, including the school hair requirements and jewellery policy is not adhered to, the following will apply:

1. Parents/caregivers will be notified by the classroom teacher via SEQTA Engage of the infringement. Families will be given a week to rectify the infringement.
2. If, after a week, the issue has not been rectified, then the Assistant Principal will call parents/caregivers.
3. If the uniform infringement is not rectified after Step 2, parents/caregivers will be required to meet with the Principal.

The Principal reserves the right to send a student home to rectify their uniform.

School Fees

St Joseph's CPS Pinjarra is part of the Affordable Schooling Program, a program aimed at delivering quality Catholic education on a low fee structure. Please see Appendix 2 for our current fee structure.

In addition to the affordable schooling fee structure, St Joseph's CPS Pinjarra offers the following School Fee discounts and concessions.

Family discount for siblings

Families with siblings enrolled at St Joseph's CPS Pinjarra in Kindergarten through to Year 6 are entitled to a sibling discount. This discount is automatically applied.

2 nd child enrolled	20% of that child's tuition fees
3 rd child enrolled	40% of that child's tuition fees
4 th child enrolled and beyond	100% of that child's tuition fees

Special concessions and hardship discounts

Parents experiencing any difficulties paying fees, are asked to contact the Principal or Finance Officer to discuss the matter as soon as possible. The Principal may determine an appropriate fee concession after considering the parent's financial capacity to pay.

Timely payment of fees is essential for the provision of resources and consumable goods that are an integral part of the overall education program for our students. Please see Appendix 2 for information regarding the process around the collection of fees.

Camp/excursions/incursions

School camps, excursions (off-site) and incursions (on-site) enhance learning experiences for your child and often provide a unique opportunity to further develop social development.

Classroom and specialist teachers will organise excursions/incursions related to topics/concepts taught.

Parental/caregiver permission is not required for these events as per Section 23 of the School Education Act.

Risk assessments are conducted prior to any camp, excursion or incursion in accordance with our school's Critical and Emergency Procedures.

Homework

Homework is one means of fostering the school/home relationships and is a source of information to parents about the content of what is being studied at school. It enables students to consolidate the skills, concepts and attitudes learned at school. All students use a homework folder to carry homework between school and home. Children are expected to do homework on at least four nights per week, including reading each night. If you feel your child is struggling to complete allocated homework in this timeframe, please feel free to discuss with your child's classroom teacher.

Years One and Two: 10 to 15 minutes

Years Three and Four: 15 to 20 minutes

Years Five and Six: 20 to 30 minutes.

Medical

Communicable Diseases

Please inform the School Office should your child contract one of the following or any infectious diseases. CHICKEN POX: Exclude until well and for at least 5 days after the rash appears and until vesicles have formed crusts. Note that crusts alone do not warrant exclusion.

CONJUNCTIVITIS: Exclude until discharge from eyes has ceased or until 3 days after beginning antibiotic treatment.

HEAD LICE: Exclude until the day after treatment has commenced.

IMPETIGO (School Sores): Exclude for 24 hours after antibiotic treatment commences. Lesions on exposed skin surfaces should be covered with a waterproof dressing.

HEPATITIS A: Exclude for 14 days after onset of illness or 7 days after jaundice appears. B or C Do not exclude.

HERPES SIMPLEX (Cold Sores): Young children unable to comply with good oral hygiene practices should be excluded while lesions are uncovered and weeping.

MEASLES: Exclude for 4 days after the onset of the rash.

MUMPS: Exclude for 9 days after onset of symptoms.

RINGWORM: Exclude until 24 hours after treatment has commenced.

RUBELLA (German Measles): Exclude for 4 days after onset of rash.

SCABIES: Exclude until the day after treatment has commenced.

WHOOPING COUGH: Exclude for 21 days from the onset of cough or for 5 days after starting antibiotic treatment.

COVID: Exclude as per WA Health Department recommendations.

Additional exclusions may apply, please refer any communicable diseases to the WA Health Department for further information and advice.

Immunisation Requirements

Two requirements were introduced in 2019. The first requires schools to record the immunisation

status of every new enrollee; the second prevents schools enrolling any students into Pre-Kindergarten or Kindergarten unless the student's immunisation status is up-to-date, or the student is exempt. From 1 January 2019, an immunisation history statement must be provided to the school by each new student's parent/guardian. The statement must be current - that is, no older than two months before being sighted by the school. The statement can be obtained from the Australian Immunisation Register. From 22 July 2019, children seeking to enrol in Pre-Kindergarten must either be up to date with their immunisation or exempt. If not, the child cannot be enrolled [Public Health Act 2016, s.141D].

Administering Medication

While we appreciate that, on occasions, there will be a need to administer medication, it is preferred that parents administer prescription medication to their children. However, when the school is required, during the course of the school day, to administer medication to a student, the parent must complete a Student Medication Request Form. Non-prescription medication is not administered by school staff. Any medication must be provided by the parents. This will be clearly marked and kept locked in the medical cabinet.

Illness

If your child is unwell, please do not send them to school until they are well again. We have immune-compromised staff, students and community members and do not want to put them at risk. If, while at school, your child becomes unwell, you are asked to come and pick them up to recover at home.

Attendance Procedure

Correct recording of student attendance is a legal requirement for teachers in schools in Western Australia. At St Joseph's, attendance records of students will be taken twice each day, to cater for the morning session and afternoon sessions. Attendance is marked in half day increments. All members of the St Joseph's School community are committed to providing each child with the opportunity to reach their God-given, holistic potential in an environment which reflects strong Christian values. Regular attendance at school is fundamental to student learning. Low school attendance has been linked with many negative outcomes for students. The School Education Act 1999 requires compulsory aged students to attend school or participate in an educational program of a school. Each parent or caregiver of a child who is of compulsory school age has the legal obligation to ensure their child is enrolled and attends school, on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse. To access the full curriculum and give children the best chance of success, CEWA Ltd recommends the rate of 90% - 100% 'Regular Attendance'. When attendance falls below this level it indicates a student may be at risk of not reaching their full potential. The chart below summarises the impact of low attendance on student learning.

Period of Absence	Rate of Attendance	Equivalent school missed	Educational Risk
Average of 5 days per term	90%	1 year	Regular Attendance
1 day per week	80%	2 years	At-risk
1.5 days per week	70%	3 years	Moderate risk
2 days per week	60%	4 years	Moderate risk

3 days per week	50%	5 years	Severe risk
5 days per week	50%	6 years	Severe risk

The school will issue communication to parents and caregivers when a student's attendance is below 90%. If attendance does not improve, the parents and caregivers will be required to meet with the Principal to discuss attendance improvement strategies.

A student may be excused if they are prevented from attending due to temporary physical or mental incapacity or other reasonable cause. In-term holidays are generally not supported. Parents can, however, negotiate an absence in advance via written communication with the school Principal, who may decide to approve the absence on reasonable grounds. There is no requirement within the School Education Act 1999 or School Education Regulations 2000 for teachers to provide work packages for students.

Absences

The school requires a written explanation for all absences, this can be done by emailing the school to advise why your child is absent. Absences can be lodged via the absentee tab on our website <https://www.stjoespinjarra.wa.edu.au/absentee/>

More information is provided in the school's Enrolment Agreement.

Mobile Phones

Students are not permitted to use mobile phones at school. If the school deems it necessary for a student to contact their parent/caregiver, they will use the school's phone system. If parents insist, for safety reasons, that their child has a mobile phone, it must be handed to the office on arrival at school and collected by the student at the end of the day.

Canteen

Our staff and students are catered for by the School Canteen. It is open for recess and lunch orders on a Monday and Friday. In the event of a Public Holiday or Pupil Free Day, the canteen will then open on a Tuesday or Thursday. A wide selection of food and drink is available throughout the year. Online ordering is accessed through the CDF app.

The Canteen Manageress, Mrs Ros Treasure, relies on the help of parents who work on a roster system. New helpers are always welcome. For enquiries telephone 9530 5500.

Food Allergies

Due to a number of our students with food allergies, we promote a 'nut' friendly school. We request that parents and caregivers do not send food items containing peanuts, nuts or food products containing peanuts or nuts.

Student birthdays

St Joseph's acknowledges and values the celebration of student birthdays. Students are permitted to wear appropriate free dress on their birthday as part of this acknowledgment. If a student's birthday falls on a weekend or during school holiday periods, they may wear free dress on the nearest school day to their birthday. To ensure safety and maintain the integrity of school events, birthday free dress is not permitted on the following days: Athletics Carnivals, Swimming Carnivals, Cross Country Carnivals, School Excursions.

Families are welcome to provide individual treats for classmates to share on their child's birthday. For practical reasons, icy poles requiring the tops to be cut off are not permitted, as they present challenges for staff to manage within a busy classroom environment.

FaceBook

St Joseph's supports the appropriate use of social media as a way to share and celebrate the daily life of our school community. We value responsible and respectful online behaviour and expect all community members to adhere to the standards outlined below.

For the privacy and protection of students, families are asked not to share images or names of any children other than their own on personal or public social media platforms. This expectation ensures the safety, dignity, and confidentiality of all students.

Each class has two appointed administrators who monitor class social media platforms. Their role includes overseeing content, ensuring posts meet school expectations, and supporting families in maintaining a safe and respectful online environment.

Any offensive, inappropriate, or defamatory comments will not be tolerated and will be managed by the Principal or their delegate in line with school policy and CEWA guidelines. Responsible online behaviour ensures the wellbeing of all members of the St Joseph's community and reflects our shared commitment to respectful digital citizenship.

Reminder: Responsible Use of Seesaw Content

Parents and caregivers are reminded that images or content shared via Seesaw must not be reposted to personal social media platforms, such as Facebook or Instagram. This includes any photos or videos where other students may be visible.

Sharing such content publicly may breach privacy laws and Catholic Education Western Australia (CEWA) policies, which are designed to protect the safety and dignity of all students.

Seesaw also operates under strict privacy guidelines, ensuring student data is shared only within the school community and not intended for public distribution.

We appreciate your cooperation in maintaining a safe and respectful digital environment for all students.

Student Transportation

Students who ride bicycles, scooters or similar devices to school must wear an approved safety helmet. Parents and caregivers will be contacted if a student arrives without a helmet.

In accordance with new Western Australian Government legislation, children under 16 years of age are prohibited from riding or storing e-rideables (including e-scooters, e-skateboards and similar electric devices) on any WA public school site from Term 1, 2026.

Additionally, WA road rules state that e-rideables may only be used by individuals aged 16 and over.

St Joseph's enforces these laws to ensure the safety of all students

Parents are required to adequately supervise their children and only park in the designated car bays (not the footpath) in the Camp Road carpark to reduce the risk of injury to all community members. Please do not exit your vehicle in the 'Kiss and Go' section of the Camp Road car park. Please note, alternate parking is subject to local laws.

A staff member will be on duty in the Camp Road car park in the afternoons. Please respect his/her direction.

Weapons

Any weapon or instrument that could be used to cause harm is prohibited at any school sanctioned activity. Students or parents breaching this requirement may face serious consequences including suspension and the termination of enrolment. The matter will also be reported to police.

Dogs

Dogs are not permitted on the school grounds, even if they are on a leash or being restrained by owners.

Please note, this handbook is a working document and will be amended from time to time.

Appendix 1

The 2026 School Year

Semester One:

Term One From Monday 2 February to Wednesday 1 April

Term Two From Monday 20 April to Thursday 2 July

Semester Two:

Term Three From Tuesday 21 July to Friday 25 September

Term Four From Tuesday 13 October to Friday 11 December

In order to achieve the best possible educational outcomes for your children, please avoid family vacations during school time.

Pupil Free Days (PFD)

Listed below are the days allocated to staff professional development. Please note, these dates are subject to change, however, advance notice will be provided in the School Newsletter.

Term	Week	Day/date
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One	5 9	Monday 2 March Labour Day (Public holiday) Thursday 2 April (Whole school parent/teacher interviews)
Two	2 7 7 11	Monday 27 April ANZAC Day (Public holiday) Monday 1 June Western Australia Day (Public holiday) Tuesday 2 June (PFD) Friday 3 July (PFD)
Three	1	Monday 20 July (PFD)
Four	1	Monday 12 October (PFD)

Appendix 2

Fees and Charges

SUMMARY OF SCHOOL FEES AND CHARGES		P/P – Yr 6	Kindy
		\$	\$
Tuition Fees	(a)	350	350
Building Levy	(b)	105	105
Parents and Friends Contribution (per family)	(c)	100	65
Total School Fees per Student	(a) + (b) + (c)	555	520

PRE-KINDERGARTEN (3 Year Old Kindy) \$70 per Session

Collection of Fees

Tuition statements are issued in February of the current school year.

Multiple ways and frequencies are offered for parents to pay e.g. with debit card, credit card, direct debit or bank transfer; and weekly, monthly, per term or yearly.

For overdue amounts, written communication is sent to parents, bringing their attention to the overdue amount.

Should there be no response to this communication within 14 days, the school will contact the parent/s by phone to discuss the overdue fees and payment options.

If an arrangement to discuss the overdue fees cannot be made, or no action results after another 14 days, a formal registered letter from the Principal will be sent to remind parents of their financial obligations.

Should there be no response or action within 14 days of the formal registered letter, the Principal will send another formal registered letter with a final notice requesting payment and outlining possible outcomes if payment is not received within the specified timeframe. This may include legal action.

Should there be no response or action within 14 days of the second formal registered letter, the Principal may engage the services of a debt collection agency or a solicitor to recover overdue fees and any additional costs.