



**ST JOSEPH'S**  
**CATHOLIC SCHOOL**  
**CLONCURRY**

**GUIDED BY GOD'S SPIRIT**



# School Prospectus

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### **MISSION STATEMENT**

At St Joseph's Catholic School, Cloncurry we work in partnership with students, parents, parish and the local community to provide a welcoming and inclusive learning and teaching environment.

We provide a high-quality curriculum which caters for the different needs of each student. Our students will experience a wide range of activities both for personal growth and the benefit of the wider community.

Our school community is witness to the teachings of Jesus and takes its inspiration from St Mary of the Cross Mackillop.

*Grow  
In  
Faith*



### **VALUES AND BELIEFS STATEMENT**

We believe that every child is unique and gifted by god...

- Children grow in Christian values when Gospel values flow through the curriculum and school community.
- Children need to be encouraged to take pride in themselves, their family, school and country.
- Children have a natural potential for learning.
- Children learn when they are happy and take responsibility for their own learning.
- Children learn when activities provide for individual needs.
- Social development is encouraged in all aspects of School life.
- Children benefit from parent-teacher partnerships. Positive, affirming environments help children grow in self-esteem, respect for themselves and others.

## **OUR FOUNDING STORY**

In the nineteenth century, the Catholic people of Cloncurry were served by various visiting Priests. In 1898 Fr. Hanley became the first resident Priest in the town. His ministry extended however as far a field as Burketown, Camooweal and Longreach. Fr Edward O'Keefe, who had also been a visiting priest since 1902, became Parish Priest upon the inauguration of St Colman's Parish in 1907.

Until 1909, local Catholic women attended to the education in Faith of the children of Cloncurry. One of these, Mrs Vivian Katter, was a young bride of only a few weeks when she arrived in town in 1907, teaching Catechism in the Church on Sundays to people sometimes nearly as old as herself. Others included Miss Ann MacDonald, Mrs Shepherd, Kit Johnson and the Garvey girls.

Fr O'Keefe accompanied Bishop James Duhig who journeyed to Mount Street, North Sydney, to request the Mother General of the Sisters of St Joseph for a community of Sisters for Cloncurry. Mother Mary MacKillop, gravely ill at that time, said to her assistant:

**"We must do all we can...  
... even if it means a great sacrifice."**

Her doubtful assistant replied:

**"You have no nuns to give."**

To which Mary answered:

**"God will see to that."**

The Cloncurry foundation was the last of many in Mother Mary's life of service to the children of the Outback. Mary died some months later, thus releasing about six Nuns who had helped her during her last days. One of these, Sr M Cecilia, came with the first Community to Cloncurry.

Sr M Berchmans (Superior), Sr M Cecilia, Sr M Audrey and Sr M Rosarii formed the founding group. These four left Sydney on board the S.S. "WYREEMA", transferring to the mail steamer, S.S. "BINGARA" at Brisbane. Arriving in Townsville, the group spent the day resting with the Sisters of Mercy at the Strand. At 9pm the Sisters departed on a slow-moving train bound for Cloncurry. Fr O'Keefe met them in Hughenden and after refreshing themselves at the Good Samaritan Convent there, they recommenced their journey at 6am accompanied by Fr O'Keefe.

At midnight the train pulled into the town of Cloncurry. A warm welcome awaited the weary women and the Foundresses were greeted by a hot meal and a newly finished Convent. The day was October 28<sup>th</sup>, 1909.

The Sisters immediately began teaching classes in the Church in a bough shed (the former Presbytery) and under the Convent. This continued until a new School was opened in 1913. The School also welcomed boarders in its early years.

The present wings flanking Ham and Sheaffe Streets were built in 1964. The block adjacent to the Convent opened in 1975 and the multi-purpose area near the lunch shed was completed in 1986. Thorough refurbishment of the 1964 and 1975 wings was carried out over the years 1993 to 1996, resulting in

comfortable, pleasant surroundings for learning and teaching. At the end of 1996 a building from St Joseph's School, Julia Creek, which closed in 1995, was installed. It has become the Music Room and also housed there is the Art and Drama Room.

In the early decades, the School was staffed entirely by Sisters of St Joseph. Gradually over the years, lay people served alongside the Sisters until 1996, when the last Sister of St Joseph, Sr A Cannon, completed her two-year term as Principal. Mr R M Doohan was appointed in December of that year as the first lay Principal.

In 2014 St Joseph's Catholic School was accredited to offer students in Years 8 and 9 a Catholic education for the first time in the Schools history. This move was instigated by Parish Priest Father Mick Lowcock and supported by Bishop Michael Putney and Director of Catholic Education in Townsville, Dr Cathy Day.

The Sisters maintain a presence in the town and they continue to offer their voluntary services to the teachers and the children. The same spirit, which brought the first Sisters to Cloncurry in 1909, still emanates the administration of the School. *It is the spirit which has been carried to the children of the Outback in Cloncurry over many years and which resonates in the hearts of teachers, parents and the children of St Joseph's School.*

## OUR SCHOOL PATRONS

### **SAINT JOSEPH**

St Joseph is the figure in Scripture who was chosen as the father, on earth of Jesus of Nazareth. With Mary and Jesus, tradition tells us Joseph lived his vocation as a parent with his whole heart.

At times the family experienced uncertainty and distress, which many modern families also face. Scripture teaches us that Jesus grew in wisdom under the watchful care of his mother, Mary and her husband, Joseph.

*A wonderful model for our Parents and families to celebrate!*

St Joseph's Catholic School celebrates the Feast day of St Joseph on March 19<sup>th</sup> each year. It is usually a day of celebration marked by its fun and novelty.



"So great is the strength we possess in our unity" – Mother Mary MacKillop -1874



## MARY MACKILLOP

Mary MacKillop was a young woman of 24 years when she began her first School for isolated and disadvantaged children. This was in a converted stable at Penola, South Australia in 1866.

Mother Mary MacKillop, although she did not visit Cloncurry, had a direct influence on the foundation of our school here. Were it not for her original inspiration this school would not be here, as we know it now. She has become Australia's first acknowledged 'saint' and she has been given the title "St Mary of the Cross". We celebrate her Feast day on the 8<sup>th</sup> August each year. On this day the school celebrates with shared activities in which young and old participate.

**"Remember we are but travelers here."**  
- Mary MacKillop

## THE PHILOSOPHY OF OUR SCHOOL

We endeavour to create a happy, co-operative atmosphere with a family spirit of friendliness between the parents, children, staff, parish priest and wider community.

*As a Catholic School modeled on the Gospel values of Jesus, we...*

- encourage our children towards an integration of faith and life, that is to recognize God is with us in the everyday reality of our lives;
- emphasise the central place of Jesus in the life of the School;
- implement structures which enable students to experience Gospel values;
- introduce children to our Catholic heritage;
- respect individual learners and promote academic excellence;
- encourage an understanding of and pride in the uniqueness of our rural community;
- encourage co-operation, responsibility, self-discipline and freedom so that the child can grow towards his/her potential physically, emotionally, spiritually and intellectually;
- encourage home/school partnership in every possible way;
- promote tolerance and understanding of cultural and religious diversity.

LORD, BLESS OUR FAMILIES

## **ENROLMENT**

Prep enrolments are required to be submitted to the School before the weekend of the Cloncurry Merry Muster Celebration. Interviews will commence in Term 3 with Acceptance Letters posted out later in the term. Enrolments are accepted adhering to the Enrolment Policy (Please see Appendix 1). A copy is also available on the School website.

## **PREPARATORY YEAR**

Prep students attend the school on a full-time basis and normal school hours apply. Baptism Certificates, Birth Certificates and Immunization Records are a requirement for enrolment.

If there are any Court Orders regarding Access and/or Child Protection Order(s), these need to be sighted and discussed, confidentially with the Principal at the interview.

## **SCHOOL OF DISTANCE EDUCATION AND THEIR FAMILIES**

Formerly known as "The School of the Air", the School of Distance Education closest base is in Mount Isa. This and Home school are another option for families who live beyond the normal reach of conventional schools.

Over the years St Joseph's have welcomed children from the School of Distance Education who periodically participate in a school day. Parents who choose distance education or home school who are also interested in regular periodic school visits, please contact the Principal.

## **FEES AND LEVIES**

### **TUITION FEES**

School tuition fees are set by the Townsville Catholic Education Office to help cover salaries, wages and other system costs. Tuition fees are per child. A schedule of fees can be obtained from the office or our school website.

### **METHOD OF PAYMENT**

Invoices are issued each Term. The school offers Direct Debit as first method of payment. Direct Debit is weekly or fortnightly and forms and information can be collected at the Office. Alternatively, payments can be made by cash, cheque or EFTPOS. Payments via cheque or cash can be paid weekly, fortnightly, monthly, by term or yearly. Concessions are available for Health Care Card holders. Please present your Card at the Office when enrolling.

N.B. The school is aware that at times, families face financial difficulties. The Catholic Education Office's policy is 'that no child should be deprived of a place in our school because of the inability to pay fees'. Although, if you are experiencing difficulties, please contact the Principal so that individual arrangements can be made to suit your situation. **All discussions are confidential.**

### **BUILDING AND MAINTENANCE LEVY**

In addition to Tuition Fees, there is a Building and Maintenance Levy that is payable per family. These funds are used to cover rates, insurances, cleaning, help service our loans and to maintain school facilities. This is a compulsory part of our fees and levies.

### **RESOURCE LEVY**

This levy covers the cost of student and classroom materials, photocopying, online access to programs and sporting resources for students from prep to year 6. This levy is charged per child and is charged once yearly, in Term 1.

### **SECONDARY RESOURCE LEVY**

This levy covers materials, textiles, food, wood and consumables for Manual Arts, Home Studies, Textiles and Science for students in years 7 to 9. This levy will also help cover the cost of classroom materials, online access to programs, photocopying and sporting resources.

### **CHROMEBOOK LEVY**

This levy covers the cost of a 1 Chromebook, 3-year accidental damage protection and onsite warranty for each Junior Secondary student. (N.B. Depending on the treatment of the Chromebook, this one purchase should last the duration of Years 7 to 9).

### **SCHOOL CAMP LEVY**

This levy covers part of the costs associated with School camps for year 5.

## **DRESS AND UNIFORM REGULATIONS**

We hold in high esteem the importance of wearing the correct and full school uniform. We hope to instill in all our students a sense of pride in wearing our school uniform. This includes students wearing their full school uniform outside of school hours. If a child is not in school uniform, a note from the parents must be provided to the school.

- All Prep to Yr. 9 students wear St Joseph's Catholic School uniform.
- Prep – Yr. 6 students wear the primary uniform.
- Yr. 7 – Yr. 9 students wear the Junior Secondary Uniform.
- The School uniform shop is located on the school grounds. Uniforms can be ordered online <https://st.josephs-cloncurry-uniform-shop.myshopify.com/>

### **PRIMARY SUMMER UNIFORM**

<b>Boys</b>	<b>Girls</b>
Checked School shirt (every day except Sports Day).	Checked School shirt or School dress (every day except Sports Day).
Navy blue shorts with SJCS logo.	Navy blue skort or shorts with SJCS logo.
School hat with SJCS emblem.	School hat with SJCS emblem.
Navy blue or white socks (crew cut, above the ankle bone).	Navy blue or white socks (crew cut, above the ankle bone).
Black shoes (lace up or velcro, no slip ons) with <b>no</b> coloured markings or logos, e.g.. Lynx Cross Trainers.	Black shoes (lace up or velcro, no slip ons) with <b>no</b> coloured markings or logos, e.g.. Lynx Cross Trainers.

### **PRIMARY SPORTS UNIFORM**

<b>Boys</b>	<b>Girls</b>
Blue School Polo Shirt (Sports Day).	Blue School Polo Shirt (Sports Day).
House Shirts may be worn on Fridays and for Sport Carnivals.	
Navy blue shorts With SJCS logo.	Navy blue skort or shorts with SJCS logo.
Sport shoes (any colour) suitable for physical activities. May be lace up or velcro, but no slip ons.	Sport shoes (any colour) suitable for physical activities. May be lace up or velcro, but no slip ons.
White socks (above the ankle bone).	White socks (above the ankle bone).

### **PRIMARY WINTER UNIFORM**

<b>Boys</b>	<b>Girls</b>
Checked school shirt.	Dress or checked school shirt.
School tracksuit.	School tracksuit.
Plain navy school jumper.	Plain navy school jumper.
Navy blue or white socks (above the ankle bone).	Navy blue or white socks (above the ankle bone) or plain navy tights.
Black shoes (lace up or velcro, no slip ons) with <b>no</b> coloured markings or logos, e.g.. Lynx Cross Trainers.	Black shoes (lace up or velcro, no slip ons) with <b>no</b> coloured markings or logos, e.g.. Lynx Cross Trainers.



### JUNIOR SECONDARY SUMMER UNIFORM

Boys	Girls
Blue School shirt (every day except Sports Day).	Blue School shirt (every day except Sports Day).
Navy blue shorts with SJCS logo.	Navy blue skirt or shorts with SJCS logo.
School hat with SJCS emblem.	School hat with SJCS emblem.
Navy blue or white socks (crew cut, above the ankle bone).	Navy blue or white socks (crew cut, above the ankle bone).
Black shoes (lace up or velcro, no slip ons) with <b>no</b> coloured markings or logos, e.g.. Lynx Cross Trainers.	Black shoes (lace up or velcro, no slip ons) with <b>no</b> coloured markings or logos, e.g.. Lynx Cross Trainers.
***Bear in mind black <u>leather shoes</u> will be compulsory for some specialist classes eg woodwork, metal work, science etc***	

### JUNIOR SECONDARY SPORT UNIFORM

Boys	Girls
Blue School polo shirt (Sports Day).	Blue School polo shirt (Sports Day).
House Shirts may be worn on Fridays and for Sport Carnivals.	
Navy blue shorts with SJCS logo.	Navy blue skirt or shorts with SJCS logo.
White socks (above the ankle bone).	White socks (above the ankle bone).
Sport shoes (any colour) suitable for physical activities. May be lace up or velcro, but no slip ons.	Sport shoes (any colour) suitable for physical activities. May be lace up or velcro, but no slip ons.

### JUNIOR SECONDARY WINTER UNIFORM

Boys	Girls
Blue school shirt.	Blue school shirt.
School tracksuit.	School tracksuit.
Plain navy school jumper.	Plain navy school jumper.
Navy blue or white socks (crew cut, above the ankle bone).	Navy blue or white socks (crew cut, above the ankle bone).
Black shoes (lace up or velcro, no slip ons) with <b>no</b> coloured markings or logos, e.g.. Lynx Cross Trainers.	Black shoes (lace up or velcro, no slip ons) with <b>no</b> coloured markings or logos, e.g.. Lynx Cross Trainers.

## **UNIFORM – *We all wear our uniform with pride.***

1. The correct uniform should always be worn.
2. Parents must inform the school in writing or via phone call if their child is going to be out of uniform.  
**There will be consequences for non-compliance.**
3. Neat and tidy hair is a requirement of this school and as such we value parent support to ensure students abide by this requirement.
  - Extreme fashionable styles ie shaved pattern in hair or rats tails, hair dyes or mullets, will not be acceptable. Students with longer than collar length hair must have their hair tied up at all times. All students' hair must be out of the eyes and not impede school work.
  - Hair accessories (ties, clips or ribbons) are to be Navy. Navy ribbon is available from the uniform shop.)
4. Jewellery – sleepers or studs (1 in each earlobe) in plain gold, silver or with a single gem stone, watches and necklace with a cross are acceptable. No other facial piercings, necklaces/chains or rings are acceptable. Cosmetics and nail polish are not part of the school uniform.
5. If a child is continually out of Uniform without an explanation, an email will be sent to parents. There will be consequences for continued non-compliance.

**\*\*\* Please remember that by signing the school enrolment form you have agreed to abide by the current uniform regulations. \*\*\***

## **HEAD LICE PROCEDURE**

Information is available from the office. School procedure if head lice are found is to collect child from school treat and return to school. This is the procedure issued from Townsville Catholic Education Office.

## **TUCKSHOP**

Tuckshop is available each Thursday. The menu for each week can be found in the Newsletter or on our facebook page and lunch bags are available from the office. Orders need to be put in the Tuckshop Box located in the office by Wednesday morning. If you are able to volunteer please see the Office.

## **PUPIL-FREE DAYS**

Pupil-free days occur several times during the school year (one per term approx.). They are valuable opportunities for staff development. Usually this involves the teachers attending curriculum in-service or related policy development. It is otherwise difficult to achieve this type of in-service during the course of the busy life of a school. On these days, children do not attend school.

N.B. St Joseph's Catholic School and Cloncurry State School do not always conduct pupil free days on the same days. Our school newsletter and website advertise our pupil free dates in advance.

## SCHOOL NEWSLETTER

Our school Newsletter is published and distributed electronically via email on Tuesdays and are also available on our School website.

The Newsletter is our main form of communication to families and the community. It includes a learning summary for each year level and teacher notices, future events within our school and catholic parish, student awards and achievements as well as community announcements. It is a great way to keep up with what's happening around school....and it's free!!

## CLASSROOM INVOLVEMENT

The school welcomes voluntary help from parents. Some ways in which you can be involved are: support reading, swimming lessons, fantastic Friday, tuckshop and homework help. If you are interested or would like further information, please speak with your child's teacher.

- A volunteer induction must occur prior to commencing.
- All volunteer's must be vaccinated with the COVID-19 vaccine.
- A Sign in/Sign out register is located at the Office for visitors.

## PARENT INVOLVEMENT

Parents are the first and primary educators of their children. By enrolling at St Joseph's Catholic School, parents engage with the school in a partnership that provides an education for each child. Both school and parents share a common goal –

**'the care and development of each child'.**

The school welcomes and searches for ways to encourage active participation of parents in the total life of the school, educationally as well as fundraising and social occasions. Parents bring a wealth of life experience and capabilities.

## PARENT-TEACHER COMMUNICATION

We welcome regular and meaningful communication between all teachers and parents. There is an initial parent teacher information session at the start of the year so the teacher can discuss class rules and communicate their expectations for the year. Parent-Teacher interviews are held twice a year. A report card is issued at the end of Terms 2 and 4.

## GENERAL COMMUNICATION

Both teachers and parents occasionally need to communicate beyond the above conference schedules. Parents should feel welcome to make an appointment in order to obtain a clear 'picture' of the progress of their child. In these circumstances please make an appointment time with your child's teacher.

N.B. Please remember, that the '60 second grab' on the classroom doorstep as the bell rings, is inconvenient for teachers to properly answer your questions as they need to be supervising all students in their care.

## UNITE OUR FAMILIES IN YOUR LOVE, LORD

### COMMUNICATION WITH TEACHERS

How can you help your child's education?

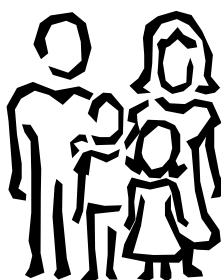
1. Talk to your child about school, are they enjoying school, have they any problems?
2. Make an appointment to talk to your child's teacher about their progress.
3. You can pass information to the teacher by sending a note to school.
4. Give encouragement to your child.

Questions you might ask your child

1. What do you enjoy most at school?
2. Is anything upsetting you?
3. What is your favourite subject, why?
4. Who do you play with at school?
5. What did you learn today?

### HOW YOU CAN HELP THE TEACHER

Provide information about your child, your child's personality, about your child's reading and homework habits, sporting interests and other hobbies, behaviour with family members and friends. Also, if there are any sudden changes in these areas please notify your child's teacher to ensure everyone is informed.



### LEARNING ENRICHMENT

Children will be referred to the Inclusive Education Teacher, Louise Martin, if or when the classroom teacher or parent(s) believe there to be a need for this support. We have access to the TCEO Guidance Officer (Bec Greaves), Speech pathologists (Grace Reid) and Occupational Therapists (visiting specialists).

### INDIGENOUS EDUCATION WORKER

The school has an Indigenous Education Teacher, Louise Martin, who is available to assist families with circumstances concerning the school. For more information contact the office.

## RURAL AND REMOTE EDUCATION ACCESS PROGRAM (RREAP)

RREAP is a Commonwealth funded program, which aims to improve educational opportunities, participation, learning outcomes and personal development of rural and isolated primary and secondary school students in both government and non-government schools. It has been operating for quite a few years in the North West, making a significant difference to the educational outcomes of geographically isolated children. For further information contact the school office.



## GRIEVANCES

If a parent or student has a complaint or concern that they believe has not been satisfactorily resolved at the level at which it has arisen, a grievance may exist. Procedures are in place to safeguard the rights and acknowledge the responsibilities of all parties, should a grievance arise. (Please see Appendix 2)

## PARENTS AND FRIENDS ASSOCIATION

P&F discuss various issues relating to the school, ranging from current developments in education, to planned school activities, to modification and beautification of the school and grounds. The Association is also involved in fundraising, distribution of funds raised and social gatherings. Meetings are held on the first Monday of every month at School. All welcome.

## ATTENDANCE

Children are required to attend School from 8.20am to 2.50pm, Monday to Friday.

If a child is late to school they must sign in at the front office before proceeding to their classroom. Rolls will be marked daily and absentees will be noted and parents informed if no note or phone call has been received. We have electronic roll marking at St Joseph's Catholic School. It is expected that children remain on school premises during these hours. If a child needs to leave the school grounds during this time, a parent/caregiver will need to notify the office.

The school day is organised around three blocks or sessions of classroom teaching and learning:

Bell Times	
Time	Session
8:20 – 8:40am	Prayer
8:40 – 9:40am	Period 1
9:40 – 10:40am	Period 2
10:40 – 11:20am	Morning Tea
11:20 – 12:20pm	Period 3
12:20 – 1:20pm	Period 4
1:20 – 1:50pm	Lunch
1:50 – 2:50pm	Period 5

As the grounds are not being supervised before 8.10am, for their own safety, children should not be at school before this time.



## CHANGES FROM THE SCHOOL ROUTINE

### LEAVING SCHOOL EARLY

If a parent/caregiver is collecting a child from school before 2.50pm, you will need to:

- inform the Office and your child's teacher
- collect your child from the front office.

### OCCASIONAL CHANGES

If there are changes from 'normal pickup' arrangements, it is preferable to inform the school.

### DAYS ABSENT

It is a **requirement by Law** to inform the school should your child be absent for any reason e.g. illness, family matters etc. Please take the time to phone the school or send a note with one of your other children. If we have not received acknowledgment of a child being absent from school by 8.45am that day we will text you.

### TRUANCY/ABSENTEEISM

St Joseph's Catholic School provides a detailed procedure to be followed in the event of persistent truancy or absenteeism. (Please see Appendix 3).

### ILLNESS AT SCHOOL

If a child feels unwell during a school day, their teacher will send them to the Office. Sometimes the child only needs to lie down in 'sick bay' for a short while and is happy to return to class. In circumstances where the child seems very ill or distressed the parents/caregivers will be contacted by phone to collect their child. While we can deal with bandaids and icepacks for general bumps and minor incidents, school policy doesn't permit us to deal with serious accidents or contagious diseases.

Upon a serious accident/injury, parents are contacted and we request that you collect your child for medical treatment. If caregivers aren't contactable, the Principal decides as to whether the ambulance is required.

Children are required to stay at home for serious illnesses or infectious diseases for example; conjunctivitis, scabies, ringworms and school sores. Live head lice need to be treated at home before the child can come back to school.

Students are to remain at home and follow QLD Health advice if they are to test positive to COVID-19 or are close contacts. If a child is to show symptoms of COVID-19 while on school grounds they will be isolated immediately in sick bay and parents/caregivers will be contacted to collect them as soon as possible to be tested. Students must remain home, regardless of a positive test result, while they are unwell or showing symptoms.

### MEDICAL INFORMATION FORMS

A confidential Medical Information form is included in the 'Application for Enrolment'. This form provides staff with information concerning children in such times as the administration of First Aid, at school and on camps and excursions. When completing this form, we urge you to be as detailed as possible, so there are no misunderstandings. **Any changes to this information need to be updated for our records at the office.**

## ADMINISTRATION OF MEDICATION

In some cases, children are required to take medication whilst at school (antibiotics, cough syrup, ventolin, panadol etc). An authorisation form is kept at the office; parents/caregivers will need to fill in this form when the medication is required. The medication is stored at the office, and can be collected at the end of the school day.

N.B. Due to Legal ramifications, medication cannot be administered without a completed authorisation form. Doctors and Chemists directions **must** be on the medication.

- Also, for the safety of the school community, children cannot keep medication on their person or in their school bag. In such cases as ventolin puffers, please speak with your child's teacher and/or office for clarification.
- There is a lock up facility for medication and if a child needs a repeat dose during the day please notify the teacher as there is a procedure to follow.

## EXEMPTION FROM SPORT

If, due to health reasons, a child cannot join in a sporting event (athletics, swimming block or normal physical education classes), please speak with your child's teacher about your concerns or send a note with your child.

## SUN SMART STATEMENT

### *Rationale*

Queensland records show one of the world's highest levels of skin cancer. To promote Sun Smart behaviour for our children this policy realizes the need to protect children's skin and to educate children in ways to reduce the risk of skin damage from exposure to the sun.

### *Aims*

The aims are to:

- Provide education to address Sun Smart behaviour
- Where possible keep outdoor activities to a minimum
- Actively promote the practices of this policy

### *Procedures*

A 'No Hat – No Play' practice is implemented throughout the whole school year. The purpose of this is to ensure all children attending our school are protected from the harmful effects of the sun. During days where students are in free dress, students are still to wear clothing that is sun safe ie covered shoulders, closed-in shoes and suitable wide brimmed hats. To access a complete copy of our Sun Safe Policy please ask at the Office.

## ROAD SAFETY

Road Safety is essential around every school. It is imperative for all children to observe and practice road safety, especially before and after school because of the increased traffic on the road at those times.

Parents must observe the 40km per hour speed limit and the appropriate Pedestrian Crossings and 'Drop off and Pick up' zones around the school grounds.

## HOMEWORK

### PREAMBLE

The purpose of homework is:

- To practise the skills and reinforce work learned in class;
- To encourage the development of independent study habits;
- To give parents an opportunity to share in their children's learning;
- To develop the students' sense of responsibility;
- To refine students' skills of time management and organisation;

### AIM

Each child will be assigned homework on a regular basis. The amount of homework will vary according to the age, learning needs and home circumstances of each child. Homework will involve tasks which revise what has been taught in class or related to topics / themes being covered in class or school and students are capable of completing independently within the recommended times. Parents will assist by monitoring the completion of homework.

### Procedure

Reading will always be part of homework.

Recommended times for year levels are:

Prep	Prep students will be sent home with home readers and tricky / sight words from Term 2 onwards. In term 1, we encourage families to ask our prep students about what they are learning and enjoying each day.
Yr 1- 3	1 hour per week, excluding reading, spelling and sight words.
Yr 4 - 5	2 – 3 hours per week, excluding reading and spelling
Yr 6	3 – 4 hours per week, excluding reading and spelling.
Yr 7 - 9	1 – 2 hours per night. If students do not have homework they are expected to revise class notes.

Teachers will correct homework/assignment tasks regularly and negotiate with parents whose children are having difficulty completing set tasks. Please inform the class teacher if there are special individual or family circumstances which may affect completion of homework/assignment tasks. All students are expected to complete set homework and failure or refusal to do so will result in consequences for students. There would also be consequences for continued failure to complete homework. If parents and or students are having problems in regard to homework please inform the class teacher or Head of Teaching and Learning, Dean Kelley, to discuss a resolution.

## READING MATERIAL FOR HOME READING IS AVAILABLE FROM

- School library, Town library, Home library, Classroom readers.
- Environmental e.g. magazines, newspaper, comics etc.
- School Story Box Library (online resource).

## SCHOOL SPORT

Students are allocated to teams - Kennedy (Yellow) and Flinders (Blue) and participate in Inter-House Athletics and Swimming Carnivals. There is also the opportunity for Mid-West and North-West representation in all sports. Maximum participation is encouraged along with having fun.

## RESPONSIBLE BEHAVIOUR MODEL

At St Joseph's Catholic School Cloncurry, we value respect for SELF, OTHERS and the ENVIRONMENT.

This is the School rule; classroom and playground rules and consequences are established around this value. The complete version of the school's Responsible Behaviour Model is available from the office and on our website. Please speak to our Pastoral Leader, Toni Schneekloth, if you require support or would like further information.

It is advisable to read through this document at the start of each year and upon enrolment, parents are required to acknowledge through their signature, that they support the values and behaviour management process of the school. This allows all to be familiar with the school Responsible Behaviour process and to have the opportunity to discuss it with the school principal.

This framework has been developed in accordance with the Catholic Education Office in Townsville Behaviour Management Policy. (Please See appendix 4).

## ANTI-BULLYING POLICY

At St Joseph's Catholic School Cloncurry, we value respect for SELF, OTHERS and the ENVIRONMENT.

The complete version of the schools Anti-Bullying Framework is available from the office upon request.

It is advisable to read through this document at the start of each year and upon enrolment, parents are required to acknowledge through their signature, that they support the values and behaviour management process of the school. This allows all to be familiar with the school Anti-bullying Framework and to have the opportunity to discuss it with the school principal.

This framework has been developed in accordance with the Catholic Education Office in Townsville Anti-Bullying Management Policy. (Please See Appendix 5).

## ELECTRONIC DEVICES

No electronic devices (eg mobile phones, ipods, ipads) are to be brought to School. If parents believe it to be a necessity then this must be negotiated with the teacher/Principal and the electronic device will be stored – locked away in the School Office during School hours.

## ICT STATEMENT

The students and staff of St Joseph's Catholic School will be provided with access to technology including email, internet and network facilities. Individuals will be accountable to each other and the Principal for the appropriate use of these technologies. (Please see Appendix 6).

To view other School Policies please see the School Website.

## Appendix (1)

### ENROLMENT POLICY AND CRITERIA

#### Preamble

Catholic Schools are a work of the Catholic Church.

All parents and carers are welcome to apply for enrolment at Catholic schools and colleges if they accept that the schools and colleges, on Jesus Christ, seek to exist in an environment of Gospel values and Catholic ethos. We seek to make our Catholic school a place that is welcoming and open to all who might seek a Catholic education.

In schools of the Townsville diocese no one is denied a Catholic education on financial grounds. Those who lead Catholic school communities are urged to do all in their power to ensure all feel welcome to apply for enrolment and, once enrolled, feel welcome to stay, no matter what their financial situation.

In many cases, but not all, our “open to all” policy allows us to enrol a significant number of Christians who are not Catholics and even students who are not Christians whose parents/carers accept our offer to experience education in the Catholic tradition.

Sometimes demand may exceed our capacity to provide a place for all who apply to enrol at our Catholic school.

Families are encouraged to seek enrolment at a Catholic school from the start of their children's schooling. First priority is offered to all Catholic applicants at the Preparatory Year entry point. Once enrolled the student's continued enrolment at that school or college and, as far as possible, in our Townsville Catholic Education system are assured until parents or carers choose to end the enrolment or the student's behaviour results in the enrolment being terminated by the school or college. Students who are not Catholics and who enrol at these early points of entry have the same assurance of continued enrolment.

This Policy is based on the following criteria and shows the process should the number of applications for places exceed the number of places available.

Criteria will be applied in order, starting at No 1.

N.B. (i) Schools and colleges will make further offers of places following their first round of offers as vacancies occur.

N.B. (ii) Enrolment continues from year to year within the one school or college.



## ENROLMENT CRITERIA

### Primary

(Symbols +, #, are explained below)

NB. All enrolment applications for prep class must be submitted by the Merry Muster Weekend of the year prior.

#### A. SIBLINGS

1. Catholics who are siblings of students presently enrolled at that school or college or have graduated from that school or college. +
2. Non Catholics who are siblings of Catholic Students presently enrolled at that School or College or have graduated from that school or college. +
3. Non Catholics who are siblings of Non Catholic Students presently enrolled at that School or College or have graduated from that school or college. +

#### B. NEW FAMILIES

4. Catholics who are on waiting lists at that school or college because classes were full at the time of their application. +
5. Catholics, siblings first, who are transferring from other Catholic schools or colleges. +
6. Students beginning their schooling who are Catholics. +
7. Catholics, siblings first, who are transferring from other-than-Catholic schools or colleges. +
8. Students, siblings first, beginning their schooling who are not Catholics but whose parents are Catholics. ++
9. Students, siblings first, beginning their schooling who are not Catholic and whose parents are not Catholic. ++

The definition of a Catholic to be used is any person who has a Baptism Certificate from a rite of the Catholic Church or a certificate of reception into the Catholic Church if baptised in another Christian Church.

#### Explanation of Symbols

+ These will be assessed by date of application.

# Students who have a Certificate of Baptism into an other-than-Catholic Christian community should be accorded priority where demand exceeds availability at Criteria 8 & 9.

In Preparatory-Year 12 colleges, students currently enrolled in that college's Year 7 cohort would have automatic entry to the secondary college provided their Continuing Enrolment form was received by the designated date. Preparatory-Year 12 colleges should look carefully at their intake in to the primary department especially at Preparatory level, but at all other levels too, so as to ensure that, as far as possible, Catholic families applying at Year 8 level are not disadvantaged.

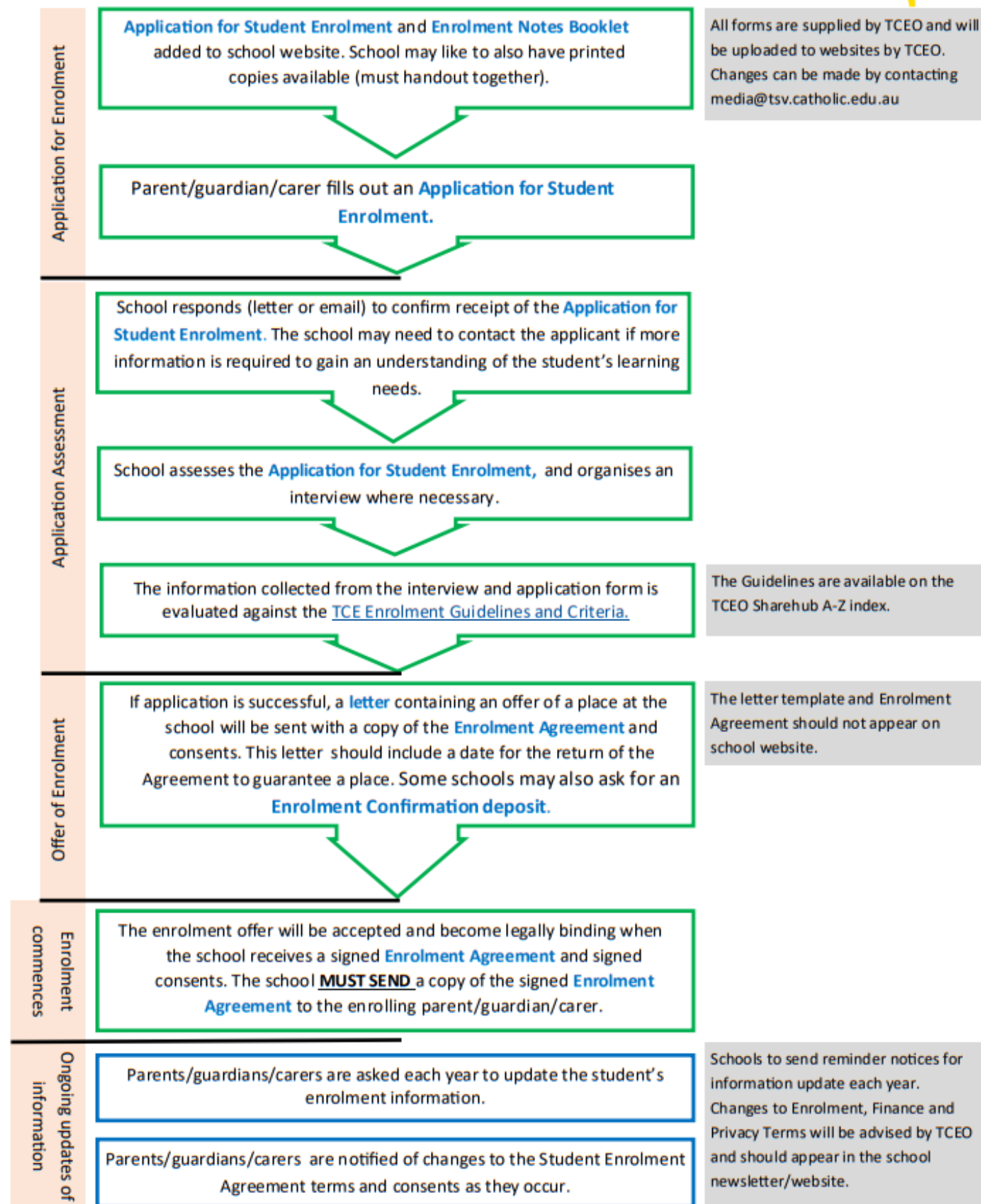
Schools and colleges should endeavour to hold some places to accommodate Indigenous Families who may be late in applying.

Schools and colleges should endeavour to hold some places to accommodate Catholic families transferring late into the area. This particularly applies to members of the Defence Forces who often receive late transfers at the end of a school year.

**This Policy will be reviewed every three years.**

# School Enrolment Process

Updated November 2020



## Appendix (2)

### Grievance Policy

#### NEED:

If a parent or student has a complaint or concern that has not been satisfactorily resolved at the level at which it has arisen, a grievance may exist. A grievance exists where a person believes a complaint or concern has not been handled appropriately or where they believe their needs have not been adequately met.

This policy exists to implement procedures to safeguard the rights and acknowledge the responsibilities of all parties, should a grievance arise.

#### VALUES:

Compassion, Justice, Openness, Dignity, Witness, Patience, Understanding and Respect.

#### DIRECTION:

St Joseph's Catholic School believes that, as a Christian community, it is important that grievances are addressed in an atmosphere of mutual respect and compassion so that equitable resolutions can be reached.

#### EXPECTED OUTCOMES:

Should a parent wish to raise a concern or problem then –

1. If the matter concerns a specific problem or concern in the classroom or playground for a child(ren), an appointment should be made to see the classroom teacher or staff member concerned at a time most convenient to both parties to discuss the problem and resolve the matter.

2. At times, it may not always be feasible to speak to the person concerned. In these circumstances, parents should ignore step one and proceed immediately to the following steps.

3. If the issue concerning the specific member of the school community has been unable to be resolved in step one, an appointment should then be made with the Principal or his/her delegate to further explore the matter and to seek a resolution.

4. If the matter is of a general nature in regard to School policy or practice, an appointment should be made with the Principal.

5. If a resolution cannot be found by the above steps, or if the problem or complaint is in regard to the Principal, then contact should be made with the Townsville Catholic Education Office and an appointment made with the Education Consultant responsible for the School to facilitate a resolution.

6. If a resolution cannot be found by the above steps, or if the problem or complaint is in regard to the Education Consultant, then contact should be made with the Diocesan Catholic Education Office and an appointment made with the Assistant Director – School Services to facilitate a resolution.

7. It is important that a sense of mutual respect, honesty and a willingness to search for an equitable resolution be uppermost in the minds of all who engage in seeking solutions to a problem. The following guidelines should be used when meeting to discuss a problem or concern:

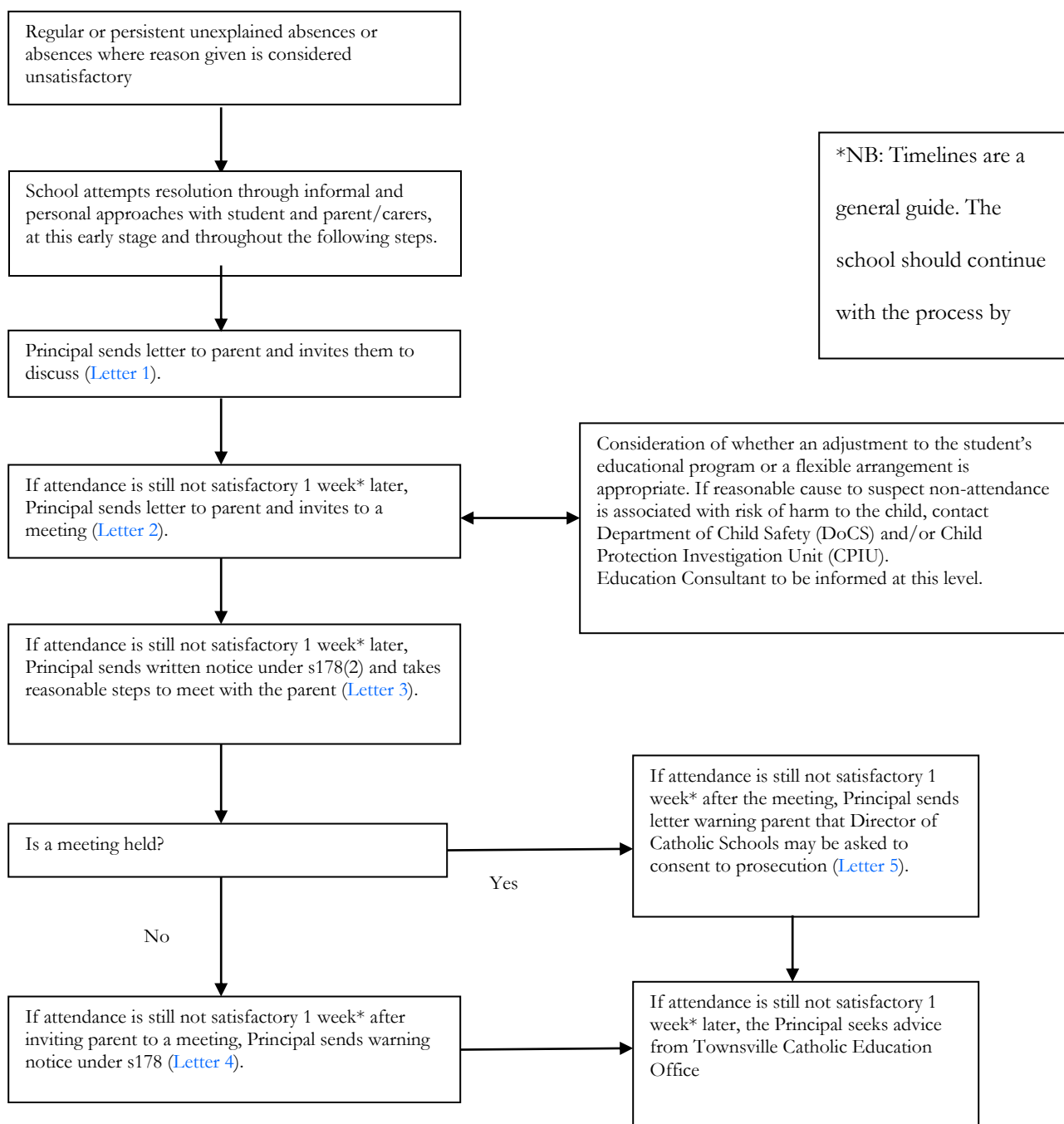
- ☐ Establish the facts of the matter and isolate the problem.
- ☐ Focus on the facts and offer solutions to the problem.
- ☐ Listen to answers and don't jump to conclusions. Remain calm and work to resolve the problem.
- ☐ Decide on a solution.
- ☐ Agree on the implementation and fix a review date if necessary.

8. It is important that your communication be commenced as soon as possible so that the issue can be resolved at the earliest possible stage. It can't be fixed if the issue or concern remains unknown.

Appendix (3)

### St. Joseph's Catholic School - Attendance Policy

#### Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age





## Appendix (4)

### RESPONSIBLE BEHAVIOUR MODEL

At St Joseph's Cloncurry, we value respect for SELF, OTHERS and the ENVIRONMENT.

This is the School rule, and classroom and playground rules and consequences are established around this value.

Upon enrolment, parents are required to acknowledge through their signature, that they support the values of the responsible behaviour model of the school. This allows all to be familiar with the school responsible behaviour model and to have the opportunity to discuss it with the school principal.

### PARENT INFORMATION

If parents have concerns about a child's behaviour, they should:

- Contact class teacher
- If issue is not resolved, please make an appointment to talk to Principal or APRE. Under no circumstances are parents to approach children or other parents about School issues.

### BULLYING

If parents require information on St. Joseph's bullying framework, please see Appendix 5 or contact the office.

### SCHOOL WIDE DUTY OF CARE PLAN

This section details the agreed upon guidelines through which classroom and playground responsible behaviour model has been drawn up at St Joseph's.

### PLAYGROUND BEHAVIOUR

- Rules are revised at the beginning of each term and when a new student joins the class.
- Rules are clearly displayed in classrooms around the school.
- A map of out of bounds areas is displayed around the school and in the classroom.

### PLAYGROUND RULES

*Respect for SELF* means:

- Playing safely eg. walk on cement, road safety.
- Wearing school hat and shoes.
- Eating all of your lunch.
- Personal protection: eg. only being collected by a designated person.
- Report to the playground teacher on duty any incidents, accidents and emergencies.

*Respect for OTHERS means:*

- Playing safely and fairly.
- Keeping hands, feet and teeth to self.
- Speaking nicely to others ie. No put downs or abusive language.
- Listen and follow instructions given by adults in the playground.
- Stay and play in the correct areas.

*Respect for the ENVIRONMENT means:*

- All rubbish is put in the bins provided.
- Leave animals and plants alone.
- Use sports equipment properly.
- Keep toilets clean.
- Stay away from 'Out of Bounds' areas.

**SCHOOL WIDE CONSEQUENCE FOR INAPPROPRIATE PLAYGROUND BEHAVIOUR:**

- General rough play or inappropriate physical contact results in the student sitting out in the undercover area.
- Specific violent behaviour such as fighting results in withdrawal, referral form filled out and parents contacted.
- Specific verbal abuse results in immediate withdrawal and parents contacted.
- Referrals for inappropriate behaviour will be taken into consideration in determining a student's eligibility to participate in excursions and special school events.

**SCHOOL WIDE CONSEQUENCE FOR APPROPRIATE PLAYGROUND BEHAVIOUR:**

- Students identified by the playground teacher will receive a white slip for demonstrating respect to self, others and environment. This is completed by the playground teacher and is put in to the draw for the weekly prize drawn on assembly.

## **CLASSROOM RULES**

Specific classroom rules will reflect the school rule and value of RESPECT TO SELF, OTHERS AND ENVIRONMENT.

The classroom rules will be student orientated but directed by the classroom teacher.

The following are examples of rules that cover respect to self, others and environment.

Examples for Respect to Self include:

- Being organised to learn
- Trying your best
- Looking after own property
- Showing safe behaviour

Examples for Respect to Others include:

- Keeping hands, feet and teeth to self.
- Taking turns – cooperation.
- Speaking nicely to others
- Sharing with classmates
- Listening and following instructions
- Not disrupting others from learning.

Examples for Respect to the Environment include:

- Putting things in their place.
- Keep the classroom tidy.
- Keep special places safe and useful.

Once established, classroom rules and consequences will be displayed in the classroom. Copies will be available to parents by request to the classroom teacher.

Classroom rules and consequences are to be reviewed on a regular basis.

Each teacher will have a re-entry strategy for all incidents so students acknowledge the misbehaviour and the consequence.

Parents will be kept in contact regarding their child's progress academically and behaviourally through letter, phone call and/or interviews.

**FIVE Q'S OF RE-ENTRY.**

1. What did you do?
2. What should you have done?
3. What happens if you do it again?
4. Do you want that to happen?
5. What are you to do now?

## Behaviour Management Strategies



### St Joseph's Catholic School Behaviour Management Flowchart

Quality teaching begins with preparation. Providing students with a safe and supportive learning environment is also essential when managing student behaviour. Our aim is to always return a student's focus to learning, while engaging their co-operation. Use the following as a tool to manage behaviour in your classroom.

**Always make your classroom expectations and consequences displayed and known to**

**Choice made by student**

#### Buddy Classes

- Prep sent to Yr. 3 – teachers to negotiate with other teachers
- Yr.4 – JS sent to the Principal

#### Minor Infringement (Incident 1)

Examples:

- Being inconsiderate and disrespectful to staff/students (i.e. talking while others talking, calling out, incomplete or poor standard of work)
- Disruptive to learning (self and others)

#### Major Infringement

Seriousness of behaviour choice will determine where the student starts on flowchart. Teacher is to use their professional judgment for major infringements.

Student corrects their behaviour – engages in learning

Post lesson discussion (this could be praising student for returning to task)

#### Consequence

- Teacher uses appropriate essential skills strategy (Essential Skills 4 to 10)

(Incident 2)  
Student continues inappropriate behaviour

Student corrects their behaviour – engages in learning

Post lesson discussion (this could be praising student for returning to task)

#### Consequence

- Teacher uses appropriate essential skills strategy (Essential Skills 4 to 10)
- Teacher utilizes in-class warning tool (i.e. Traffic lights or name on the board)

(Incident 3)  
Student continues inappropriate behaviour

Student corrects their behaviour – engages in learning

Post lesson discussion (this could be praising student for returning to task)

#### Consequence

- Internal time out in the room (depending on seriousness of incidence this may become first consequences)
- Teacher uses appropriate essential skills strategy (Essential Skills 4 to 10)
- Teacher utilizes in-class warning tool (i.e. Traffic lights or name on the board)

(Incident 4)  
Student continues inappropriate behaviour

Student corrects their behaviour – engages in learning

#### Consequence

- Prep to Yr 4 – Remove to Buddy class for 10 minutes. Re-entry questions must be asked before student enters their classroom:
  1. What rule did you break?
  2. What should you have been doing?
  3. What was the consequence?
  4. What will happen if you break it again?
  5. Do you want that to happen?
 Lunch Detention Compulsory  
Teacher must contact parent
- Yr. 5 to 9 - Time out in Principals office for remainder of session. Reflection sheet to be completed and signed.  
Reentry process to apply (see above)  
Lunch Detention Compulsory  
Teacher must contact parent

Student continues inappropriate behaviour

If inappropriate behaviour continues in lunch detention, student is to be sent to the Principal for further consequences (i.e. Internal suspension for remainder of the day and meeting with parents that afternoon)

Under usual practice a student starts each new day at the beginning of the steps. Where misbehaviour is occurring regularly, an arrangement may be made to start on a later step, after consultation with the Administration Team. Additionally, students using any form of violence; making discriminatory comments or acting in a dangerous or criminal manner should immediately move to Step 4 or Step 5, depending on the severity of their actions.

If a child persistently displays undesirable behaviour, they will be referred to the Administration Team. Along with the child's teacher, learning support staff and specialised consultants, the Team will negotiate a plan of action that is in the best interests of the child and all members of the school community.

Suspension may be considered as an option, particularly in the absence of parental support and/or failure to meet negotiated requirements of an individualised behaviour management plan.

There will be a reflection sheet and re-entry process for any time out for inappropriate behaviour.

#### Appendix (i)

### STRATEGIES TO RESTORE APPROPRIATE BEHAVIOUR

(Source: Essential Skills for Classroom Management)

<u>Our Best Practice Management Techniques</u> (from least intrusive to most intrusive)	
1. Tactically Ignoring Behaviour	2. Waiting and Scanning
3. Proximity	4. Parallel Acknowledgment
5. After Class Chat	6. Descriptive Encouraging
7. Casual Statement or Question	8. Simple Directions
9. Rule Restatements and Reminders	10. Question and Feedback
11. Tuning-In	12. Deflection and Diffusion
13. Blocking or Broken Record Technique	14. Assertive Messages

### REWARD PROGRAM

Reward programs are evident throughout the whole school. Positive behaviour by individuals or whole classes is rewarded when they are displayed regularly and without prompting. Reward programs include in class celebrations, class fun days (usually at the end of term), Kindness Catcher awards, individual awards as Student of the Week. The classroom teacher may also determine, through their classroom behaviour management plan, rewards for students.



### ***SPECIAL EVENTS***

From the start of each school year, participation in special events either in school or out of school will be determined by a student's behaviour and following of school, classroom and playground rules.

Students who have received a referral either in the classroom and/or playground may be ineligible from participating in special events. If a student is deemed ineligible, they will be supported at school while their class is at the special event.

Special events may include: class camps, excursions, sports carnivals, Arts Council, performances by visiting artists etc.

### **ONGOING BEHAVIOURAL SUPPORT**

As with students who experience academic difficulties, students who continue to experience difficulty with behaviour will receive additional support and appropriate learning opportunities.

Individual behaviour plans will be provided for students who require this support. The following strategies and processes are used to assist students to learn appropriate behaviour:

#### **PROACTIVE CLASSROOM PROCESSES:**

- Use positive models
- Encourage students
- Listening to students
- Be clear and consistent and definite
- Deal with problems by identifying the behaviour, and not the individual, ie., not making it personal.
- Use problems as teaching experiences
- Encourage independence
- Logical consequences.

### ***ADDITIONAL SUPPORT***

The underlying philosophy of these strategies is that disciplinary action should be a learning experience for the student. This is achieved by:

- Individual discussion with the student.
- Individual support plan that identifies what behaviour support will be offered, how and by whom.
- Reward programs for appropriate behaviour.
- Appropriate consequences for inappropriate behaviour.
- Parent/teacher/student conference to discuss difficulties.
- Awareness of outside influences which impact on behaviour.
- Incident reports and referrals to be completed and kept on file and parents contacted with each incident.
- Communication and support between home and school is essential.
- Students requiring further intervention will be referred to outside agencies (eg. TCEO Guidance Officer) to provide additional support. Parents are informed of staff concerns for the student, and parent consent forms must be signed.

## **SUSPENSION**

The procedure for suspension is related to the school responsible behaviour model. Suspension is a supported time out process implemented when the safety of an individual or other is at risk. It is used to deter behaviour until it is deemed to be at a healthy or safe level. This is a time in which both the school and the student have a chance to reassess the situation. A re-entry program will immediately follow a period of suspension.

If a student continually demonstrates a lack of respect and commitment to the values of St Joseph's Catholic School, a process is undertaken in consultation with the school principal, school consultant from the Townsville Catholic Education Office, parents and student to review conditions of enrolment and for future direction.

## **POLICE INVOLVEMENT**

Police will be contacted and involved in incidents involving unlawful behaviour such as drugs and excessive violence. Threatening physical abuse and malicious behaviour will not be tolerated.

## **UNAUTHORISED STUDENT LEAVE**

The school has a duty of care towards students during school hours. Should a student leave the school grounds without permission, the school will implement the following procedure:

- Grounds will be searched to ensure that the student has left the premises.
- Parents will be contacted.
- Once parents are contacted and informed, the parent is then responsible for locating and collecting the student.
- Police are informed and involved if necessary.
- On returning to school, the student and their parent/s are to meet with the Principal to discuss options.

## **SCHOOL ATTENDANCE**

- School begins at the first bell.
- If a student is late to school, they must sign in at the school office.
- If a student is leaving the school before the end of the school day, he/she must be signed out at the office by an identified adult.
- If a student is away, a phone call or note to the school is legally required.
- For unexplained absences, parents will be contacted, followed by written confirmation. If unexplained absences continue, Child Services will be contacted and it will be deemed a Student Protection Issue and procedures will be followed as per the TCEO Student Protection Manual and Policy.

## Appendix (5)

### School Anti-Bullying Policy

At St Joseph's Cloncurry, we value respect for SELF, OTHERS and the ENVIRONMENT.

Each year and upon enrolment, parents are required to acknowledge through their signature, that they support the values of the School Anti-Bullying Policy of the school. This allows all to be familiar with the School Anti-Bullying Policy and to have the opportunity to discuss it with the school principal.

#### Policy statement against bullying

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

#### Defining bullying behaviour

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

1. physical (hitting, kicking, theft)
2. verbal (name calling, racist remarks)
3. indirect (spreading rumours, excluding someone from social groups)
4. Cyber (text, emails)

*Definition from the DEC Policy Addressing Bullying: "Bullying behaviours are about an imbalance of power where there is a deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated."*

*The Peer Support Foundation, 1998*

<http://education.qld.gov.au/student services/behaviour/qsaaav/index.html>

#### A statement of purpose

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

#### Managing bullying A Whole School Approach

### *Schools*

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- If necessary and this is repeated behaviour, a clear account of the incident will be recorded and given to the principal
- The principal will interview all concerned and will record the incident
- Class teachers will be kept informed and if it persists the teacher will advise the principal
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

### *Pupils*

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- Behaviour Plan initiated
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in Adopt-a-Cop program which addresses aspects of bullying, assemblies, as appropriate, in an attempt to eradicate such behaviour. Expertise in this area will also be utilized to educate our Community around bullying issues.

## **Monitoring and evaluating**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

There will be an annual survey for parents to complete concerning the effectiveness of the current bullying policy.

## **Responding to bullying incidents**

There are a number of different measures a school can take after a bullying incident. The types of responses enacted in the school should be clearly delineated in the school policy on addressing bullying. Possible responses include:

- *Facing consequences*

Consistent with an ethos of reconciliation, it is important that the school take steps to see that the bullies faces the consequence of their actions by making amends to their victim/s.

Making amends helps bullies face the responsibility they must take for making another person suffer. The process is also valuable in that it can help victims over their distress by placing responsibility on the bully. For less serious incidents of bullying, the process of making amends alone may be sufficient to prevent the bully from repeating his or her behaviour.

When the bullying behaviours are considered more serious other consequences may need to be enacted. These may include behaviour plan, withdrawal of rewards such as sport or play times.

Parents can be provided with useful tip sheets such as:

- 'Your Child is Being Bullied' (Appendix i)
- 'Your Child is Bullying Others' (Appendix ii)

## **Community Level Preventative Strategies**

At St. Joseph's Catholic School we are proactive when addressing bullying by:

- Inviting guest speakers ie Adopt-a-Cop.
- Safe person visiting class.
- Inservice Staff
- Specialists program ie YCDI/Stop Think Do

If further information is required please contact the School at your earliest convenience.

## Useful Anti-Bullying Resources

<http://education.qld.gov.au/studentservices/behaviour/qsavv/parent-resource.html>

<http://www.bullyingnoway.com.au/>

(Appendix i)  
Guidance Counsellor Services  
Catholic Education Office

## How to help your child manage bullying

### PARENT TIP SHEET

- ☐ *Listen to your child.*

If you suspect your child is being bullied, encourage them to describe exactly what has happened.

- ☐ *Ask what strategies your child has tried.*

Sometimes children have tried their own ways of dealing with the problem. Ask your child what happened when they tried to make the bullying stop. Prompt your child to give specific answers.

le: Have they informed teacher.

- ☐ *Stay calm.*

Children who are bullied need to feel that they can talk to their parents about the problem. Try to stay calm. Also, do not assume that it is all the bully's fault. Your child may have provoked the bully.

- ☐ *Summarise the problem.*

Draw together all the information and repeat it to your child. This makes sure that you understand the problem correctly, and your child will be comforted knowing that you were listening.

- ☐ *Agree that there is a problem.*

Tell your child that the bullying is a problem and that you need to work on the solution together.

- ☐ *Explain possible reasons for bullying.*

Most children explain bullying in terms of the bully's nature – *He's just a bully, She's always getting into trouble.* This does not solve the problem. Help your child to see other possible reasons for bullying (e.g., attention-seeking, lack of friendships)

- ☐ *Ask for your child's opinion.*



To begin with, children may not know how to handle the problem and may need help to come up with ideas. Start by asking your child a general question – *So how do you want to handle this problem?*

☐ *Offer your own suggestions.*

If you think of other options, write them down after your child has finished. For example:

- Inform Staff.
- Ignore the teasing by walking away as soon as it occurs
- Make friends with other children and play with them during lunch breaks
- Be confident and assertive with your bullies.

☐ *Choose a solution.*

Once you have some options, ask what your child thinks about each one. Put a tick beside options that seem reasonable. Cross out those that seem unlikely to work, Help your child to choose the best solution.

☐ *Practise the solution.*

Act out with your child exactly what to do the next time bullying occurs. Play the role of the bully and have your child play themselves.

☐ *Put the plan into action.*

With your child, decide when to start the new plan. At first, ask your child each day about how the new plan is going. Praise your child for using assertive behaviours.

Parents are encouraged to communicate with teachers if their child has concerns about being bullied.

(Appendix ii)

Guidance Counsellor Services  
Catholic Education Office

## ***Your Child is Bullying Others***

### ***PARENT TIP SHEET***

If you become aware that your child is bullying others, take the problem seriously. Children and youth who bully others often get into serious trouble in later life and may have continuing trouble in their relationships with others. Here are some things you can do to turn the situation around.

1. Talk to your child, his or her teachers and school administrators. Bear in mind that a bully will try to deny or minimise his or her wrong-doing.
2. Make it clear to your child that you will not tolerate this kind of behaviour.  
Discuss the negative impact that bullying has on the victims. Do not allow your child to bluff the situation away with explanations like, "It was all in fun", "We were just playing", and so on.
3. Arrange for an effective non-violent consequence, which is in proportion with the severity of your child's action.
4. Increase your supervision of your child's activities – ie computer/phone usage and whereabouts, and who they are associating with. Spend time with your child, and set reasonable rules for their activities and curfews.



**ST JOSEPH'S**  
**CATHOLIC SCHOOL**  
CLONCURRY

GUIDED BY GOD'S SPIRIT

5. Cooperate with the school in modifying your child's aggressive behaviour. Frequent communication with teachers and administrators is important to find out how your child is doing in changing his or her behaviour.
6. Praise the efforts your child makes toward responsible behaviour, as well as following home and school rules. Continue to praise any efforts your child makes.
7. If your child is viewing violent television shows, including cartoons, and is playing violent video games, this may increase violent and aggressive behaviour. Try to change your family and your child's viewing patterns to non-violent ones.
8. Make sure that your child is not seeing violence amongst members of his other family. The modelling of aggressive behaviour at home can lead to violence by the child against others at school and in later life.
9. Seek support from a school counsellor or children's mental health centre in the community if you would like support in working with your child. ie Centacare.

## Appendix (6)

### Technology Usage Policy

#### NEED:

The availability of electronic communication resources provides the opportunity for schools to help students develop their full potential, spiritually, academically, emotionally and physically. In accordance with the teachings of the Catholic Church, the practice of communication must reflect the highest standard of truth, accountability and sensitivity to human rights. Communication must always be truthful, since truth is essential to individual liberty and to authentic community among persons.

#### VALUES:

Truth, accountability, justice, responsibility, respect, dignity and freedom.

#### DIRECTION:

The students and staff of St Joseph's Catholic School will be provided with access to technology including email, internet and network facilities. Individuals will be accountable to each other and the Principal for the appropriate use of these technologies.

#### EXPECTED OUTCOMES:

1. St Joseph's Catholic School acknowledges that the availability of access to information on a global level poses a significant risk of exposure to inappropriate and offensive material.
2. St Joseph's Catholic School is committed to ensuring that all students and staff are aware that unacceptable use of technology within the school environment will not be tolerated under any circumstances and that disciplinary action will be taken against any person who breaches this policy.
3. St Joseph's Catholic School accepts that the use of technology must not infringe child protection legislation, privacy legislation, anti-discrimination laws, anti-racism laws, copyright laws and other relevant legislation, laws and policies.
4. This policy works in conjunction with the St Joseph's Catholic School Anti-Bullying policy.
5. St Joseph's Catholic School will provide opportunities to teach about the ethical and moral responsibilities associated with the use of electronic technologies. Such responsibilities include copyright issues, cutting and pasting, plagiarism, referencing and accessing inappropriate sites.
6. Students and staff should be aware that all information kept on computers at St Joseph's Catholic School is the property of the school, and as such are subject to monitoring and accountability. Electronic messages and electronic files will be subject to record keeping, archiving, and audit requirements. This also applies to all devices and technologies brought into the school or used at school activities by students and staff.