



Holy Spirit

PRIMARY ST CLAIR



Handbook

address	7-17 Todd Row St Clair NSW 2759
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email	holyspirit@parra.catholic.edu.au
website	www.hsstclair.catholic.edu.au

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SCHOOL & PARISH INFORMATION

HOLY SPIRIT PRIMARY SCHOOL

Contact:

7-17 Todd Row
St Clair NSW 2759

Email: holyspirit@parra.catholic.edu.au
Website: hsstclair.catholic.edu.au

Phone: (02) 8886 3200
Fax: (02) 8886 3299

Principal: Mrs Frances Garzaniti
Assistant Principal: Mrs Belinda Geelan

HOLY SPIRIT PARISH ST CLAIR

Incorporating the worshipping communities of
St Clair, Erskine Park and parts of Kemps Creek
Under the Pastoral Care of the Augustinians

Contact:

5 Todd Row (PO Box 103)
St Clair NSW 2759

Phone: (02) 9670 8222
Fax: (02) 9670 4029

Email:

admin@holyspiritstclair.com.au

Website:

www.holyspiritstclair.com.au

Parish Priest:

Fr Percival

Assistant Parish Priest:

Fr Dave Austin (PP HS 2011-14)
Fr Peter Tangey

Pastoral Formation:

Bro Huy

Weekend Mass Times

- Saturday Vigil: 6:00 pm
- Sunday: 8:00 am, 9:30 am & 6:00 pm
- Youth Mass: 2nd & 4th Sundays of the month at 6:00 pm
- Filipino Mass: First Sunday of the month at 3:30 pm

Children's Liturgy Mass Times

- Sat 6:00 pm & Sun 9.30 am
(2nd & 4th Sundays of the month during school terms)

Reconciliation

- Saturday: 5:00 – 5:45 pm

Weekday Mass Times

- Monday and Wednesday: 7:00 am
(except public holidays - 9:05 am)
- Tuesday, Thursday & Friday: 9:05 am
- Anointing Mass: First Friday of the month at 9:05 am

PRINCIPAL'S WELCOME

***AT HOLY SPIRIT, WE SEEK TO LIVE LIKE JESUS,
SO THAT TOGETHER WE GROW AS SAFE, RESPECTFUL LEARNERS.***

Gospel values are fundamental to all that we do at Holy Spirit, as we follow Christ's mission to create opportunities for all to live life to the full. We aim to consistently and consciously raise awareness of the possible consequences of our thoughts and actions upon self, others and our environment. Our vision is to create a world where all people can live in harmony, one where we celebrate cultural diversity, nurture individuality and follow traditions of respect, responsibility, compassion and generosity of spirit.

We believe that the growth of each child is fostered through an integrated process of nurturing their spiritual, social-emotional and academic development. We are dedicated to preparing our students to flourish in a constantly and rapidly changing and challenging world by equipping them with the necessary skills, values and knowledge to function and succeed in this ever-changing environment.

At Holy Spirit we believe that literacy and numeracy skills underpin all learning and that these, coupled with opportunities that stimulate curiosity and motivate and engage our children, are key to preparing our children for their world, in alignment with NESA (NSW Education Standards Authority) requirements.

As a community of learners, we aim to:

- reflect upon the implications of our words and actions upon self and others;
- communicate purposefully and effectively, always with mindfulness of others;
- work collaboratively to achieve common goals and solutions to problems;
- think analytically and critically to create new possibilities;
- constantly monitor and evaluate our learning; and
- Grow as independent, considerate, respectful and responsible learners.

Our community includes our students, their families, staff, parish priests and the parishioners of Holy Spirit Parish. Our children are most fortunate to work, learn and play in contemporary spaces. We enjoy the many opportunities we have to celebrate and pray together.

We are proud of all members of our school community. We hope that the information on our website will help you to learn more about the Holy Spirit community. I invite you to call to arrange a visit to our school and look forward to meeting you and helping you discover for yourself the many benefits of an education at Holy Spirit.



Mrs Frances Garzaniti

VISION & MISSION STATEMENT

At Holy Spirit we seek to live our lives like Jesus,
work and love as a family, learn,
and challenge each other
so that... *"TOGETHER WE GROW"*.

We believe ...

In seeking to live our lives like Jesus we:

- give witness to Gospel values
- proclaim our Catholic faith and traditions through a vibrant Religious Education curriculum
- celebrate and reflect through prayer, liturgy and scripture
- reach out to the poor and work for justice

In seeking to work and love as a family we:

- promote and support the partnership of home, school and parish
- value the unity, diversity and harmony of our community
- are inviting, welcoming and accepting of all
- enjoy the opportunity to celebrate

In seeking to learn and challenge each other we:

- provide a safe, friendly and collaborative learning environment
- promote learning for life
- are purposeful and explicit and have high expectations
- support learners using a variety of teaching/learning strategies



SCHOOL VALUES

At Holy Spirit everyone has the right to:

- be safe and supported
- be heard
- be treated with dignity and respect
- learn to play and have fun
- be protected

As a school community, we will work together to help each other grow by:

- communicating positively
- respecting ourselves as well as others
- accepting responsibility for our behaviour
- cooperating with each other
- being fair and just
- modelling appropriate positive behaviour
- asking for help and support when needed

SCHOOL RULES

At Holy Spirit, we believe that every child has the right to feel safe and the right to learn. We have the following shared school rules:

- **I am Safe** - I can be “Safe” by thinking about how my actions affect my own safety, as well as the safety of others, and by making positive choices. I can be safe by taking responsibility for my actions.
- **I am Respectful** - I can be “Respectful” of myself and others, being kind and polite in my words and actions; I can be respectful of the environment by treating all property with care, whether my own, school or other people’s. I can be respectful by taking responsibility for my actions.
- **I am a Learner** - I can be a “Learner” by listening to the teacher, trying my best and being a co-operative member of my learning community. I can be a learner by taking responsibility for my learning.

SCHOOL FACILITIES

Holy Spirit is a school that is constantly adapting to the educational needs of its students in the 21st century, where large flexible open plan spaces offer a rich learning environment to maximise learning outcomes.

Technology, including large TVs equipped with Apple TVs, are installed in all learning spaces, enabling mobility. Chromebooks, MacBooks and iPads, as well as other technology teaching tools, are available in classrooms to facilitate individual learning programs and independent research.

The large Multi Purpose Area is a centrally located flexible open plan space which can be adapted for extended learning spaces or can be used for assemblies, meetings, as a rehearsal and performance space, for indoor sports and for a variety of community activities.

The well-equipped St Augustine Learning Centre is an active space where research skills, along with a love of literature, are promoted in this spacious library environment.

Air conditioning is provided throughout the school for year-round comfort and optimal learning conditions. The school canteen provides a healthy recess and lunch menu each school day.

Holy Spirit also offers diverse outdoor areas including a basketball court, grassed, concrete and artificial turf play areas, infant ‘play on’ equipment, handball courts and covered outdoor learning and play areas.

Large air conditioned learning spaces, up-to-date technology and diverse outdoor areas are just a few of the many facilities that contribute to making *Holy Spirit* an enjoyable place to learn.

OUR STORY

Holy Spirit Primary School opened on 30th January, 1985, and welcomed Grade 1 and Grade 2 students as the first classes to the new site at Todd Row, St Clair. The following day, sixty-eight Kindergarten students joined them to form the founding student cohort which would grow each year as new students joined them on their educational journey.

The official opening of the school was held on 2nd November, 1986, in the presence of the Most Rev Bede Heather, Bishop of Parramatta, founding Principal Sr Patricia Bolster, local dignitaries and the Holy Spirit Primary School and Parish communities.

At the beginning of the new millennium Holy Spirit Primary underwent a major refurbishment. Large flexible learning areas were introduced to the school community for 21st Century education along with the purpose-built St Augustine Learning Centre library and technology facility. On 4th June, 2002, Acting Principal Allan Jones welcomed the Bishop of Parramatta, Rev Kevin Manning, who presided at the official Opening and Blessing of the new learning spaces in front of the school community.

To further meet the changing needs of the school community, the school uniform was modernised in both style and colour in 2011. The welcome change from the brown and gold original uniform to the ultra modern style in the red, black and white palette was done in consultation with the school community and introduced over a period of three years.

Our school's motto of 'TOGETHER WE GROW' represents a spirit of inner strength guiding our relationships and expresses the school's identity, beliefs and hopes. Working together is an essential part of our foundation.

We take pride in our school's growth and development, spacious and modern classrooms and versatile multi-purpose area. Our school has extensive facilities, including a basketball court, grassed play area, expansive outdoor areas and a canteen. Our school's manicured gardens and sheltered areas add to our pleasant environment, which makes coming to school every day an enjoyable experience.

PRINCIPALS		PARISH PRIESTS	
Sr Patricia Bolster RSM	1985 to 1992	Fr Brian Rooney	1981 to 1994
Sr Marie Johnson RSM	1993 to 1996	Fr Brendan Quirke OSA	1995 to 1997
Mr Niel Carey	1997 to 2001	Fr Peter Wieneke OSA	1997 to 2003
Mr Michael Tonnet	2002 to 2013	Fr Peter Tangey OSA	2003 to 2005
Mrs Anne Hines	2014 to 2017	Fr Brian Fitzpatrick OSA	2005 to 2011
Mrs Frances Garzaniti	2018 to present	Fr Dave Austin OSA	2011 to 2015
		Fr Michael Belonio OSA	2015 to 2022
		Fr Jepser Bermudez	2023
		Fr Percival	2024 to present

2025 STAFF

LEADERSHIP TEAM

Principal	Mrs Frances Garzaniti	ES1 Co-ordinator (2)	Mrs Ashleigh Donlan
Assistant Principal Acting Ass Principal	Mrs Belinda Geelan Miss Danielle Gomez (TI)	S1 Co-ordinator (2)	Mrs Mia Bishop
REC FIAT Leader	Miss Catherine Moses Ms Nicole Pospischil	S2 Co-ordinator (2)	Miss Catherine Moses
Instructional Coach K-2	Miss Danielle Gomez	S3 Co-ordinator (2)	Ms Nicole Pospischil

CLASSROOM TEACHING STAFF

KB	Miss Sasha Panczyk	4B	Mrs Sheela Stanley
KR	Mrs Sarah McNamara (M-W) Mr Poncho San Pedro (Th- F)	4R	Miss Lois Mensah-Pukuaah
1B	Mrs Naomi Weston	5B	Mrs Kate Shapcott
1R	Miss Sevin Ayas	5R	Miss Jamal Al-chalouhi
2B	Mrs Mia Bishop (M-T) Miss Carly Tebbutt (W-F)	6B	Miss Sarah Alexander (M-W) Miss Mikayla Mullette (Th-F)
2R	Mrs Aoibhinn Springfield	6R	Mrs Emma Eagleton
3B	Mrs Megan Rook		
3R	Mrs Julie Whittingham		

SUPPORT TEACHING STAFF

RFF/PLM Release ES1	Mrs Maryjane Johnson Mr Poncho San Pedro	RFF/PLM Release S2	Mrs Katrina Daniel Mr Brock Ellis
RFF/PLM Release S1	Mrs Maryjane Johnson (Y1 & 2) Mr Poncho San Pedro (Y1) Mrs Margaret Neilsen (Y2)	RFF/PLM Release S3	Mrs Katrina Daniel Miss Mikayla Mullette
Support Teacher/Lib	Mrs Maryjane Johnson	EMU Teacher	Margaret Neilsen

OFFICE ADMINISTRATION STAFF

SUPPORT STAFF

Finance Secretary M-F	Mrs Belinda Smith	Business Manager	Mrs Michelle Moulds
Office Staff M-W	Mrs Lisa Antao	School Counsellor (W-F)	Miss Alana Hughston (maternity leave)
Office Staff Thursday	Mrs Jazz Vukelic	Tech Sup (T,Th, alt F)	Mr Matthew Kwiedor
Office Staff Friday	Mrs Clare Ellingsworth	Maint (M,T,W,Th am)	Mr Steve Rahis

PARISH TEAM

Teacher Aides	<p> <i>Mrs Maree Garzaniti</i> <i>Mrs Susan Heaslip</i> <i>Mrs Alisa Kraus</i> <i>Mr Adam Wood</i> <i>Miss Sara Esposito</i> <i>Miss Caylee Marr</i> <i>Miss Jodi Pace</i> <i>Mrs Brittany Weir</i> <i>Miss Meg Whittaker</i> <i>Miss Dominique Amato</i> </p>	<p> Parish Moderator Asst Pastors Deacon </p>	<p> <i>Fr Percival</i> <i>Fr Dave Austin</i> <i>Fr Peter Tangey, OSA</i> <i>Fr Joseph Aresseril Jacob</i> <i>"Saju"</i> </p>
Canteen	<p> <i>Wendy</i> <i>Brenda</i> </p>	<p> Parish Secretary SRE Co-ordinator Sacramental Co-ord </p>	<p> <i>Peter Moriarty</i> <i>Germaine Gil</i> </p>



2025 STUDENT LEADERS

SRC (STUDENT REPRESENTATIVE COUNCIL)

Alakir Atak



Brayden Berecz



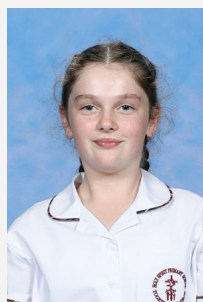
Zoe Cordina



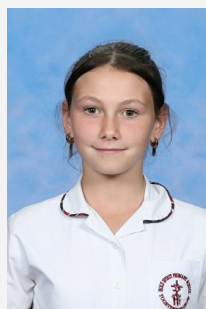
Elijah Curley



Morgan Hoysted



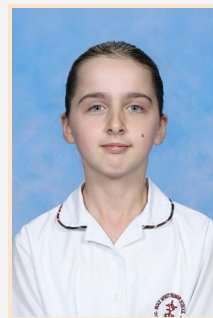
Lara Moore



Mia Murray



Lauren Reyes



Jordan Robinson



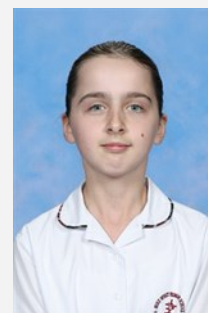
Carter Savelino



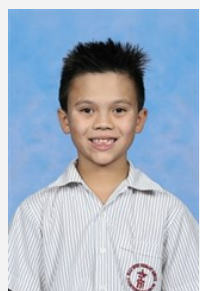
Declan Thomas



Monica Urbaniak



Jack West



Ethan Wood



SCHOOL SONG & PRAYER

SCHOOL SONG

Chorus

**We're building God's dream together today
Helping each other in work and in play
At Holy Spirit, friendship is sown
By living as one, *Together We Grow.***

We are called to be sisters and brothers
Sharing what we have
The spirit says to be like Jesus
Loving and giving our best.

Chorus

We're united body and spirit
By the gifts we share
Jesus says to love our neighbour
Serving and offering our care.

Chorus

SCHOOL PRAYER

At Holy Spirit
We seek to live our lives like Jesus
Work and love as a family
Learn and challenge each other
So that TOGETHER WE GROW.

SPORTS HOUSE SYSTEM

MARSDEN (RED):

Named in honour of the Reverend Samuel Marsden, a local magistrate and pastoralist. Through his work at Mamre Farm, Samuel Marsden pioneered the Australian wool industry by importing and breeding Merino sheep.

LAWSON (GREEN):

Named in honour of William Lawson, pastoralist and explorer, who in 1813 along with Blaxland and Wentworth, discovered a passage through the Blue Mountains from Sydney.

CHISHOLM (WHITE):

Named in honour of Caroline Chisholm, one of Australia's greatest women pioneers. Known as the 'Emigrant's Friend', Caroline Chisholm is remembered for her humanitarian work with emigrant families, young women and rural families.

DURACK (BLUE):

Named in honour of Sarah 'Fanny' Durack, who was Australia's first female Olympic gold medallist. Sarah Durack broke the world record and won the 100 yards Freestyle event at the 1912 Stockholm Olympics.

2025 SCHOOL DATES

2025 Start of Year School Dates:

Friday	31 January 2025	(Staff Professional Learning Day)
Monday	3 February 2025	(Staff Professional Learning Day)
Tuesday	4 February 2024	Years 1-6 students begin lessons
Thursday	6 February 2024	Kindergarten students start school

TERM 1: **Tuesday 4 February – Friday, 11 April 2025 (11 weeks)**

TERM VACATION Saturday 12 April – Sunday 27 April 2025

TERM 2: **Wednesday 30 April – Friday 4 July (10 weeks)**

Monday	28 April 2025	(Staff Professional Learning Day)
Tuesday	29 April 2025	(Staff Professional Learning Day - Formation)
Monday	9 June 2025	(King's Birthday Public Holiday)

TERM VACATION Saturday 5 July – Sunday 20 July 2025

TERM 3: **Monday 21 July – Friday 26 September 2025 (10 weeks)**

Monday 21 July – Staff Development Day (Curriculum)

TERM VACATION Saturday 27 September – Sunday 12 October 2025

TERM 4: **Monday 14 October – Friday 19 December 2025 (10 weeks)**

Monday 14th October - Staff Development Day/Planning
Friday 19 December - Staff Development Day/Planning

TERM VACATION Friday 19 December 2024 – Thursday 29 January 2025

Staff Professional Learning Days are provided by the Catholic Education Diocese of Parramatta for the in-servicing and professional learning of staff. There is no school on these days and no student supervision is available.

SCHOOL BELL TIMES AND ROUTINES

Although rostered supervision begins at 8:20 am, our professional duty of care means that while we are at school we are responsible for the safety and welfare of the children. Your support with ensuring that children are in the right place at the right time, whether you are officially on duty or not, at any time of the school day will help to keep the children safe.

Time	Action
8:20 am	Playground supervision commences (8:20-8:30 MPA; 8:30-8:50 in classrooms). Staff car park gate locked 8:20 (all teachers onsite by this time). Moore Street and Todd Row gates opened.
8:50 am	Notes to the school office. Student entrance gates locked
9:00 am	Lunch orders online on Spriggy app.
8:50 - 10:50 am	Morning block of teaching / learning <i>Crunch&Sip®</i> to fit in with individual class schedules
10:50 - 11:00 am	Recess Eating Time - duty teachers supervise students in their eating area
11:00 - 11:30 am	Recess Break – play time
11:30 - 1:00 pm	Middle block of teaching / learning
1:00 - 1:10 pm	Lunch eating time - duty teachers supervise students in their eating area
1:10 – 1:40 pm	Lunch Break - play time
1:40 – 3:10 pm	Afternoon block of teaching / learning
3:05 pm	Gates unlocked for afternoon dismissal. Parents come to classrooms to pick children up (wait for 3:10 bell).
3:10 pm	Dismissal time for all children.

MORNING ROUTINE

Kiss & Ride will be in accordance with [Appendix 1a to 1d](#).

Supervision commences at 8:20 am. Todd Row and Moore St school gates are both opened at 8:20 am. Children move to the classroom for supervision by the duty teacher.

Time	Location	Permitted Activity
------	----------	--------------------

8:20 am – 8:50 am	Classroom Supervision	<ul style="list-style-type: none"> • Proceed to classrooms with duty teacher • Quiet games • Reading
8:20 am - 8:50 am	Moore Street Gate	<ul style="list-style-type: none"> • Teacher to unlock gate
8:20 am - 8:50 am	Todd Row Kiss 'n' Ride	<ul style="list-style-type: none"> • Teacher to unlock gate

All rules are on display in relevant areas. At 8:50 am learning begins.

Students are provided with a Crunch&Sip® break during the morning block of teaching and learning in order to 'refuel'. Students are permitted to 'refuel' on vegetables, salad and fruit and to 'rehydrate' with water. Teachers from each grade may choose a suitable time and way to implement Crunch&Sip® that best suits their class schedule.

RECESS & LUNCH ROUTINES

Eating Time

At 10:50 am (recess) and 1:00 pm (lunch), the 'eating bell' rings, signalling the commencement of eating time. Students must bring their food, hat and play equipment out with them as they will not be allowed to return to class for these (rooms locked). Students will move to their designated 'play and eating area' and sit in class lines to eat, supervised by the teacher on duty. Children are not to move during eating time. They must hold on to their rubbish until the bell goes and the teacher instructs them to move. Children are to sit in class lines and there is to be NO talking during this time. Teachers monitor what students are eating during this time and raise any concerns with parents.

Play Time

At 11:00 am (recess) and 1:10 pm (lunch), the 'play bell' will ring. Teachers on duty will ask children who have finished eating to put their rubbish in the bin and go play. Children who have not finished eating will be asked to move to the edges of any play areas. **Children are not permitted to go to the canteen - all purchases are completed online before 9:00 am.**

A duty roster is organised each term.

- Staff on duty will wear a coloured vest for easy recognition.
- First aid bags will be delivered to each staff member in their duty area (and collected at the end of the break).
- Playground equipment is taken outside with the stage and it is the responsibility of the stage to ensure all equipment is returned and accounted for.

Line Up Time

At 11:30 am (recess) and 1:40 pm (lunch) the music plays to signal the end of play time / line up time. Teachers will use their whistle to have students stop and drop before moving to lines. On the whistle students will drop to the ground and wait for the teacher on duty to ask them to walk to their lines. ***Students are expected to be seated and ready to move into the classroom by the end of the music. Teachers are expected to be at their class lines by the time the music stops.*** This will ensure a smooth transition into the classroom.

Staff on duty will supervise the classes in their duty area until a teacher from that grade arrives. If a teacher is held up for some reason, their grade partner will supervise the grade until the teacher arrives. No class is ever to be left unattended.

Lost Property

The MPA doors will be closed (not locked) during recess and lunchtime. Children are not to enter the MPA unless sent to the office by a teacher (with a first aid card). A lost property tub has been placed in MPA so that children may access this before and after school.

AFTER SCHOOL ROUTINE

If a parent wishes to take their child from school before the 3:10 pm dismissal time they must go to the office to make this request and wait for their child. They may also send in a note or call ahead of time. The student will be called to the school office. Parents are not to go to the classrooms.

Parents have been asked to complete a [Travel Survey form](#) for their child/ren, indicating how children will leave the premises at the end of each school day. If a child is being picked up by someone other than their parent/carer, or if nominated routines need to be **varied for the day**, the teacher should be notified in writing (or by a phone call to the office if it was not possible to send in a note). If permanent changes are needed, parents need to log on to the [Travel Survey form](#) to indicate new arrangements.

Students are dismissed at 3:10 pm. Each grade/stage needs to assign one teacher to deliver children to the following areas (2 teachers):

- Kiss 'n' Ride line to the Kiss 'n' Ride Duty teacher (Y2COLA);
- Todd Row walkers/Bus, Ambrose to the Kiss 'n' ride teachers; and
- Parent pickup from classrooms.

- Bus children to the Bus Duty teacher;
- Moore Street walkers to the Bus Duty teacher; and
- Kindana children to the Kindana teachers.

This will facilitate quick, organised and safe movement of these groups of students.

Parents are to ensure that their children are collected by 3:30 pm at the latest. Children not collected by this time will be asked to wait in the school office foyer. If parents are repeatedly late (after 3:30 pm), parents will be contacted to discuss possible alternative care arrangements.

TRAVELLING TO AND FROM SCHOOL

Maps

- [Appendix 1a for Parking Guide](#)
- [Appendix 1b for Road Safety Information](#)

- [Appendix 1c for Kiss & Ride Map](#) and
- [Appendix 1d for Kiss & Ride Procedures](#).

Walking

Students who walk to or from school should be 'road safety aware' and, if crossing Moore Street, should use the pedestrian crossing.

Bus Travel

Buses collect students from the Moore Street school gate bus stop. A staff member is on bus duty to supervise these children until the bus arrives. The school's responsibility for children starts and finishes at the school gate; therefore, responsibility for the children's behaviour on the bus is the concern of the parents and the bus company.

All children travelling by bus are required to have an OPAL bus pass or the appropriate bus fare. Infant children are eligible for free travel. For primary children to be eligible for free travel, the distance criteria is 1.6 km radial or 2.3 walking distance from the child's place of residence to the school. An application for free travel must be made online at [Transport NSW](#).

Bike Safety

Students under the age of 10 are not permitted to ride their bikes to school. Parents who give permission for their child to ride to or from school must provide the office with a signed permission note before their child rides their bike to or from school.

A fitted helmet must be worn and secured at all times. If the student has a bike at school and does not have a helmet, the bike will be kept at school until the parents are contacted.

If any of the above conditions are not met, the permission to ride a bike to school will be revoked.

Travelling by Car

Parents may either park their car in the school vicinity and escort their child to/from the school grounds or use the Kiss & Ride zone located in Todd Row. Children are not permitted to be dropped off or picked up in car parks or any other location.

Parents/carers are not permitted to enter or park in the Church car park before or after school.

Parents should be considerate of our neighbouring community and not park in driveways or in the Kindana Before and After School car park.



Kiss and Ride Procedures

The Kiss & Ride area is located in Todd Row between the “PASSENGER SET DOWN OR PICK UP PERMITTED” signs (shown right). This is a safe and convenient method of dropping off and picking up children from school. Vehicles are only permitted to stop in this zone for a maximum of two (2) minutes and no parking or leaving the vehicle is permitted.

Vehicles should queue in this area and not jump ahead in the queue as it causes disruption to exiting vehicles. Traffic police often patrol schools in the area, with fines being issued to non-compliant drivers.

DROP OFF in the morning

Parents / carers may drop their children off in the Kiss & Ride zone in the morning. Parking is not permitted and vehicles may stand for two (2) minutes to allow children to safely alight from vehicles. The school gate opens at 8:20 am.

PICK UP in the afternoon

Children who are being picked up from the Kiss & Ride zone must assemble with the Kiss & Ride duty teachers, who will take them to the designated waiting area. Children must be seated quietly and in family groups, keeping an eye out for their family vehicle and listening for their surname to be called.

Parents have been provided with an A4 cardboard sign that has their surname printed. This needs to be displayed as parents approach Kiss & Ride. Cars should queue from the beginning of the pick up zone and move up in the waiting queue until they reach the pick up point.

The teacher on duty will direct children to approach and enter stationary vehicles. If the children are not ready to move to the waiting vehicle, the driver may be directed to drive on and rejoin the queue for optimum flow of traffic. No child is to leave the Kiss & Ride area through any gate that is not supervised by the teacher on duty. Vehicles should queue behind cars in front of them in the Kiss & Ride zone and not jump ahead in the queue as it causes disruption to exiting vehicles.

Traffic police often patrol schools in the area and fines can be issued to non compliant drivers. During **wet weather** cars may be directed to use the drive-through area in front of the church. This has been approved by Father Michael (late 2018).



ADMINISTRATION

Animals on Site

Holy Spirit complies with the requirements of the following Acts and Regulations in respect to any use of animals in teaching and learning:

- NSW Animal Research Act 1985 and Regulations
- NSW Prevention of Cruelty to Animals Act 1979 and Regulations
- NSW National Parks and Wildlife Act 1974 and Regulations.
- NSW Exhibited Animals Protection Act 1986 and Regulations.

Each year the principal will ask staff to sign the Animal Research Authority Form in order to comply with Animal Welfare requirements. Requests to keep animals on the school grounds must be made to the Principal. Use of animals in the primary school should be for observation only, with low impact contact and minimal disturbance to the animal. Use of animals on the school grounds should promote positive experiences for students.

To ensure the safety and wellbeing of students and the school community animals, including family pets, are not to be brought onto the school site at any time without prior permission from the principal.

Assemblies, Liturgies & Masses

Assemblies

Whole school afternoon assemblies are held throughout the year. These assemblies are held three times each term in the Multi Purpose Area. Please check the Term Calendar for dates and times (usually 2:15 pm). One class is allocated to share some of their class learning at each assembly.

Liturgies, Masses & Prayer

All classes have prayer integrated into their school day, as well as having focused Religious Education lessons. In addition to this, students will take part in liturgies and Masses each term, including Parish Masses, whole school Masses and liturgies. A roster for Masses, liturgies and reconciliation is developed for each year.

All liturgies and Masses are advertised to parents, with changes to dates and/or times planned and advertised to parents well in advance. Teachers will notify parents of what day of the week (Tue, Thu or Fri - 9:05 am) the grade will be attending Mass each term (via the Parent Calendar).

Attendance

It is important that children arrive at school before the morning bell (8:50 am) and attend school every day as every school day will help your child to achieve his/her full potential. There is a direct link between school attendance and academic achievement. Each day, our students are building on learning from the day before, which means that every day away from school makes it harder to catch up and can impact everyone in the classroom.

Poor school attendance doesn't just impact student learning. Attending school every day helps students to build resilience, develop important connections and establish healthy habits that will follow them into work and life.

It is further advisable that, where possible, any appointments (eg, dental or medical) are made outside of school hours.

New requirements for student absence and travel

1-5 days absence: Parents must notify the school principal by mail or email (written).

In the case of **extended leave (6-99 days)** parents are to request permission from the Principal in writing (Extended Leave form available from the office or from our website). If permission is granted an exemption from school form will be issued; if it is declined (not in the best interest of the child) a letter will be sent to parents by the Principal.

All staff are **mandatory reporters** under the Children and Young Persons (Care and Protection) Act 1998 and must report to the principal instances of educational neglect. The DET considers Educational Neglect as 30 days absence out of 100.

Late Arrival

Students are considered as a 'late arrival' if they have not arrived at school by the first bell at 8:50 am. Children arriving late must collect a 'late note' from the school office prior to attending class to hand to their class teacher. A partial absence 'Pa' is recorded on the student's attendance record.

Early Release from School

If a parent wishes to take their child from school for any reason, they should go to the office, request an 'early note' and wait for their child. The student will be called to the office to meet their parent. Parents are not to go to the classrooms to collect their children. A partial absence 'Pa' is recorded on the student's attendance record.

Absence Notes

Notes, phone calls, SMSs or emails to provide a reason for a student's absence are now permitted as an authorised means of explanation for your child's absence. Details will be recorded on COMPASS - name of the person who called, relationship to the student, time called, reason for absence and initials or name of the person who took the call. SMS alerts are issued daily (approximately 11:00 am) when your child is absent from school. Parents can lodge the reason for their child's absence by simply following the attached link to Compass.

Awards

At Holy Spirit, we celebrate the achievements and success of our students every day in various ways, incidentally in the form of praise or affirmation from a staff member or another student, or on formal occasions in front of their peers and the school community. We also believe that students need to be intrinsically motivated, to reflect on their own learning and to identify both strengths and areas of need, showing great pride in their achievements.

Merit Awards

Merit Awards are presented at whole school assemblies to nominated students in each class, recognising the following:

- Principal's Award – academic achievement;
- MacKillop Award – upholding Catholic values; and
- Holy Spirit Award – consistency of effort.

Three whole-school assemblies are held each term, with 3 awards given at each assembly (one of each type).

End of Year Awards

At the end of year Awards Ceremony, a **Christian Values** award is presented to a student in each class who has consistently demonstrated being kind, inclusive, tolerant and encouraging. This award is based on peer nomination. Awards are also presented to Year 6 students in the following categories:

- **Excellence in Learning Award** – consistent academic achievement;
- **Citizenship Award** – demonstration of school spirit, including participation in school events, showing care and respect, being a good role model and putting others first;
- **Sports Award** – sporting achievement and sportsmanship; and
- **Mulgoa Award** – Encouragement Award presented by NSW State Government and the Local Member for Mulgoa to a student who has consistently strived to achieve their personal best.

Communication - Staff and/or Parents

This may take a number of forms:

School Office

The school office is usually the first port of call for all inquiries.

- The school phone number is (02) 8886 3200.
- The school office is staffed from 8:30 am to 4:00 pm Monday to Friday.

If a parent needs to make contact with the class teacher the office will take a message for the teacher to return the call.

School Email

The [school email](#) is another key means of access to the school for parents and teachers.

The school email address is holyspirit@parra.catholic.edu.au

If a parent needs to make contact with the class teacher the office will forward the parent's email to the teacher.

School Assemblies

Prayer Assemblies

Whole-school prayer assemblies (3 or 4) are held each term in the MPA. Assembly dates are published at the beginning of each term in both the Newsletter and the Curriculum Overviews. Assemblies are held on a Friday and will begin promptly at 2:15pm.

Grades will be allocated a particular Assembly where they will showcase a sample of work. Assemblies will consist of:

- Welcome
- Flag raising and National Anthem (including indigenous verse)
- Prayer component
- Learning component
- Awards
- School Song and/or Prayer

Please check the Term Calendar for dates. One class is allocated to share some of their class learning at each assembly. Parents are notified that one of their children is receiving an award by email when they are to receive an award (if the student is away the award will be presented at the next assembly at which they are present, but no further email will be sent).

Liturgies, Masses & Prayer

All classes have prayer integrated into their school day, as well as having focused Religious Education lessons. In addition to this, students will take part in liturgies and Masses each term, including Parish Masses, whole school Masses and liturgies. A roster for Masses, liturgies and reconciliation is developed for each year.

All liturgies and Masses are advertised to parents, with changes to dates and/or times planned and advertised to parents well in advance. Teachers will notify parents of what day of the week (Tue, Thu or Fri - 9:05 am) the grade will be attending Mass each term (via the Parent Calendar).

The whole school stops to pray The Angelus at 12 noon each day.

School Website

Our [school website](http://www.hsstclair.catholic.edu.au) is another source of information for parents. It provides access to the Parent Handbook, relevant school policies and plans, calendar with upcoming events, etc. Our website address is www.hsstclair.catholic.edu.au

Compass App

Compass App is the main app that is used to communicate with parents and teachers on a regular basis. The Compass App can be downloaded from the App Store or Google Play. Communication is via a text message on the individual's phone (alerts can be turned on or off and parents can nominate what grades their children are in so they only receive alerts relating to those grades).

School Newsletter

Holy Spirit's school e-newsletter for parents and carers is available every Sunday on Compass. This newsletter keeps parents informed of important messages and upcoming events.

Notes to Parents

Notes to parents are being sent electronically.

Digital Work Samples

Digital samples will be accessible to parents via Seesaw.

Communication between Parents/Carers & Teachers

Regular communication between home and school is encouraged for the benefit of students. Teachers will have open and honest communication about students' progress and keep parents informed of any issues or concerns regarding their children.

There are a number of formal communication channels that inform parents about learning progress and relevant issues relating to students – reports, student work samples, parent/teacher/student conferences and interviews, letters, emails, etc.

Parents are provided with digital curriculum notes each term.

Managing Complaints

CEDP has a [Guidelines for Parents and Carers in Raising Complaints](#) (2023) that is based on the principles of Procedural Fairness, which advocate 'the right to be heard', 'the right of a person to an impartial decision' and 'the decision being based on relevant and reliable evidence'.

Parents are encouraged to follow the flowchart in this document in raising complaints.

GENERAL INFORMATION

Buddy Bench

Holy Spirit has a brightly yellow coloured 'Buddy Bench' which is located adjacent to the Year 2 COLA and the parish verandah. It can be a safe place in the playground that a student who is feeling sad, lonely or needs a little time to themselves can go to. It can also be a place to find a new friend.

Buddy System

At Holy Spirit, younger grades are 'buddied up' with older ones as 'grade buddies'. These buddies often meet together and share fun activities, as well as providing an opportunity to practise valuable social skills. Older buddies also have the opportunity to develop leadership skills, by caring and nurturing their younger friends. Generally, Year 6 students are 'buddied' with Kindergarten, giving them support and a familiar face, particularly in their early days of 'big school'. Year 3 have their own class buddies.

2025 Grade Buddies

Kindergarten	Year 5
Year 1	Year 6
Year 2	Year 4
Year 3	Year 3

Canteen

Hours of Operation

The canteen at Holy Spirit operates 5 days a week and is sub-contracted to Classroom Catering. Menus and price lists are regularly distributed to students with updated menus and/or price changes published on the school website and via the Compass app. **Children are not permitted to go to the canteen - all purchases are completed online before 9:00 am.**

Healthy Food

Classroom Catering is fully compliant with the NSW Healthy School Canteen food and drink benchmarks. Gluten Free and Halal menus are also available.

Lunch Orders

All lunches need to be ordered by 9:00 am each day using the Spriggy app (students and staff).

Child protection (Volunteers)

Volunteers make a significant contribution to students and our community. The NSW Child Protection (Prohibited Employment) Act 1998 requires schools to ask anyone who is performing a task for the school and may have direct, unsupervised contact with children if they are a prohibited person. This includes all parents helping in classrooms, canteen, excursions, etc. All volunteers are required to complete an online undertaking form that confirms expectations in relation to behaviour whilst volunteering at schools, Catholic Out of Schools Hours Care and Catholic Early Learning Centres. This undertaking form seeks to determine the suitability of volunteers by requiring them to declare that they do not have a criminal history involving children. A link to the [Undertaking for Volunteers form](#) is available on the Building Child Safe Community Site and on our [school website](#). Volunteers will receive a confirmation email once the form has been submitted. Details are maintained in a central database and a confirmation copy is also emailed to the location where the volunteering will take place.

Confidentiality

All information held at the school is treated as private and confidential. Students' files are only accessible to relevant staff and information will not be divulged to anyone else without parental permission (as per [CEDP Information Sharing Policy](#)). Parents may be asked to sign a Release of Confidential Information Form to enable us to access information from a previous school, pre-school, day care centre, health professional, etc .

Custody of children and restraining orders

If a Custody or Restraining Order (AVO) exists within a family relationship, it is a legal requirement that the school be provided with a copy of the legal document in order to monitor parental contact with a child. Relevant families are required to provide such information upon enrolment or at the time of the court orders being made. As family situations change, the Principal must be notified as soon as possible of any changes. Classroom teachers will be notified of new and existing Custody and Restraining Orders as required by the Principal.

DVDs

Only 'G'-rated DVDs, which comply with copyright laws, may be viewed at school. Approval from the Principal and parents must be sought for any DVD which does not conform to these standards.

Emergency procedures (lockdown and evacuation)

In an ongoing plan of ensuring student, staff and community safety in the event of an emergency, Evacuations and Lockdown Drills are held on a regular basis.

Library (St Augustine Learning Centre)

Physical Resources

Teachers have the opportunity to visit the library each week. When visiting the library it is an expectation that:

- students learn to locate appropriate reading material (based on interests and reading ability);
- teachers assist children in selecting appropriate texts;
- students engage in reading books, fostering a love of quality literature;
- teachers assist by accessioning books to students.

Students also have the opportunity to borrow books on any day that the library is open during recess or lunch breaks. Students require a library bag for the safekeeping and protection of books when borrowing.

Electronic Resources

Students at Holy Spirit also have access to a range of electronic reading material, including a range of audio books. These include:

- access to our [school database](#) to search for titles and availability in our library and other CEDP school libraries (students require their school login and password to do this);
- access to [ACEN Audio and e-books](#) (students require their school login and password to do this);
- access to [Wheeler's e-books](#), which can also be accessed on tablets using the App (App Store or Google Play Store);
- access to a range of [online magazines](#) (can be used for class work, guided reading, etc);
- [Bug Club](#) (students require details to be provided by teachers); and
- [Storybox](#) (students require details to be provided by teachers).
- [PM eCollection](#) (students require details to be provided by teachers K-2 students)
- [Sora](#)

Please note that parent supervision is advised for book browsing and selection as the CEDP e-Books and Audiobooks cater for students from Kindergarten to Year 12 and all content may not be age appropriate for primary school children.

Lost property

All school clothing should be clearly labelled with each student's name so that it can be easily identified and returned to the student. Any lost items that are not labelled will be placed in the school lost property tub, located in the school office. From time-to-time unclaimed items in this tub are advertised for sale to parents. Please ensure all items are labelled to avoid unnecessary expense.

Mobile phones (students)

Mobile phones brought to school by Holy Spirit students must be checked in at the school office on arrival for storage during the school day. They are to be collected by students at dismissal time.

Office bag (notes)

All notes should be collected at the beginning of the day, placed in the class office bag and delivered to the school office by students no later than 9:15 am. Office bags need to be collected by class students before the end of each day so any contents can be distributed on that day.

Parent involvement

At Holy Spirit, parents and carers can take an active part in the school by being involved in various ways:

- Classroom helpers for reading, numeracy, art and craft, electives, etc
- Guest presenters in the classroom based on parent skills, talents and expertise
- Excursion helpers - supervising a small group of children on excursions
- Activity helpers - working together with teachers during joint ventures such as Family Fun Day, Athletics Carnivals, etc
- Guests - for assemblies, liturgies, Masses, open classrooms and other special events
- Co-educators - meeting and working with teachers to support the education of their children, including but not limited to attendance at three-way interviews (with a particular focus on how parents can help children at home)
- Graduation Committee member - helping organise the Year 6 Graduation Dinner.

Parent meetings

A parent or teacher may request an interview at any time during the year if a concern arises. Complaints by parents to teachers regarding school procedures and pupil's progress, attitudes or behaviours, should be discussed as soon as possible with the Assistant Principal or the Principal. Complaints of a serious nature should be communicated directly to the Principal.

Privacy (Standard collection notice)

1. The CEDP [Privacy Policy](#) is Available on our [CEDP Policy Central Site](#).
2. Catholic Education Diocese of Parramatta (CEDP), its schools, Catholic Early Learning Centres (CELCs) and Catholic Out of School Hours Care services (COSHCs) collect personal information, including sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to educate pupils, exercise our duty of care, and perform necessary associated administrative activities, which will enable pupils to take part in all relevant activities.
3. Some of the information we collect is to satisfy our legal obligations, particularly to enable us to discharge our duty of care.
4. Laws governing or relating to the operation of schools and child care require certain information to be collected and disclosed. These include relevant education, public health and child

protection laws.

5. Health information about pupils is sensitive information within the terms of the Australian Privacy Principles (APPs) under the Commonwealth Privacy Act 1988. We may ask you to provide medical reports about pupils from time to time.
6. We may disclose personal and sensitive information for legal, educational, administrative and support purposes. This may include to: other schools; government departments and agencies; Catholic Schools NSW; the local diocese and the parish; medical practitioners; people providing educational, support and health services, including specialist visiting teachers, coaches, volunteers and counsellors; providers of learning and assessment tools; assessment and educational authorities, including the Australian Curriculum, Assessment and Reporting Authority and NAPLAN Test Administration Authorities (who will disclose it to the entity that manages the online platform for NAPLAN); people providing administrative and financial services; anyone you authorise us to disclose information to; and anyone to whom we are required or authorised to disclose the information to by law, including child protection laws.
7. Personal information collected from pupils is regularly disclosed to their parents or guardians.
8. We may use third party online or 'cloud' service providers to store personal information and to provide services that involve the use of personal information. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. Further information about our use of third party online or 'cloud' service providers is contained in the CEDP Privacy Policy.
9. The CEDP Privacy Policy, accessible on the CEDP website, sets out how parents or pupils may seek access to and request correction of their personal information which we have collected and hold. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others, where access may result in a breach of our duty of care, or where pupils have provided information in confidence.
10. The CEDP Privacy Policy also sets out what action parents and pupils can take in relation to a breach of privacy laws.
11. We may, from time to time, engage in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist our fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
12. Occasionally, information such as academic and sporting achievements, pupil activities and similar news is published in our newsletters, magazines, and on our website. This may include photographs and videos of pupil activities such as sporting events, school camps and school excursions. We will obtain permissions from the pupil's parent or guardian (and from the student if appropriate) if we would like to include such photographs or videos, or other identifying material, in our promotional material or otherwise make this material available to the public, such as on the internet.
13. We may include pupils' and parents' contact details in a class list and in our directories.
14. If you provide us with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to us and

why.

15. You may obtain further information by contacting the Catholic Education Diocese of Parramatta on (02) 9840 5600 or at privacy@parra.catholic.edu.au.

Sacramental programs

Sacramental Programs are [Parish-based programs](#). The Parish encourages and nurtures parents in the preparation of their children through Group Learning. At these sessions, parents are encouraged to share their faith experiences and pass down their faith to their children. This is an excellent way for the children to see Christ's love alive and working through each one of us.

Sacraments taking place as follows:

- Reconciliation - Y3 students - 2, 6, 9, March 2024 (all at 4:00 pm)
- First Eucharist - Y4 students - 24 August 3pm, 25 August 12pm, 31 August 3pm 2024, 8 September 12pm
- Confirmation - Y5 students (preparation sessions in May 2024) - Mass dates TBA
-

Sports days

Sport is timetabled as part of RFF on the following days:

- All grades - Wednesday and Friday

Students wear sports uniform on Wednesdays and Fridays each week.

Sports Houses

The school is divided into four Sport Houses - Chisholm, Durack, Lawson and Marsden.

HOUSE NAME	COLOUR	HOUSE NAMED IN HONOUR OF
Chisholm	WHITE	Caroline Chisholm <ul style="list-style-type: none">● one of Australia's greatest women pioneers● best remembered for her work with emigrant families and young women
Durack	BLUE	Sarah 'Fanny' Durack <ul style="list-style-type: none">● first female Olympic gold medallist● broke the world record at the 1912 Stockholm Olympics
Lawson	GREEN	William Lawson <ul style="list-style-type: none">● pastoralist and explorer● Discovered a passage through the Blue Mountains (1813 - with Wentworth & Lawson)
Marsden	RED	Rev Samuel Marsden <ul style="list-style-type: none">● pioneered the Australian wool industry by importing and breeding Merino sheep● lived at Mamre Homestead.

School Leaders are elected to lead their teams at the Athletics Carnival. Children in the same family will be placed in the same house colour.

Staff Development Days

The Catholic Education Diocese of Parramatta allows the school six pupil free days per year for the staff to use a block of time to develop school-based curricula or other approved professional learning. The NSW government has deemed that the first of these days is the 'teacher only' day before the start of the school year and two of the days are the last two days of the school year. In 2025 these days will be:

Friday 31st January - Staff Development Day/Planning
Monday 3rd February- Staff Development Day/Planning

Monday 28th April- Staff Development Day
Tuesday 29th April - Staff Development Day
Friday 4th July - Staff Development Day (Spirituality)

Monday 21st July – Staff Development Day

Monday 13th October - Staff Development Day/Planning
Thursday 18th December - Staff Development Day/Planning

Student Leadership

Throughout their time at Holy Spirit students are encouraged to demonstrate leadership qualities when engaging with their peers, with younger students, in the classroom and on the playground. Staff work with students from Kindergarten to Year 6 to develop social and emotional skills of leaders, explicitly teaching these skills through curriculum areas such as PDHPE and RE, as well as through their day-to-day interactions with students. Leadership skills require students to manage their own behaviour, to work well with others through their thoughts, words and actions and to think critically and creatively when problem solving to ensure the needs of all are taken into consideration.

The culmination of quality leadership comes when students are entering Year 6 and are invited to nominate for roles as members of our Student Representative Council (SRC). Irrespective of whether or not students are elected to these roles, all Year 6 students are regarded as leaders and are encouraged to continue to develop leadership qualities. All students are given leadership responsibility as part of a team and provided with opportunities to realise their potential as developing young leaders.

SunSmart

As we work and play in an environment where exposure to sunlight can be harmful, we insist that students wear a hat when outdoors. Children are expected to wear their school hat to and from school, as well as when participating in outside activities. Holy Spirit adopts the 'NO HAT – NO SUN PLAY' Sun Smart policy whereby children who do not have an appropriate school hat must remain in a shaded area (protection from the sun).

Toys at School

Students are encouraged to bring inexpensive toys to school to play with - eg, handballs, skipping ropes or small toys. Expensive or precious items, such as electronic devices, fragile items or items of sentimental value, should not be brought to school in case they get lost or broken.

Technology (ICT Agreement)

The purpose of Information and Communications Technology (ICT) use at Holy Spirit Primary School is to enhance student engagement, learning, achievement, creativity, communication and collaboration. Students are provided with opportunities to be 'consumers' of existing information, to be 'creators' of new information and to use technology as a means of communicating and collaborating across distance and time.

ICT covers all devices and related applications, including accessing the internet, as well as a range of programs and applications. Use of ICT must be responsible, legal, appropriate and for educational purposes, following the guidelines outlined in the ICT Acceptable Use Agreement, which is in alignment with the CEDP [Student Use of Digital Devices and Online Services Policy document](#). Students must be 'Cyberwise', acting in a safe, respectful and responsible manner. See [CEDP information on being Cyberwise](#). Misuse of internet access may result in loss of privilege.

Students agree to abide by the rules set out in the ICT Acceptable Use Agreement by signing the form provided, together with their parents, and returning it to school. Students whose parent have not accepted and returned this document will not be permitted to access ICT at Holy Spirit.

HEALTH AND MEDICATION

Student Wellbeing

Holy Spirit acknowledges that it has a duty of care to the students attending the school. The welfare of the students is essentially the first and foremost consideration of any procedure for medical treatments of students. Holy Spirit Primary School observes the Catholic Education of Parramatta Diocese policy of all staff receiving ongoing periodic training in the management and emergency care of Anaphylaxis (including EpiPen administering) and CPR, with office staff also having full First Aid Training (every 3 years).

Absence Due to Illness

We want our children to attend school every day as this is important for their learning. However, it is recommended that parents do not send their child to school when they are unwell. Children become distressed when they are sick and they also run the risk of infecting other children. An absentee note of explanation should either be submitted via the Compass App.

Sick Bay

Holy Spirit has a sick bay for the use of sick or injured children. Supervision of children in sick bay is undertaken by appropriately first aid trained office staff. Staff members may send a student to sick bay. If the child's condition improves then the first aid officer may send the child back to the classroom.

Parents will be notified immediately if their child receives a head injury or eye injury, whether serious or minor. Parents must also be immediately notified if their child has been involved in a serious incident or an ambulance has been called for their child. It is a legal requirement that all serious accidents and injuries are recorded by the school.

Children suspected of having a communicable disease will be treated in line with the Department of Health guidelines. They will be excluded from school for the period stated in the Department of Health guidelines (see below).

Medication

Medication will be administered to students following the school's [Administration of Medication Guidelines](#).

Medication (except EpiPens) is stored and dispensed from the school office. School personnel are only permitted to administer medication prescribed by a paediatrician. They are unable to give antibiotics, paracetamol, ibuprofen, cough medicine or any other over-the-counter medications that can generally be administered around the school day.

Children who require medication (prescribed by a paediatrician) at school, must firstly return the completed form '[Administration of Medication at Holy Spirit Primary School](#)' signed by their parents, (available from the school office) along with a letter from the family doctor/specialist outlining commencement date, dosage, time for administration and any specific directions. Any variation to the medication in terms of dosage or frequency must be resubmitted to the office supported by a letter from the prescribing doctor.

Teachers may remind students to attend the school office at the appropriate time to take medication.

Children on Medical Action Plans will need to have their plans updated as frequently as changes are made to the plan. The school must be advised of any changes.

Medication on Excursions

The student's school EpiPen will be taken on all excursions. An extra asthma reliever puffer - eg, Ventolin, will also be taken on excursions where necessary.

On overnight excursions, at the specific written request of the parent/guardian, accompanying staff will hold and administer prescribed medicines. A form relating to medication required is to be completed by the parent/guardian of the child for whom the medication is prescribed and returned to the school prior to the event, along with medication.

Allergies

Anaphylaxis

Anaphylaxis is a potentially life threatening allergic condition.

The school must be notified upon enrolment upon diagnosis of the condition and when a change in Anaphylaxis management is required. A Medical Action Plan completed by a medical practitioner and an EpiPen (if required) must be provided to the school and updated each year for the ongoing medical safety of the child. Where relevant, at the beginning of the year, teachers will inform parents of the anaphylactic requirements in their class. An EpiPen will be taken on school excursions where necessary.

A photo of the children at risk of an anaphylactic reaction, together with their Action Plan, is clearly displayed in the classroom, staffroom and First Aid Room. Photos and abbreviated action plans for children with severe allergies, including Anaphylaxis, are also attached to the First Aid Duty Bags.

The school aims to implement practical strategies to reduce exposure to known allergens by encouraging a “No sharing or trading of food” practice in all areas of the school. Education of children (age-appropriate), parents and staff with regard to severe food allergies is also provided.

All staff are trained in the purpose and use of an EpiPen every two years. Copies of anaphylactic action plans, which include photos, will be displayed in children’s classroom, in order to assist other children and casual teachers in identifying both children and their warning signs.

Early Symptoms

- Itchiness of the palms or soles
- Faintness
- Feelings of generalised warmth
- Tingling of the mouth

Action:

- ***Send student to the school office for IMMEDIATE treatment (accompanied by two other students)***

Advanced Symptoms

- Collapse
- Skin rash
- Itching
- Difficulty breathing
- Swelling of the face, lips, tongue or throat

Action:

- ***Administer EPI-PEN IMMEDIATELY***
- ***Notify the school office of suspected ANAPHYLACTIC REACTION***

EPI-PEN Administration

1. Form a fist around the auto injector (black tip down).
2. With other hand, pull off grey cap.
3. Hold black tip on the outer thigh (through clothing if necessary).
4. Firmly jab into outer thigh so auto injector is at a 90° angle to thigh. You will hear a click.
5. Hold firmly for 3 seconds.
6. Call ‘000’ ambulance for immediate hospitalisation and further treatment. Inform them of an anaphylactic attack.
7. Call parents. They will meet the child at the hospital.
8. Accompany student in the ambulance. Take spare EPI-Pen.

The office staff will complete regular checks on the expiry date of the EpiPen.

For further information, refer to the [HS Allergy \(including Anaphylaxis\) Guidelines](#).

Asthma

Asthma is a respiratory condition in which people have difficulty in breathing. Symptoms can include breathlessness, wheezing, sore or tight feeling in the chest, continual coughing or sore tummy. An asthma flare-up or attack can come on slowly (over hours, days or even weeks) or very quickly (over minutes). Asthma is a potentially life threatening allergic condition, so close monitoring may be required.

Holy Spirit Primary School recognizes the importance of involvement and engagement with parents and carers of students and the ability of students to self-manage their asthma where appropriate. Holy Spirit Primary School remains committed to being an Asthma Friendly School.

The school must be notified upon enrolment, upon diagnosis of the condition and when a change in asthma management is required. Parents of students with asthma are to provide Holy Spirit Primary School with an Asthma Care Plan for their child, signed by the treating doctor, which will be recorded on the school's [Medication Register](#). This Asthma Care Plan must be updated each year for the ongoing medical safety of the child. The office staff will complete regular checks on the expiry dates of the asthma medication held in Sick Bay.

Asthma Management - Infants Children or Spacer Needed

- Parents are to complete and return an [Administration of Medication at Holy Spirit Primary School](#) form to the school office
- Parents are to supply a spacer device (if required) and medication (eg, Ventolin)
- Medication is to be stored in the school office, marked with the child's name
- The student will be sent to the school office and be supervised while they self-administer their medication as per their Asthma Care Plan

Asthma Management - Primary Children

- Students should carry their puffers with them and self-administer when necessary within their learning or play space

Mild or Moderate Asthma Symptoms

- Minor difficulty breathing
- Able to talk in full sentences
- Able to walk/move around
- May have cough or wheeze

Action:

- ***Send student to the school office for IMMEDIATE Asthma First Aid treatment***
(accompanied by two other students)

Severe Asthma Symptoms

- Obvious difficulty breathing
- Cannot speak a full sentence in one breath
- Tugging in of the skin between ribs or at base of neck
- May have cough or wheeze
- Reliever medication not lasting as long as usual

Action:

- ***Notify the school office of suspected SEVERE ASTHMA ATTACK***
- ***Administer Asthma first aid treatment IMMEDIATELY***
- ***Call '000' for immediate hospitalisation (inform them of a suspected asthma attack)***
- ***Call parents. They will meet the student at the hospital.***
- ***Staff member to accompany student in the ambulance.***

Life-Threatening Asthma Symptoms

- Gasping for breath
- Unable to speak or 1-2 words per breath
- Confused or exhausted
- Turning blue
- Collapsing
- May no longer have wheeze or cough
- Not responding to reliever medication

Action:

- ***Notify the school office of suspected LIFE THREATENING ASTHMA ATTACK.***
- ***Administer Asthma first aid treatment IMMEDIATELY***
- ***Call '000' for immediate hospitalisation (inform them of a suspected asthma attack)***
- ***Call parents. They will meet the student at the hospital.***
- ***Staff member to accompany the student in the ambulance.***

Communicable Diseases

Children suspected of having a communicable disease will be treated in line with the Department of Health guidelines. Children diagnosed with a communicable disease will be excluded from school for the period stated in Department of Health guidelines. See table below. Refer also to [CEDP Infectious Diseases in Schools Procedures \(2018\)](#).

Disease	Symptoms	Exclusion from School
Chicken Pox	Slight fever, runny nose, rash that begins as raised pink spots that blister and scab.	5 days from onset of the rash and the blisters have dried.
Conjunctivitis	Eye feels scratchy, is red and may water. Lids may stick together on waking.	While there is discharge from the eye.
Diphtheria	Initially similar to a common cold. Thick grey coating on the throat and tonsils.	Isolate immediately.
	Other common symptoms - fever, chills, swollen glands in the neck, a loud, barking cough, a sore throat, bluish skin, drooling and a general feeling of uneasiness or discomfort.	Take to hospital if possible.
	Additional symptoms as disease progresses - Additional symptoms may occur as the infection progresses, including difficulty breathing or swallowing, changes in vision, slurred speech or signs of shock, such as pale and cold skin, sweating and a rapid heartbeat.	It is necessary to stay away from school until a doctor gives a certificate. The doctor can do this after at least two negative nose and throat swabs. The first swab should be taken not less than 24 hours after the child has finished taking antibiotics. The second swab should be 48 hours later.
Gastroenteritis	Frequent loose or watery stools, vomiting, fever, stomach cramps, headaches.	At least 24 hours after diarrhoea stops.
German Measles (Rubella)	Mild/no symptoms. Mild fever, runny nose, swollen nodes, pink blotchy rash lasting a short time. Can cause birth defects in pregnant women.	At least 4 days after the rash appears.
Glandular Fever	Fever, headache, sore throat, tiredness, swollen nodes.	Until recovered or until a medical certificate is produced.
Hand, Foot and Mouth Disease	Mild illness. Possible fever, blisters around mouth, on hands, feet, perhaps nappy area.	Until blisters have dried.
Head Lice	Itchy scalp, white specks stuck near the base of hairs. Lice may be found on the scalp.	After head lice treatment. Ongoing management needed.
Hepatitis (Viral) - Types A & B	Sudden fever, loss of appetite, nausea, vomiting, jaundice, dark urine, pale stools.	2 weeks after first symptom, 7 days from the first signs of jaundice or until a doctor issues a certificate of recovery.

Impetigo (School Sores)	Small red spots change into blisters that fill up with pus & become crusted (face, hands, scalp).	Until antibiotic treatment starts. Sores should be covered with watertight bandages.
Influenza	Sudden onset fever, runny nose, sore throat, cough, muscle aches and headaches.	Until patient looks and feels better.
Measles	Fever, tiredness, runny nose, cough and sore red eyes for few days, followed by a red blotchy rash.	At least 4 days after the rash appears.
Meningococcal Disease	Sudden onset of fever, headache, neck stiffness, nausea, vomiting, drowsiness or rash.	Seek medical attention immediately.
Mumps	Fever, swollen and tender glands around jaw.	Until fully recovered. For at least 10 days after the swelling occurs.
Poliomyelitis	Generally no symptoms.	Exclude for at least 14 days from onset and until a medical certificate is produced.
Ringworm	Small scaly patch on skin surrounded by pink ring.	Day after appropriate fungal treatment has begun. The school may ask for a medical certificate to say that this has happened.
Scabies	Itchy skin, worse at night and around wrists, armpits, buttocks, groin and between fingers and toes.	Day after treatment has begun. The school may ask for a medical certificate to say that this has happened.
Scarlet Fever	Sore throat, high fever, vomiting, rash appears in 12-36 hrs.	At least 24 hours after treatment has begun and patient feels well.
Slapped Cheek	Mild fever, red cheeks, itchy lace-like rash, cough, sore throat, runny nose. Risk to pregnant women.	No exclusion required as most infectious before rash appears.
Tetanus	Early symptoms include painful muscle spasms that begin in the jaw (lock jaw), stiff neck, shoulder and back muscles, difficulty swallowing, violent generalized muscle spasms, convulsions and breathing difficulties.	Exclude until fully recovered.
Whooping Cough (Pertussis)	Runny nose, persistent cough in bouts. Possible vomiting. Whooping sound as gasps for air.	Isolate immediately. Exclude for 14 days from onset of illness, until 5 days of a 14-day course of antibiotics have been completed or a medical certificate is obtained.

Immunisation Requirements

Enrolment Requirements

Under the NSW Public Health Act, 2010 (and amendment dated April 2018), there is a requirement for parents to provide an Immunisation History Statement for all children enrolling for primary or secondary schooling. Information relating to immunisation forms part of our [Enrolment Form](#), which is available on our school website, under the tab of [Enrol Now](#). This Immunisation History Statement is automatically sent to parents (by mail) by the Australian Immunisation Register after a child completes their 4 year old immunisations.

Children can still be enrolled if the Immunisation History Statement is not provided or if the child is listed as not fully immunised. However, these children will be considered unimmunised and may be excluded from school if there is an outbreak of a vaccine preventable disease at the school or if they come into contact with a person with a vaccine preventable disease, even if there is no outbreak at the school.

Parents without an immunisation certificate, or whose children are not fully immunised, should be encouraged to visit a GP and complete their immunisation schedule.

Schools must forward Immunisation History Statements when a child transfers to another school. Schools must retain the Immunisation Certificate for 3 years from the date of completion of secondary education.

Please visit the [NSW Government Health Site](#) for further information relating to Immunisation Requirements in Primary & Secondary Schools.

Disease Notification Requirements

Primary School Principals and Directors of Child Care Centres should notify their local [public health unit](#) (PHU) by phone (call 1300 066 055) as soon as possible after they are made aware that a child enrolled at the school or facility is suffering from one of the following vaccine preventable diseases:

- Diphtheria
- Mumps
- Poliomyelitis
- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella ("German measles")
- Measles
- Pertussis ("whooping cough")
- Tetanus

Primary School Principals and Directors of Child Care Centres are also encouraged to seek advice from their local PHU when they suspect an infectious disease outbreak is affecting their school or centre, such as outbreaks of a gastrointestinal or respiratory illness.

NHMRC Recommended Immunisation Schedule

The [following schedule](#) is recommended for infants/children being immunised for the first time (effective 1 July 2020) by the Australian Government Department of Health.

National Immunisation Program Schedule 1 July 2020

Childhood vaccination (also see influenza vaccine and additional vaccination for people with medical risk conditions)			
Age	Disease	Vaccine Brand	Notes
Birth	<ul style="list-style-type: none"> Hepatitis B (usually offered in hospital) 	H-B-Vax® II Paediatric or Engerix B® Paediatric	Hepatitis B vaccine: Should be given to all infants as soon as practicable after birth. The greatest benefit is if given within 24 hours, and must be given within 7 days.
2 months Can be given from 6 weeks of age	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Rotavirus Pneumococcal Meningococcal B (Indigenous children) 	<ul style="list-style-type: none"> Infanrix® hexa Rotarix® Prevenar 13® Bexsero® 	<ul style="list-style-type: none"> Rotavirus vaccine: First dose must be given by 14 weeks of age. Meningococcal B vaccine: All Aboriginal and Torres Strait Islander children from 6 weeks of age, with a three year catch-up program for Aboriginal and Torres Strait Islander children aged less than 2 years old until 30 June 2023. Refer to the Australian Immunisation Handbook (the Handbook) for dose intervals.
4 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Rotavirus Pneumococcal Meningococcal B (Indigenous children) 	<ul style="list-style-type: none"> Infanrix® hexa Rotarix® Prevenar 13® Bexsero® 	<ul style="list-style-type: none"> Rotavirus vaccine: The second dose must be given by 24 weeks of age.
6 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Pneumococcal (All children with specified medical risk conditions) Pneumococcal (Indigenous children living in WA, NT, SA, Qld) Meningococcal B (Indigenous children with specified medical risk conditions) 	<ul style="list-style-type: none"> Infanrix® hexa Prevenar 13® Prevenar 13® Bexsero® 	<ul style="list-style-type: none"> Pneumococcal vaccine: An additional (3rd) dose of 13vPCV is required for Indigenous children living in WA, NT, SA, Qld, and all children with specified medical risk conditions for pneumococcal disease. Refer to the Handbook. Meningococcal B vaccine: An additional (3rd) dose of Bexsero® is required for Indigenous children with specified medical risk conditions for meningococcal disease. Refer to the Handbook.
12 months	<ul style="list-style-type: none"> Meningococcal ACWY Measles, mumps, rubella Pneumococcal Meningococcal B (Indigenous children) 	<ul style="list-style-type: none"> Nimenrix® M-M-R® II or Priorix® Prevenar 13® Bexsero® 	
18 months	<ul style="list-style-type: none"> <i>Haemophilus influenzae</i> type b (Hib) Measles, mumps, rubella, varicella (chickenpox) Diphtheria, tetanus, pertussis (whooping cough) Hepatitis A (Indigenous children in WA, NT, SA, Qld) 	<ul style="list-style-type: none"> ActHib® Priorix-Tetra® or ProQuad® Infanrix® or Tripacer® Vaqta® Paediatric 	<ul style="list-style-type: none"> Hepatitis A vaccine: First dose of the 2-dose hepatitis A vaccination schedule if not previously received a dose. The second dose is now scheduled at 4 years.
4 years	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), polio Pneumococcal (All children with specified medical risk conditions) Pneumococcal (Indigenous children living in WA, NT, SA, Qld) Hepatitis A (Indigenous children in WA, NT, SA, Qld) 	<ul style="list-style-type: none"> Infanrix® IPV or Quadracel® Pneumovax 23® Pneumovax 23® Vaqta® Paediatric 	<ul style="list-style-type: none"> Pneumococcal vaccine: Administer first dose of 23vPPV at age 4 years, followed by second dose of 23vPPV at least 5 years later. Refer to the Handbook for risk conditions. Hepatitis A vaccine: Not required if previously received 2 doses (first dose at age ≥12 months) at least 6 months apart.

Adolescent vaccination (also see influenza vaccine and additional vaccination for people with medical risk conditions)			
Age	Disease	Vaccine Brand	Notes
12–13 years (School program)	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough) Human papillomavirus (HPV) 	<ul style="list-style-type: none"> Boostrix® Gardasil®9 	<ul style="list-style-type: none"> HPV vaccine: Observe Gardasil®9 dosing schedules by age and at-risk conditions. 9 to <15 years: 2 doses, 6 months minimum interval. ≥15 years and/or have certain medical conditions: 3 doses, 0, 2 and 6 month schedule. Only 2 doses funded on the NIP unless a 12–<15 year old has certain medical risk factors.
14–16 years (School program)	<ul style="list-style-type: none"> Meningococcal ACWY 	Nimenrix®	

Adult vaccination (also see influenza vaccine and additional vaccination for people with medical risk conditions)			
Age	Disease	Vaccine Brand	Notes
50 years and over	<ul style="list-style-type: none"> Pneumococcal (Indigenous adults) 	Prevenar 13® and Pneumovax 23®	Pneumococcal vaccine: Administer a dose of 13vPCV, followed by first dose of 23vPPV 12 months later (2–12 months acceptable), then second dose of 23vPPV at least 5 years later.
70 years and over	<ul style="list-style-type: none"> Pneumococcal (non-Indigenous adults) 	Prevenar 13®	
70–79 years	<ul style="list-style-type: none"> Shingles (herpes zoster) 	Zostavax®	Shingles vaccine: All people aged 70 years old with a five year catch-up program for people aged 71–79 years old until 31 October 2021.
Pregnant women	<ul style="list-style-type: none"> Pertussis (whooping cough) 	Boostrix® or Adacel®	Pertussis vaccine: Single dose recommended each pregnancy, ideally between 20–32 weeks, but may be given up until delivery.

Additional vaccination for people with medical risk conditions			
Age/risk condition	Disease	Vaccine Brand	Notes
All people with asplenia, hyposplenia, complement deficiency and those undergoing treatment with eculizumab	<ul style="list-style-type: none"> Meningococcal ACWY Meningococcal B 	<ul style="list-style-type: none"> Nimenrix® Bexsero® 	Meningococcal vaccines: Refer to the Handbook for dosing schedule. The number of doses required vary with age.
People ≥5 years with asplenia or hyposplenia	<ul style="list-style-type: none"> <i>Haemophilus influenzae</i> type b (Hib) 	Act-Hib®	Hib vaccine: A single dose is required if the person was not vaccinated in infancy or incompletely vaccinated. (Note that all children aged <5 years are recommended to complete Hib vaccination regardless of asplenia or hyposplenia)
People <12 months of age with conditions that increase their risk of pneumococcal disease	<ul style="list-style-type: none"> Pneumococcal 	Prevenar 13® and Pneumovax 23®	Pneumococcal vaccine: An additional (3rd) dose of 13vPCV is required at 6 months of age, followed by a routine booster at 12 months (all children), then a first dose of 23vPPV at age 4 years, followed by second dose of 23vPPV at least 5 years later. Refer to the Handbook for risk conditions .
People ≥12 months of age with conditions that increase their risk of pneumococcal disease	<ul style="list-style-type: none"> Pneumococcal 	Prevenar 13® and Pneumovax 23®	Pneumococcal vaccine: Administer a dose of 13vPCV at diagnosis followed by 2 doses of 23vPPV. Refer to the Handbook for dose intervals and risk conditions .

Funded annual influenza vaccination (Refer to annual ATAGI advice on seasonal influenza vaccines)	State/Territory	Contact Number
Children 6 months to less than 5 years of age	Australian Capital Territory	(02) 5124 9800
People 6 months and over with specified medical risk conditions	New South Wales	1300 066 055
People 65 years and over	Northern Territory	(08) 8922 8044
Pregnant women	Queensland	HEALTH (13 4325 84)
All Aboriginal and Torres Strait Islander people 6 months and over	South Australia	1300 232 272
	Tasmania	1800 671 738
	Victoria	1300 882 008
	Western Australia	(08) 9321 1312

Last updated September 2020

FINANCE

School Fees

Catholic systemic schools aim to keep their fees as low as possible and can provide flexible payment arrangements for families. Students who meet the enrolment criteria will not be refused enrolment because of a family's genuine inability to afford school fees. Schools are able to reduce or waive fees for families suffering financial hardship.

There are three levels of annual fees, billed in instalments during Terms 1, 2 and 3:

- Annual Diocesan Tuition Fees set by the Catholic Schools Parramatta Diocese
- Diocesan Building Levy set by the Catholic Schools Parramatta Diocese
- School-based fees

There are very significant discounts for the second (25% reduction) and third (50% reduction) children enrolled from the one family. There are no fees for the fourth and subsequent school children.

Annual Diocesan Tuition Fees can be paid upfront at the start of the year or as three equal payments in Terms 1, 2 and 3.

To work out how much the fee is for each child, check the fees table on our school website:

<https://www.hsstclair.catholic.edu.au/Enrol-Now/School-Fees>

School Fee Accounts

A Statement of Account is distributed at the beginning of each term.

Flexible Payment Options

Flexible payment options are offered to all families. This provides you with the opportunity to select a payment method and plan that best suits your circumstances. School fee payment methods include cash, cheque, direct debit, credit card, EFTPOS, BPay, Australia Post BPay and deductions from Centrelink payments. Payments can also be made on a weekly, fortnightly or monthly basis at no additional charge and by arrangement with the School Finance Officer.

Outstanding Fees

A reminder notice for outstanding fees will be sent 30 days from the date of the original statement. However, if you encounter unexpected changes to your financial circumstances that may make it difficult to pay your fees on time, please make an immediate appointment with the Principal, who will respond to your situation with care and confidentiality. You may also need to bring supporting documents to show your financial situation.

SCHOOL UNIFORM

School Uniform

The full school uniform is compulsory at all times. It should be kept neat and tidy in appearance, demonstrating school pride. All items should be clearly labelled with each child's name for easy identification.

Sports Uniform

Items of the sports uniform are only to be worn on sports days and are not permitted to be worn with the school uniform.

School Hat

The school hat is part of the school uniform. Children are expected to wear their school hat to and from school, as well as when participating in outside activities. Holy Spirit adopts the 'NO HAT – NO PLAY' Sun Smart policy whereby children who do not have an appropriate school hat must remain in a shaded area.

Paint Shirts

Paint shirts are required to be worn during Art and Craft activities to protect the school uniform. An old large-sized shirt or t-shirt is ideal. This should be kept at school.

Personal Grooming

Students are expected to keep their hair clean, neat and tidy and out of their face and eyes at all times. Haircuts are to be in a sensible and conventional style.

There are to be no extremes of fashion in hairstyle cut or colour.

- Shaving of any part of the head, lines, steps, exaggerated layering or undercuts are not permitted (cut must be no shorter than a no. 2 cut and blended in);
- Rat's tails are not permitted;
- Students are not to colour their hair or have streaks, foils, etc; and
- Hair of collar length and longer should be tied back by a ribbon, scrunchie, hair band or clip in the school colours only.

Jewellery

Students are expected to observe school rules with regards to jewellery.

- Earrings should be small studs or small sleepers (one in each ear); and
- Other than a watch, jewellery should not be visible.

Make-Up and Nail Polish

Make-up and nail polish are not part of the school uniform. Students wearing make-up or coloured nail polish will be asked to remove it.

Uniform Reminder Notes

If a student regularly does not observe the school's uniform expectations, a Uniform Reminder Note may be sent to the parents reminding them of the following:

- School sports uniform items cannot be worn with the regular school uniform.
- Black leather school shoes are to be worn with the regular school uniform.
- Joggers are to be school colours (predominantly black, white or red)
- Sports shoes are to be proper joggers, not canvas or other shoes
- Correct socks (white socks that are visible) are to be worn with the sports uniform.
- Hat with school logo must be worn.
- Collar-length hair must be tied back neatly.
- Ribbons, scrunchies, hair bands and clips must be in school colours only.
- Hair colour and/or streaks are not permitted.
- Shaving and undercuts are not permitted.
- Rat's tails are not permitted.
- Cuts shorter than a number 2 that is blended in are not permitted.
- One earring (small sleeper or stud) must be worn in each ear.
- Other than a watch and earrings, no jewellery should be visible

The Assistant Principal, in consultation with the Principal, will make the final decision on what is considered appropriate hair styling, grooming and jewellery for school. Parents will be notified if there are concerns regarding their children.

See Appendix 2 for a full school uniform listing.

CURRICULUM

As per the National Education Standards Authority (NESA) requirements, Holy Spirit implements teaching and learning experiences across the following Key Learning Areas:

- Religious Education
- English
- Mathematics
- History & Geography (HSIE)
- Science and Technology
- Creative Arts
- Personal Development, Health & Physical Education

Key Learning Area (Religious Education)

As a Catholic school we work in partnership with our families and parish in the faith development of our students. Our motto provides a particular focus for all we do and is the inspiration for our work in Religious Education.

*'At Holy Spirit we seek
To live our lives like Jesus,
Work and love as a family,
Learn, and challenge each other,
So that ...
TOGETHER WE GROW'.*

See notes on the side

Our formal Religious Education Program is based on the Diocesan Religious Education curriculum document, [Encountering Jesus](#). It is an expectation that no less than two hours and thirty minutes each week will be spent on the explicit teaching of Religious Education. The Sacramental Program is parish-based, but is supported by classroom activities. Our key goal is to provide a sound knowledge and understanding of our Catholic faith in order to promote the formation and evangelisation of all.

Religious Education enables children to:

- better come to know and love God, Jesus and the Holy Spirit;
- develop a greater awareness that God is a friend who loves us and walks with us every day of our lives;
- experience, within a secure school environment, the confidence to cope with life;
- grow as active and supportive members of our faith community; and
- know, share and respond to Jesus' message of love.

Our formal Religious Education program is guided by the Encountering Jesus curriculum, which encourages students to deepen their relationship with Jesus while engaging with the Catholic faith. It is an expectation that no less than two hours and thirty minutes each week will be dedicated to the explicit teaching of Religious Education.

The Sacramental Program remains parish-based and is supported by classroom learning experiences. Through our Religious Education program, we aim to foster a sound knowledge and understanding of the Catholic faith, promoting formation and evangelisation within our school community.

Religious Education Supports Students to:

encounter and grow in their relationship with Jesus and the Holy Spirit.

recognise God's presence in their lives and develop an awareness of His love and guidance.

apply Gospel values to their daily actions and relationships.

actively contribute to our faith community and respond to the needs of others.

understand and share Jesus' message of love and compassion.

Whole school masses are celebrated at the beginning and end of each school year, with significant events in the life of the school or parish also being celebrated in this way. At Holy Spirit, First Reconciliation, Eucharist and Confirmation are parish-based Sacraments and these programs are supported by units of work covered at school. Celebration of life experiences and special events are conducted through class liturgies and masses in the parish church, Multi Purpose Area and classrooms.

Key Learning Area - English

English is one of the seven Key Learning Areas in the school curriculum K-6. As well as being a key learning area in its own right, English has a wider role as a means of learning in all curriculum areas. ([English Syllabus K-2](#) and [English Syllabus K-10 online](#))

By studying, responding to and creating a variety of texts, children will learn to:

- communicate effectively;
- use language to make meaning according to their purpose, audience and context;
- think in ways that are imaginative, creative, interpretive and critical;
- express themselves and their relationships with others in their world; and
- reflect on their learning.

Students will value and appreciate the:

- importance of English to learning;
- personal enrichment to be gained from a love of English, literature and learning;
- power of language;
- role of language in developing positive relationships;
- diversity and beauty of language; and
- independence gained from thinking imaginatively, creatively, interpretively and critically.

Daily Instruction

Each day students will engage in:

- purposeful talk;
- modelled reading and writing activities;
- shared reading and writing activities;
- small group instructional reading and writing activities;
- independent reading and writing.

Reading Recovery

Reading Recovery is an early literacy intervention that provides one-to-one teaching for children who need greater assistance in learning to read and write following their first year of school. It is a daily, individualised program delivered by a specialist teacher that engages children in reading books and writing their own stories. It enhances classroom programs and enables children to quickly "catch up" to the average level of their class. Reading Recovery builds on the strengths of each child and encourages them to become independent, strategic readers and writers.

Key Learning Area - Mathematics

The aim of Mathematics (see [online K-2 syllabus](#) and [online K-10 syllabus](#)) is for children to:

- be confident users of mathematics;
- be able to investigate, represent and interpret situations;
- develop an increasingly sophisticated understanding of concepts and fluency;
- be able to pose and solve problems;
- be able to reason;
- recognise connections between areas of mathematics and other disciplines;
- appreciate mathematics as an important and relevant part of life;
- demonstrate interest, enjoyment and confidence in using mathematics; and
- demonstrate perseverance in undertaking mathematical challenges.

Students will develop knowledge, skills and understanding in:

- Working Mathematically – students will develop understanding and fluency through inquiry, exploring and connecting concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning;
- Number and Algebra – students will develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation;
- Measurement and Geometry – students will identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems; and
- Statistics and Probability – students will collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

Children are given the opportunity to investigate, explore and manipulate both concrete materials and abstract ideas through rich, open-ended tasks. The process of their learning is expressed orally, pictorially and symbolically. Visualisation assists the children to problem solve. In Mathematics the children articulate their thinking and reasoning, enabling deeper conceptual understandings. This allows them to learn to apply learning and skills to other areas.

All students at Holy Spirit engage in Mathematics for 60 minutes each day. This consists of:

- A number warm up;
- Rich and open-ended tasks (deliberate intent - based on student needs and syllabus);
- Individual reflection ('the zone of confusion')
- Students working in flexible groups and structures; and
- Students articulating and reflecting on their thinking and strategies.

Extending Mathematical Understanding (EMU)

EMU is a research-based early numeracy intervention that provides small group teaching for children who need greater assistance in understanding mathematics following their first year of school. It is a daily program delivered by a specialist teacher that engages children in mathematical tasks designed to deepen understanding. It enhances the classroom program and enables children to quickly "catch up" to the average level of their class. EMU builds on the strengths of every child and encourages them to become independent and strategic learners.

Key Learning Area - HSIE (History & Geography)

Human Society and Its Environment encompasses the areas of History (see online [History Syllabus K-10](#)) and Geography (see online [Geography Syllabus K-10](#)). The study of History is designed to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

The study of Geography is designed to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Key Learning Area - Science & Technology

Science is of increasing importance and integral to our rapidly changing world. A student's sense of wonder and curiosity about the natural and made world is fostered through actively embracing new concepts and the unexpected, and by learning through trialling, testing and refining ideas.

The study of science and technology develops the building blocks of inquiry and students' abilities to solve problems, using evidence and reasoning. Students will participate responsibly in developing innovative ideas and solutions in response to personal, social and environmental issues, contributing to the world as global citizens. They will question and seek solutions to problems through collaboration, investigation, critical thinking and creative problem-solving.

Working Scientifically and Design and Production skills will enable students to enhance inquiry and to manipulate tools and materials to produce solutions to a range of problems. See Science Syllabus - [Science & Technology K-6](#) (2017).

Key Learning Area - Creative Arts

Creative Arts aims to provide students with basic learning in the art forms through the subjects of Visual Arts, Music, Drama and Dance. Many experiences provided lend themselves to integration across other Key Learning Areas. See [Creative Arts Syllabus K-6](#).

The curriculum is designed for students to develop knowledge, skills and understanding in:

- making and appreciating artworks;
- performing and appreciating music (singing, playing and moving);
- performing (taking on roles and creating imagined situations) and appreciating dramatic works; and
- composing and appreciating dance.



Visual Arts

In Visual Arts, students engage with the concepts of artists, artworks, the audience and the world. In making they learn how they can investigate the world through selected subject matter (eg people, objects, places and spaces) and work with the forms (eg painting, drawing, digital works) in expressive ways. These investigations of subject matter and the forms are further developed in their appreciation of artists, designers, craftspeople, architects and their works.

Music

Music plays an integral part in the life of Holy Spirit. It enhances the prayer life of the community, is a source of entertainment at events such as school assemblies, discos and end of year functions and provides students with an opportunity for meaningful self-expression.

Students participate in formal music lessons taught by a specialist Music teacher. During Music lessons, students develop knowledge and understanding, skills, values and attitudes in Performing, Organising Sound and Listening by experiencing musical concepts (duration, pitch, dynamics, tone colour, and structure) within a wide range of Repertoire through a sequential and planned process of teaching and learning. Students also have the opportunity to receive string lessons (cello, viola and violin).

Dance

During Dance lessons, students will develop knowledge and understanding, skills, values and attitudes in Performing, Composing and Appreciating by engaging with the elements of dance (action dynamics, time, space, relationships and structure) through a range of contexts within a planned and sequential process of teaching and learning.

Learning to perform, compose and appreciate in dance involves a range of skills that use the dancing body and the elements of dance. Students use the elements in performing, composing and

appreciating. With ideas for dance drawn from a range of contexts, they engage with the concepts of dance artists (performers and choreographers), dance works, the audience and the world to develop broader and deeper knowledge, understanding, values and attitudes about dance.

Drama

In Drama, students will develop knowledge and understanding, skills, values and attitudes in making, performing and appreciating by engaging in role, dramatic contexts, elements and forms. Learning in

At Holy Spirit students from K-6 participate in lessons that explore many aspects of dramatic experiences, including mime, improvisation and movement. Lessons incorporate specific skill teaching and performance opportunities. Students move from the familiar such as nursery rhymes and traditional stories through to abstract experience in the creation of their work. Students are encouraged to develop and extend their skills both individually and in groups and respond constructively to others.

Key Learning Area - PDHPE

“Personal development, Health and Physical Education is in keeping with the Catholic ideals of education of the whole person. Thoughts, sensations, emotions and physical activities all have an influence on each other and on the individual’s growth towards personal maturity. Catholic education aims to mould these elements into a harmonious unity, in the light of human understanding and faith” (Most Reverend P.L. Murphy DD, Chairman, Catholic Education Commission, NSW)

The aim of the [Personal Development, Health and Physical Education Curriculum](#) is to enable students to develop the knowledge, understanding, skills, values and attitudes needed to promote safe, healthy and active lives. This syllabus is directly concerned with supporting the development of the student as a whole person. Learning in PDHPE extends beyond planned classroom lessons and is reinforced by the Pastoral Care Program, the school’s healthy canteen, Sharing Our Story (Religious Education Program) and other ‘Health–Promoting’ activities.

PDHPE is an important key learning area as it supports the development of the student as a whole person in the following domains:

- self-management skills;
- interpersonal skills; and
- movement skills.

The PDHPE syllabus content is divided into three content strands:

- health, wellbeing and relationships;
- healthy, safe and active lifestyles; and
- movement skill and performance.

It is shaped by five propositions:

- focus on educative purpose;
- strengths-based approach;
- value movement;
- develop health literacy; and
- include a critical inquiry approach.

All students are involved in weekly sport and/or physical education lessons. In addition to this, students have the opportunity to compete across the school, Zone, Diocesan, inter-Diocesan and Stage level in swimming, athletics, cross-country, soccer, football, netball, etc. At Holy Spirit, St Clair, we aim to:

- make sure all students participate in sporting activities by ensuring all students participate in supervised sport at school;
- engage parents by informing the parents of any proposed inter-school sporting activities;
- allow students to represent the school in a variety of sports;
- whenever possible, provide training by experienced teachers or parent volunteers for those students representing the school in any sport; and
- make students aware of the importance of regular exercise and a healthy diet in their lives.

All students are involved in weekly sport and/or physical education lessons. In addition to this, students have the opportunity to compete across the school, Zone, Diocesan, inter-Diocesan and Stage level in swimming, athletics, cross-country, soccer, football, netball, etc.



School Sporting Carnivals and Representation

All students at Holy Spirit enjoy opportunities to participate in fun and engaging weekly PE lessons, run by Dance Fever as RFF during 2019. In addition to this, they have the opportunity to try out for Cross Country, Swimming and Athletics Carnivals, which are held annually. Students are selected from these events to represent the school at combined school events and have the opportunity to progress and further represent at Diocesan and State levels.

Gala days provide an opportunity for students to try out for various team sports, such as Netball, NRL, Soccer, Touch Football, Gymnastics and Basketball. It is hoped that participation in gala day events will foster sportsmanship, as well as assisting in the development of skills. There is no prerequisite for trying out for any of these gala day events, with the main focus on participation and enjoyment.

All involved in school sporting activities are required to adhere to the PDPSSC (Parramatta Diocesan Primary Schools Sports Council) Codes of Conduct – see [Appendix 3](#).

Co-curricular Activities

Students are given many opportunities to extend their learning at various times through a range of co-curricular activities, including:

- Premier's Reading Challenge
- Diocesan Creative Arts Expo
- Literacy and Numeracy Week activities
- Catholic Schools Week activities
- Dance Club
- Coding Club
- Chess Club
- Gala Days
- Drawing
- Fitness Club
- Voice of Youth public speaking competition



Excursions, Incursions and Cultural Experiences

Holy Spirit provides opportunities for children to experience life in community situations outside their local environment. Appropriately planned and supervised excursions, incursions and cultural activities are an integral part of enriching students' learning experiences.

Learning Support - Diversity Team

Learning support is provided by the Diversity Team through Literacy Support, Numeracy Support, Behaviour Intervention and, where necessary and appropriate, other outside agencies. A process of identification of specific needs takes place in consultation with the Principal, classroom teacher, parents and the Diversity Team, resulting in Personalised Plans and other programs being established. External services to the school may be recommended and can be accessed by parents when extra assistance is required.

Case Management Meetings

Case management meetings provide an opportunity for additional support for students who require further modification of classroom programs. This meeting involves the class teacher and members of the leadership and diversity teams. The aim is to address the specific needs of a student in order to further support their learning in the classroom.

Student Bookwork

Holy Spirit Primary School encourages students to take pride in their bookwork. Good bookwork promotes organisational skills and provides a written record that is easily accessible. A well-organised book is one where work is clearly set out.

Through explicit teaching the students will understand the appropriate expectations of bookwork at Holy Spirit. All work should be dated, with a heading and consecutive pages in the book used.

Homework

- **All children are expected to:**
 - **read every night** (literature of choice).
 - read for 10 minutes every night in K-2. This includes the child reading and being read to by an adult, as well as discussion of what has been read (before, during and after reading) to ensure understanding. Older children can choose length of time spent on reading.
 - **write every night** (could be words, sentences or paragraphs depending on needs)
 - do **Mathematics** revision every night (could be counting, number facts, mental problems, etc)
 - **complete** assigned homework (differentiated to address student needs)
- Homework will be **sent home every Monday** and **collected the following Monday** (children will have 2 Homework books to provide time for teachers to mark one book while your child is using the other book)
- Children who **complete and hand in all Homework will be rewarded with additional structured play or games on the following Friday afternoon**; children with incomplete homework will use this time to complete incomplete work.
- If a child is **unable to complete any of their homework tasks on any occasion due to family circumstances, please send a note to your child's teacher** (please write this in their Homework book for the week and return this to the teacher).

- A note will be sent home to parents if children have incomplete homework and no explanatory note from parents.

- Children may choose to:
 - complete additional activities provided by teachers (may include research, revision, collaborative inquiry, etc).

- Homework should take no longer than (in addition to reading time):
 - K-2 - 10 minutes per night
 - Y3-4 - 20-30 minutes per night
 - Y5- 40-50 minutes per night

General

Homework will not necessarily be the same for every child in the class. Just as children are taught in the classroom based on their needs, their homework will also be set with this in mind.

Homework should not be a source of worry or frustration for the student, teacher or parent. Students are encouraged to complete the assigned work to the best of their ability and to seek their teacher's help if they are having any difficulties. Homework is of little value to the child if the parent completes it! Parents are asked to help and encourage their child, but allow the child to do the work.

Role of the Teacher

- Set homework that is relevant, purposeful and appropriate to student needs (not new work);
- Ensure that students have a clear understanding of tasks set; and
- Provide feedback to students.

Role of the Student

- Take home all items necessary for the completion of homework;
- Complete prescribed homework to the best of his/her ability; and
- Seek help from the teacher if experiencing difficulty.

Role of the Parent

- Create an environment that facilitates completion of homework;
- Encourage a positive mindset (praise effort and growth);
- Listen to reading and discuss texts read (where appropriate);
- Offer help when necessary;
- Promote and reinforce homework as an important part of the learning process; and
- Report any difficulties to the teacher, including difficulty of work or excessive time taken.

Homework needs to be manageable for teachers, students and parents, not placing undue stress on any party. If children are struggling, reluctant, having any difficulty or busy on a particular evening, parents should simply send a note to the teacher explaining why homework is incomplete.

Holiday Homework

Parents and carers sometimes ask for homework for their child when they take holiday breaks during the school term. As homework is so closely connected to what students are learning in class, this is a challenge. The best learning for your child at this time is usually through the travel you are undertaking. Activities that may enhance your child's learning while you are on leave include:

- visiting local churches and comparing and contrasting these to your local church;
- exploring artworks and the historical background of buildings;
- having conversations about places visited;
- taking photographs and audio recording about each photograph;
- keeping a journal or blog about places visited;
- collecting postcards and using these to create a traveller's diary;
- reading maps together;
- collecting and sorting objects (if relevant);
- playing games;
- calculating change;
- finding out about the history and culture of various places;
- creating a brochure or presentation encouraging others to visit a particular location (with justification or evidence to support their point of view);
- learning how to use various features on a camera or ipad app;
- visiting places of scientific significance; and
- visiting art galleries, theatres, museums or other places of cultural significance.

These activities, which relate closely to the holiday experience, will be far more meaningful to your child than trying to complete school-related activities provided by teachers.

Parents need to be aware that NSW Government legislation requires parents to apply to the Principal for an exemption of attendance from school when extended leave is taken during school terms. The Principal may only approve such leave in accordance with government guidelines. Parents may obtain a leave exemption application form from our school office or website.

STUDENT WELLBEING & BEHAVIOUR MANAGEMENT

Pastoral Care

Every child at Holy Spirit has a right to learn, feel safe, secure, valued and respected. Student wellbeing encompasses the holistic growth of students and is expressed through the development of quality relationships, the provision of satisfying learning experiences and the establishment of an effective care network.

The multicultural nature of our school is something to be celebrated, where respect, tolerance and acceptance are essential values. Positive relationships that respect and accept individual difference and diversity within the whole school community are promoted.

Classroom and playground rules provide guidelines for positive student behaviour. Students who display inappropriate behaviour are asked to reflect on their behaviour and work with staff to find a way of modifying behaviours.

Holy Spirit Primary School supports procedural fairness, also known as natural justice, in dealings with all members of the school community. Corporal punishment is inconsistent with the ethos of the Catholic school and is not used under any circumstances at Holy Spirit Primary School.

Behaviour Expectations

At Holy Spirit, we believe that every child has the right to feel safe and the right to learn. We have shared school rules, which provide teachers and their students with the language to discuss behaviour in a consistent way. These rules form the basis of the agreement for responsible behaviour in each classroom, providing the focus for reflection about any behaviour. These shared school rules are:

- **I am Safe** - I can be “Safe” by thinking about how my actions affect my own safety, as well as the safety of others and by making positive choices. I can be safe by taking responsibility for my actions.
- **I am Respectful** - I can be “Respectful” of myself and others, being kind and polite in my words and actions; I can be respectful of the environment by treating all property with care, whether my own, school or other people’s. I can be respectful by taking responsibility for my actions.
- **I am a Learner** - I can be a “Learner” by listening to the teacher, trying my best and being a co-operative member of my learning community. I can be a learner by taking responsibility for my learning.

The term “bully” is sometimes misunderstood. The definitions below may help children differentiate between what is actual bullying behaviour and what is just being mean or rude.

- **RUDE** - impolite or bad mannered - eg, you say 'good morning' and the other person ignores you or snatches a book or paper from you;
- **MEAN** - someone who puts others down, is unkind or hurtful - eg, calls out 'loser', talks unkindly about you or refuses to include you in one of their games; and
- **BULLY** - Someone who repeatedly and intentionally intimidates other and who is often in a position of 'power' - eg, every day they wait for you and 'put hands on' or every day they force you out of the line, etc. They may be older or bigger than you.

The development of positive behaviour is a responsibility that we all share. We are committed to ongoing professional learning and staff training to support our whole school approach.

School Counsellor

The school provides the services of a counsellor who is employed 3 days per week to support students and their parents/carers with social and emotional issues where necessary. Permission will always be sought from parents before the counsellor is engaged to work with a student.

Anti-Bullying Procedures

The expectation of all members of the Holy Spirit School Community is that all people are treated equally. Teachers are proactive in their approach to anti-bullying in all its forms - including sexism, disability discrimination and racism. These issues are taught about in the classroom and form part of class expectations. If any teacher, student or parent has concerns pertaining to matters of discrimination, they should contact the Assistant Principal or Principal.

At Holy Spirit we consider all forms of bullying, discrimination and harassment to be unacceptable behaviour as it undermines the intrinsic dignity of the individual person and is inconsistent with the ethos of a Catholic school. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and discrimination. The three school rules of Holy Spirit Primary School recognise the importance of a safe environment where human development is nurtured.

Bullying is often a result of some form of discrimination and when this occurs the student, parent or teacher needs to report the incident to either an executive member of staff or to the Principal. Each case will be dealt with individually and in most cases parents will be contacted. At Holy Spirit we follow [CSPD's Student Wellbeing Policy](#) (2022) and [CSPD's Bullying of Students – Prevention and Response Procedure](#) (2022).

Wellbeing Programs

An essential part of being an authentically Catholic school is offering students a supportive environment in which to learn. Holy Spirit makes the welfare of its students a priority and seeks to

offer them appropriate support to ensure their wellbeing through:

- Kindergarten Orientation and Transition Programs – usually take place in Term 4 of the year before students start ‘big school’;
- Year 6 Transition to High School Program – for nominated students in Year 6 during Term 4;
- Buddy System – older grades ‘buddy up’ with younger grades - eg, Year 5 and Kindergarten for extra ‘big buddy’ support for masses, liturgies and fun activities;
- Students with additional needs – on a needs basis; and
- Pastoral Care Programs to suit the individual needs of the students.

Important Reminders

If you change your contact details (eg, address or phone number), please inform the school office. The school office needs your correct phone number in order to contact you in case of an emergency. You are now able to make this change directly on Compass.

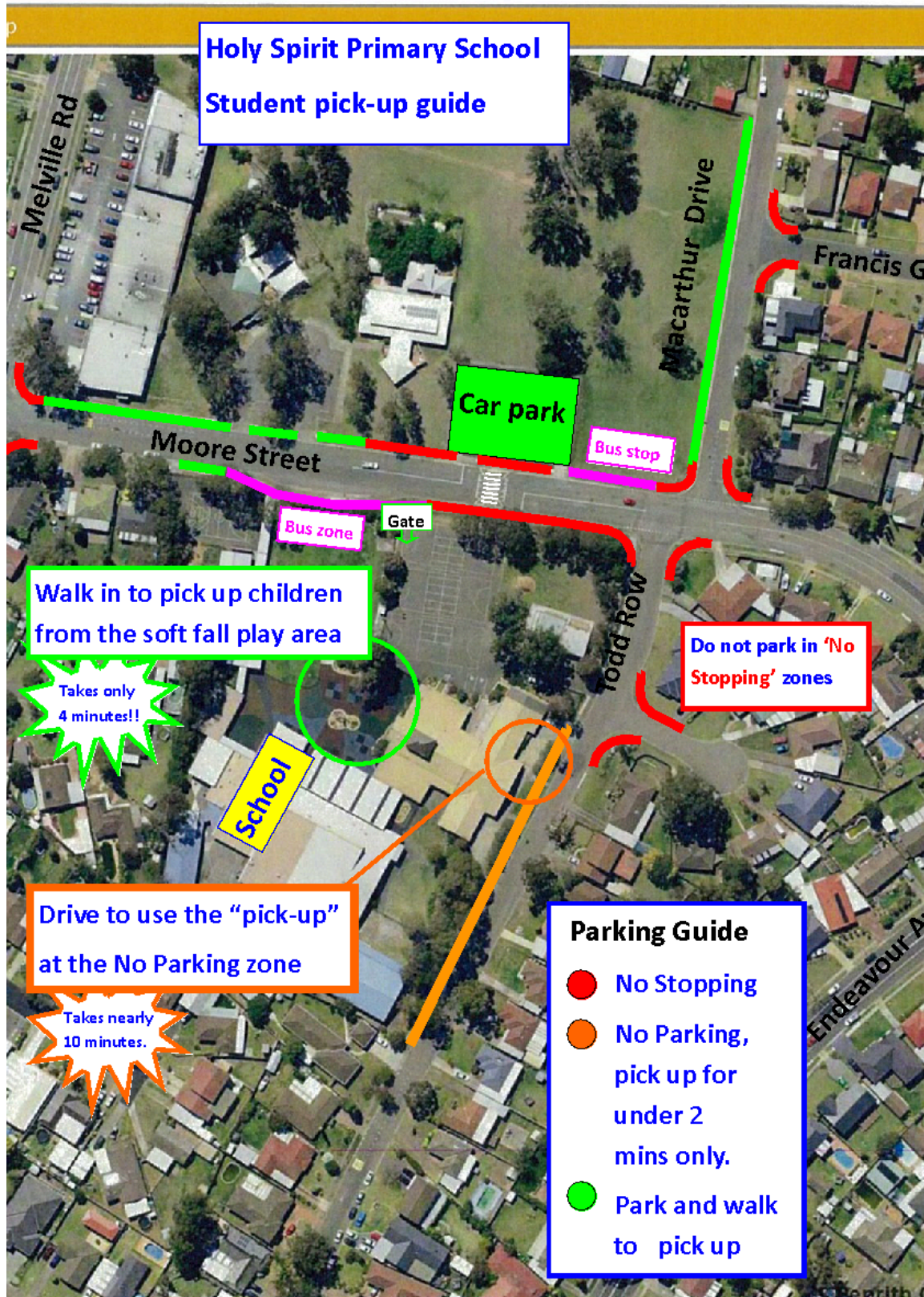
Please inform your child’s teacher if your child:

- Wears glasses
- Wears a hearing aid
- Has additional needs
- Requires medication
- Is under medical treatment
- Has a medical appointment during school hours
- Has recently had a major upset i.e. death in the family, family separation etc
- Is to be collected from school early
- Is to be collected by an authorised person in your place
- Has a change to afternoon home travel routine e.g. needs to go to Kiss & Ride or Kindana
- Is going to be absent from school for any period of time
- Is affected by custody or restraining orders

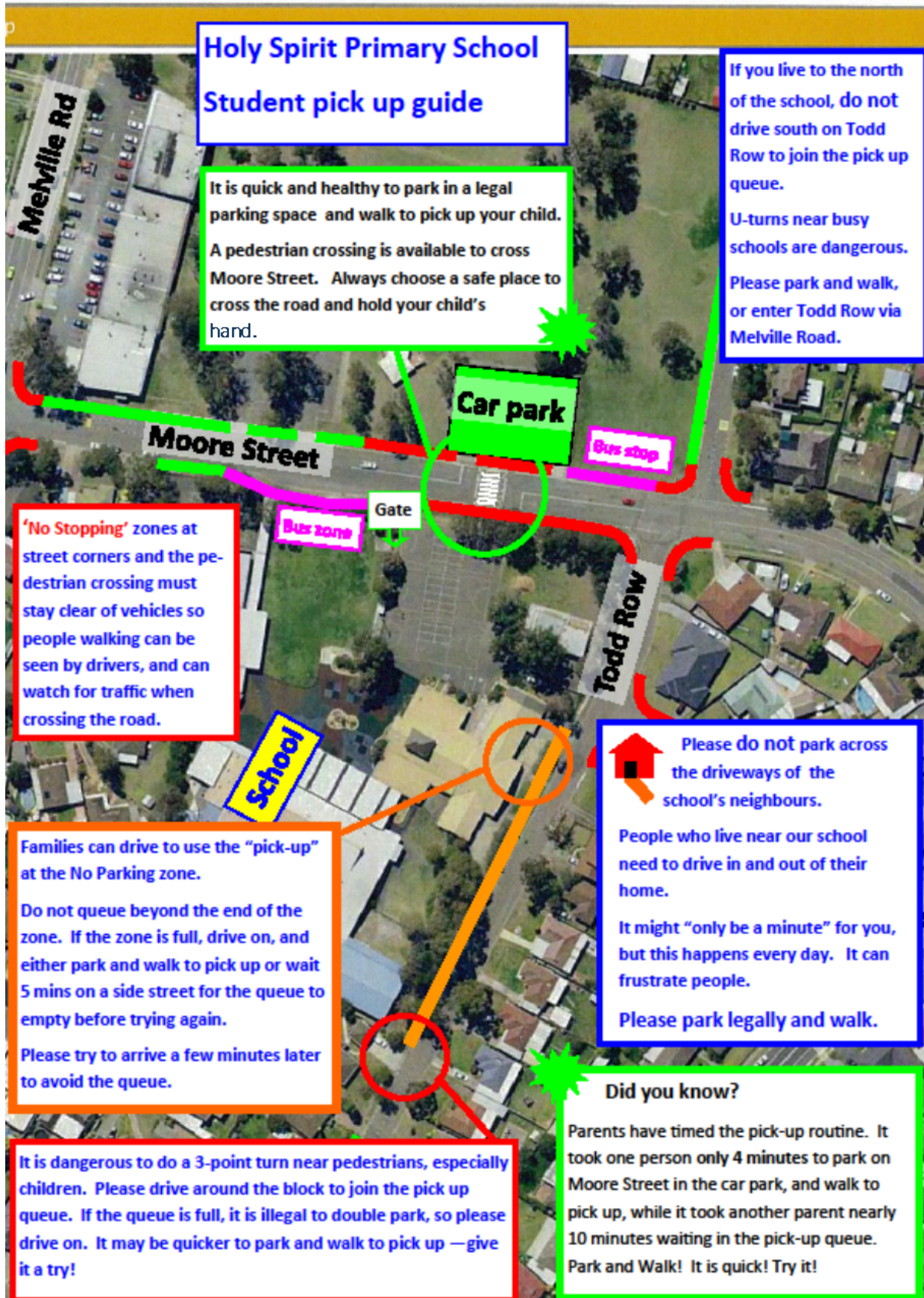
If you wish to speak to your child’s teacher on any matter, please make an appointment to see them by contacting the school office. Teachers often have their full day planned, which can include before and after school meetings and duties. By making an appointment, your child’s teacher can arrange a meeting where your concerns can be discussed in a confidential setting.

APPENDICES

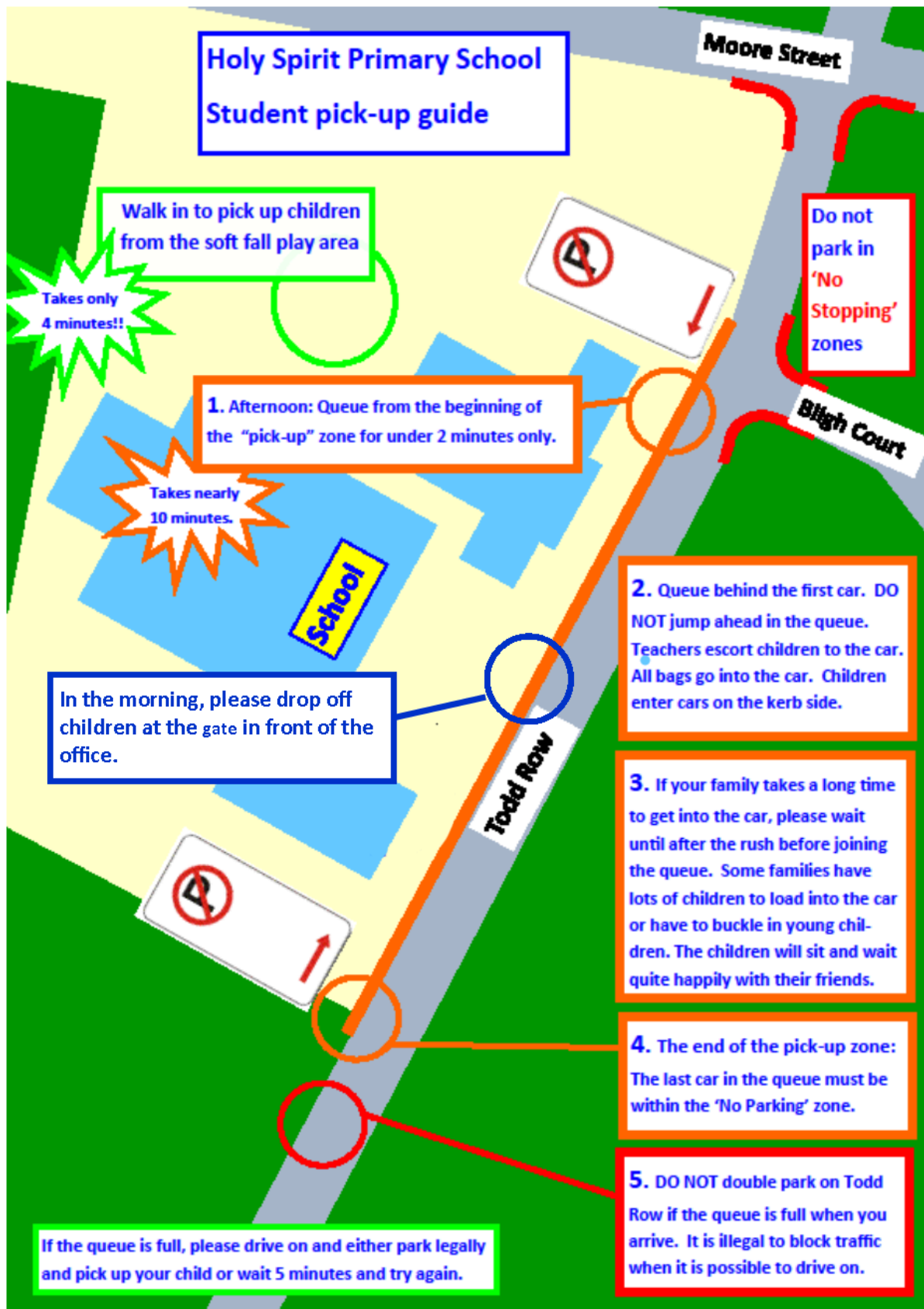
Appendix 1a - Parking Guide



Appendix 1b - Road Safety Map



Appendix 1c - Kiss & Ride Map



Appendix 1d – Kiss & Ride Procedures

The Kiss & Ride area is located in Todd Row between the “PASSENGER SET DOWN OR PICK UP PERMITTED” signs (shown right and in Appendix 2c) and is a safe and convenient method of dropping off and picking up children from school. Vehicles are only permitted to stop in this zone for a maximum of two (2) minutes and no parking or leaving the vehicle is permitted.

Vehicles should queue behind cars in front of them in the Kiss & Ride zone and not jump ahead in the queue as it causes disruption to exiting vehicles.

Traffic police often patrol schools in the area and fines can be issued to non compliant drivers.

DROP OFF in the morning (see also ROUTINES - Morning Routine)

Parents / carers may drop their children off in the Kiss & Ride zone in the morning. Parking is not permitted and vehicles may stand for two (2) minutes to allow children to safely alight from vehicles. The school gate opens at 8:00am.

PICK UP in the afternoon (see also ROUTINES - After School Routine)

Children who are being picked up from the Kiss & Ride zone must assemble outside the school office and wait for the Kiss & Ride teachers on duty who will take them to the Kiss & Ride designated waiting area. Children must not go directly to their car through the gate that is not supervised by the teacher on duty.

Cars should queue from the beginning of the pick up zone and move up in the waiting queue until they reach the pick up point where the teacher on duty will permit the children to approach and enter the vehicle. If the children are not ready to move to the waiting vehicle, the driver may be directed to drive on and rejoin the queue for optimum flow of traffic.

During **wet weather** cars may be directed to use the drive-through area in front of the church. This has been approved by Father Michael (late 2018).



Appendix 2a - School Uniform

All school uniform items are now ordered directly through the school uniform supplier Oz Fashions located at Granville. Samples sizes are available in the school office.

Please order through the Oz Fashions App (see Appendix 2b). Delivery day to Holy Spirit is Wednesday. Orders must be placed by 4:00pm on Monday for a Wednesday delivery.

Each child at Holy Spirit is expected to wear the uniform as stipulated below. Sports Uniform items are not interchangeable with the regular school uniform. Winter items, such as long grey trousers for boys and black stockings for girls are usually worn in Terms 2 and 3.

Boys and Girls Unisex Uniform

- School bomber zip jacket with school emblem
- School jumper with school emblem
- Black leather school shoes (not joggers)
- School hat with school emblem
- School backpack with school emblem

Boys Uniform	Boys Winter Uniform (additional)
<ul style="list-style-type: none">● Boys school striped shirt with emblem● Boys grey school shorts● Grey ankle socks (not sports)	<ul style="list-style-type: none">● Boys long grey school trousers● White long sleeve polo worn under school shirt (optional)● Scarf or gloves (school colours only)

Girls Uniform	Girls Winter Uniform (additional)
<ul style="list-style-type: none">● White school blouse with school emblem● Girls tartan school skirt● White ankle socks (not sports)● School headband, scrunchie, ribbons or clips (school colours only)	<ul style="list-style-type: none">● Black winter tights● White long sleeve polo worn under school shirt (optional)● Scarf or gloves (school colours only)

Boys and Girls Unisex Sports Uniform

(sports uniform items are not to be worn instead of the regular uniform)

- School sports polo shirt with school emblem
- School sports shorts
- School tracksuit jacket (microfibre) with school emblem
- Winter school tracksuit pants (microfibre)
- Plain white ankle socks

- Sports shoes
- School hat with school emblem

* The Holy Spirit Primary School hat is part of the school uniform
and is expected to be worn to and from school
"No Hat / No Play" policy is enforced for sun protection for all children.

Appendix 2b - School Uniform Order App

holyspirit.uniforms4u.com.au



PASSWORD hsp2759

Appendix 3 - Sports Codes of Conduct

PARRAMATTA DIOCESAN CODE OF CONDUCT



The Parramatta Diocesan Primary Schools Sports Council acknowledges the place sport plays in our daily lives. We value respect for ourselves and respect for others. It is important how the game is played and the manner in which our players, officials, parents and spectators conduct themselves.

We require all involved in our sporting activities to abide by the following Codes of Conduct which are based on principles of **'Sport Australia Codes of Behaviour.'**

Players

- ❖ Play by the rules at all times
- ❖ Never argue with an official.
- ❖ Control my temper. Will not abuse officials or sledge other players.
- ❖ Work hard for themselves and their team.
- ❖ Be a good sport. Applaud all good plays whether they are made by my team or the opposition.
- ❖ Treat all participants in the sport as I would like to be treated.
- ❖ Cooperate with the coach, my team-mates and opponents.
- ❖ Show quality sportsmanship by thanking officials and opposing team members at the end of games.
- ❖ Respect the rights, dignity and worth of all participants regardless of their gender, abilities, cultural background or religion.
- ❖ Inform school officials prior to departure
- ❖ I understand that failure to adopt and practise the above-mentioned Codes of Behaviour will result in the forfeiture of future representative opportunities.

Parents

- ❖ Remember that children participate in sport for their enjoyment, not yours.
- ❖ Respect officials' decisions and teach children to do likewise.
- ❖ Focus on your child's efforts and performance rather than the final score.
- ❖ Encourage children to play according to the rules and to settle agreements without resorting to hostility and violence
- ❖ Never ridicule or yell at a child for making a mistake or losing a competition
- ❖ Show appreciation for volunteer and employed coaches, officials and administrators.
- ❖ Support all efforts to remove verbal and physical abuse from sporting activities.
- ❖ Remember that children learn best by example. Appreciate good performance and skillful play by ALL participants
- ❖ Respect the rights, dignity and worth of all participants regardless of their gender, abilities, cultural background or religion.
- ❖ Support all competitions by ensuring your child's attendance until the completion of their events.
- ❖ I will adopt and practise the above-mentioned Codes of Behaviour

As a representative of my school, I agree to abide by the above CSPD Code of Conduct:

Player's Signature: _____

Parent/Guardian's Signature: _____

Date: ____ / ____ / 2024