



IMMACULATE HEART COLLEGE

Through Mary to Jesus: "The Way, the Truth and the Life"

John 14:6

HANDBOOK 2015

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College History

Immaculate Heart College is an Independent Primary School, teaching the Catholic Faith. It is located in the beautiful Chittering Valley in Maryville Downs Estate. It is a member of the Association of Independent Schools of Western Australia (AISWA).

The College opened in 2012 with an intake of students from Kindergarten to Year Three. It has grown by a year level each year so that in 2015, the College offers Kindergarten to Year 6 as well as a Playgroup (for students from 0-5 years of age, offered since 2014). Eventually, it is envisaged that the College will offer a secondary school.

Initially, the College is using temporary classrooms in Demountable buildings which are attractively adapted to accommodate staff and students. Classrooms have also been set up in the College's Multipurpose Hall. Other facilities, such as a full-size primary school oval, are also available to the staff and students of the school. In 2015, the first stage of the new primary school will be built, ready for use in the latter part of the year.

Immaculate Heart College is dedicated to Mary the Mother of God and provides an excellent academic education with a strong Catholic formation for its students. It provides a strong focus on improved literacy and numeracy skills for the students, offering Phase 1 of the Australian Curriculum and all of the other Learning Areas of the Curriculum Framework of Western Australia. The academic nature of the College is further enhanced by the personalised Tutorial System which supports the teaching and learning on offer. Most importantly, however, the holistic education of each and every child, as well as the shaping of each child's moral character is the main focus of every member of staff at the College. Through daily Religious Education lessons, conducted by the Sisters of the Missionary Congregation of Mary (MCM), the Pastoral Care Time allocated in the weekly timetable, and regular attendance at Mass, all students receive a well-rounded education in the Catholic Faith, becoming knowledgeable and familiar with the Christian virtues and learning how to apply them to their daily life experiences.

Archbishop Hickey gave his full approval for the establishment of the College from the very beginning of its development and Sisters from the Missionary Congregation of Mary (MCM), who are responsible for the implementation of the Religious Education programme, are welcome members of its staff.

The College motto is: Through Mary to Jesus, *"The Way, the Truth and the Life"* (John 14:6)

College Philosophy

The philosophy of Immaculate Heart College is based on the following documents:

1. *The Catholic School*, issued by the Vatican Congregation for Education, 1977; and
2. *Catholic Schools at a Crossroads*; a Pastoral Letter written by the Bishops of NSW and ACT, 2007

Main aims

- Salvation in Jesus Christ through the Catholic formation of the students¹
- Each child will be seen as an image of God and the College will seek to nourish them with the word of God as contained in scripture, tradition and the magisterial teachings of the Church
- The College will be a place of prayer and work, in a spirit of charity, and this will include an atmosphere in which all Christian virtues will be developed and intellectual knowledge deeply and personally embraced²
- The College aims to help its students to develop holistically
- All students will be encouraged to reach their potential, both academically and spiritually. According to Pope Benedict XVI, *'A good school provides a rounded education for the whole person and a good Catholic school, over and above this, should help all its students to become saints'*³
- Lives of the Saints will be studied by students in order to lead them to the realisation that *'Christ is calling (them) to be saints'*⁴

Specific aims

- To present students with revealed Truth and with the methods, norms and procedures for rational thought to arrive at and justify the Divine Truth⁵
- To help the students to build the teaching of the Gospel into their daily lives and to give them the critical skills necessary for prudent judgment
- To teach students to take Christ as a model par excellence and to encourage them to develop a strong relationship with the Lord in the Blessed Sacrament
- Students will be taught to respect every person as an image of God, especially their elders, and will be encouraged to perform works of Mercy towards each other, the needy and the elderly in the community
- Devotion to Our Lady will be promoted, love for the Pope will be fostered, and Jesus will be seen as the source of every good
- Students will be helped to discover their specific vocation in life, especially if in the Priesthood or Consecrated Life, realising that they *'have to make choices regarding the subjects (they) study, (and)...specialise, with a view to what (they) are going to do later on in life'*⁶

These aims will be accomplished by an integration of faith and life which involves

- Systematic and coherent teaching of the Catholic Faith and morals
- A special emphasis on the theological virtues of Faith, Hope and Charity, as well as the four cardinal virtues of Prudence, Justice, Temperance and Fortitude
- Assisting the students to see God's hand at work in daily events
- Class and school prayer, including Holy Mass, which will be compulsory once a week, and devotional prayer such as the Angelus being an important aspect of daily

¹ Congregation for Catholic Education, *The Catholic School*, 1977, p. 12, n7

² *Ibid*, p. 33, n37

³ Pope Benedict XVI, *Address to the Catholic School Children in England 2010*

⁴ Pope Benedict XVI, *Address to Youth*, Sao Paulo, Brazil, May 10, 2007.

⁵ Congregation for Catholic Education, *The Catholic School*, 1977, p. 35, n41

⁶ Pope Benedict XVI *Address to the Catholic School Children in England 2010*

life⁷

- Encouraging teachers to pray for the students at their school meetings
- Opportunities for spiritual reading, Benediction and visits to the Blessed Sacrament
- Personal prayer
- Studies of the lives of the Saints in order to take them as models
- Encouraging the students to realise that the call to be living witnesses to Jesus in His Gospel is above all through personal example. They will be encouraged to grow in personal holiness. As Pope Benedict says, *'In your Catholic schools, there is always a bigger picture over and above the individual subjects you study, the different skills you learn. All the work you do is placed in the context of growing in friendship with God, and all that flows from that friendship. So you learn not just to be good students, but good citizens, good people'*⁸
- The College, co-operating with parents in preparing children for the sacraments
- Daily Mass, being available in the Church at the beginning of each day

Vision Statement

Immaculate Heart College offers an holistic education of academic excellence with a sound formation in Catholic doctrine. The College seeks to develop in its students the competence, conscience and compassion that enable them to strive to fulfill their potential as upstanding citizens of our society and as people of faith. Thus, it assists them to grow in their union with Christ: *Through Mary to Jesus: "The Way, the Truth and the Life" (John 14:6)*

Mission Statement

The College's mission is to help students to understand how to obtain "salvation in Christ."⁹ The College will encourage students to grow in holiness and aspire to become saints through:

- A tender devotion to Our Lady
- A special devotion to the Blessed Sacrament and love for the Mass
- Regular reception of the Sacraments
- Love for the Pope and obedience to the Magisterium
- Learning the virtues
- Bearing witness to Jesus Christ through their words and actions

As Pope Benedict says:

*A good school provides a rounded education for the whole person and a good Catholic school, over and above this, should help all its students to become saints.*¹⁰

The College strives for excellence in academic and religious studies, as well as in social development and physical fitness programmes. In this way, it will enable its students to become fine Catholic citizens and leaders in Australian society. Parents will also be closely involved in the College by their participation in regular talks on academic matters, aspects of the faith, and parenting skills.

⁷ Pastoral Letter of the Bishops of NSW and the ACT, *Catholic Schools at a Crossroads*, n10

⁸ Pope Benedict XVI *Address to the Catholic School Children in England 2010*

⁹ Congregation for Catholic Education, *The Catholic School*, 1977, p.12, n7

¹⁰ Op.cit Pope Benedict XVI, *Address to the Catholic School Children in England*, 2010

A personalised education will be fostered using the Tutorial System. The College's staff will keep in close contact with parents and will mentor individual students throughout their education so that the students will be given the best possible means to develop holistically.

College Governance

The entity responsible for the establishment and governance of Immaculate Heart College is the Company called Immaculate Heart College Limited. Immaculate Heart College is governed by a Board of Directors, supported by an Advisory Council and College Principal. The following are the general and binding principles for the governance of Immaculate Heart College:

- The focus will be on Christ who is..... *'The Way, the Truth and the Life'*¹¹
- Every effort will be made to foster in the hearts of the children and young people, a love for the Truth
- The role of parents as the principle and primary educators of their children will be seen as an integral part of the College's approach to educating them
- Being faithful to the Pope, and to Church teaching, and thus becoming an instrument to support programmes for people in need
- To support Staff, especially the Principal, who has the day to day responsibility of maintaining and promoting the Catholic ethos and development of the College
- To strive for excellence in all educational programmes
- To approve the appointment of the Principal
- To exercise the general oversight of the running of College programmes
- To oversee the prudent financial management of the College
- To provide advice and to develop policies, and to act on matters referred by the Principal

Advisory Council

The Parish Priest and the Principal will be ex officio members of the Advisory Council. Other members may include:

- A person/s with a background in education
- A member of a recognised accounting body
- An experienced bursar
- A person with a history of working in finance in another capacity
- The Chair of the Board of Directors will initially act as Chairman

The Advisory Council members will be practicing and committed Catholics.

'...the special organisations set up to protect the rights of teachers, parents and pupils must not forget the special mission of the Catholic school to be of service in the Christian education of youth' (Congregation for Catholic Education, *The Catholic School*, p.61)

They will be conversant with the College's Constitution, will support the ethos of the College, and will be willing and able to treat meetings with the strictest confidentiality. A secretary will be elected at the first Advisory Council meeting.

¹¹ John 14:6

Duties of the Advisory Council

- To meet regularly (once a month during the school year)
- Seventy five percent of members will be required for a Quorum
- To offer advice on all operational and planning matters pertaining to the College
- The Secretary to prepare the minutes of each meeting and to distribute these in a timely manner to all members

College Staff – Administrative, Teaching, Non-teaching, and Ancillary Staff

College Priest **Father Paul Fox:** Bachelor of Sacred Theology from the Pontifical University of St Thomas Aquinas (Angelicum), Rome (Magna Cum Laude), in 1998

Principal **Dr Angela Evangelinou-Yiannakis:** Bachelor of Arts (English) from the University of Western Australia in 1979; Graduate Diploma of Education from the University of Western Australia in 1980; Teacher's Higher Certificate from the Education Department of Western Australia in 1984; Master of Education (Honours) from the University of Western Australia in 2002; Doctor of Education from the University of Western Australia in 2009

Bursar **Mrs Sangeeta Pudhota:** Bachelor of Commerce (Accounting) from Curtin University (in progress)

Administration Assistant

Mrs Louise Bewick: Bachelor of Arts (Social Sciences and German) from the Polytechnic of Wolverhampton, UK in 1991

Primary School Teachers

Mrs Cathy Byrne: Bachelor of Arts (Early Childhood Education) from Curtin University in 1992

Miss Mary-Therese Clark: Bachelor of Education (Early Childhood Studies) from Edith Cowan University in 2008

Miss Elodie Longbottom: Bachelor of Education (Early Childhood Education) from Curtin University in 2012

Mr Darryl Phillips: Bachelor of Business from Edith Cowan University in 1996, Graduate Diploma of Primary Education from Edith Cowan University in 2000

Miss Hasoly Hurtado: Bachelor of Hospitality and Tourism from Edith Cowan University in 2009; Bachelor of Tourism Management (Honours) from Edith Cowan University in 2011; Graduate Diploma of Primary Education from Edith Cowan University in 2013

Mr Nino Raju: Bachelor of Arts (Psychology Major) from Murdoch University in 2011; Master of Teaching (Primary) from the University of Western Australia in 2013

Education Assistants

Miss Marie Kilgallon-Laundy: Certificate III in Education Support Worker from West Coast Institute of Training, Joondalup, in 2011

Mrs Jen Edwards: Certificate IV in Community Services Work (Youth Work) from the Tropical North Queensland Institute of TAFE in 2006; Certificate IV in Training and Assessment from the Brisbane North Institute of TAFE in 2010; Certificate IV in Business from the Tropical North Queensland Institute of TAFE in 2012; Certificate IV in Education Services from Perth Central TAFE in 2015

Religious Education & Virtues Programme Staff

Sister Teresita Salapang Sajelan, MCM: Bachelor of Science in Education from San Isidro College, Malaybalay City, in 1982; Master of Science in Educational Management, Manila, in 1986

Sister Ramona Fabe Pandan, MCM: Bachelor of Secondary Education (Theology) from San Isidro College, Malaybalay City, in 1992; Master in Pastoral Management from St John Vianney Theological Seminary in 1999

Languages Education Teacher

Mr George Anastassiadis: Bachelor of Education (Primary), Aristotle University, Thessaloniki, Greece, in 2005

Music (Piano) Teacher

Mrs Doris Anastasiades: Bachelor of Arts (Psychology) from Murdoch University in 1995

IT Specialist

Mr Noel D'Souza

Groundsperson/Cleaners

**Mr Jim Duff
Mrs Trudy Riley
Mrs Diane Whittaker**

College Bus Driver

Mr Brian Inions

Caretaker

Mrs Helen Voak

College Ethos and Curriculum

In accordance with the ethos and philosophy of the College, the curriculum will include:

- A systematic and coherent teaching of the Catholic Faith and morals;
- A special emphasis on the theological virtues of Faith, Hope and Charity, as well as the four cardinal virtues of Prudence, Justice, Temperance and Fortitude;
- Assisting the students to see God's hand at work in daily events;
- Class and school prayer, including Holy Mass which will be compulsory once a week, and devotional prayer such as the Angelus being an important aspect of daily life;
- Encouraging teachers to pray for the students at their school meetings;
- Opportunities for spiritual readings, Benediction and visits to the Blessed Sacrament;
- Personal prayer;
- Studies of the lives of the Saints in order to make them models;
- Encouraging the students to realise that the call to be living witnesses to Jesus in His Gospel is above all through personal example;
- The College, cooperating with parents in preparing children for the sacraments; and
- Daily Mass, being available in the Church at the beginning of each day.

In particular, the theological and cardinal virtues will permeate the daily curriculum in all Learning Areas, with a month being devoted to each virtue. The staff will endeavour to include specific reference to the respective virtue in each of the Learning Areas, where possible. Hence, the virtues will not only be taught in Religious Education lessons but also in all of the other Learning Areas of the curriculum. They will feature in the daily teaching/learning experiences of the staff and students, in the Homework that is given and, consequently, at home. In this way, the College aims to instill its philosophy across the entire College community, helping thus to develop "...a rounded education for the whole person..." (Pope Benedict XVI, *Address to the Catholic School Children in England*, 2010).

Implementation of the Early Years' Learning Framework

The Early Years' Learning Framework (EYLF) is the cornerstone document that guides the Kindergarten Teaching/Learning Programme of Immaculate Heart College (IHC). Its five principles, approaches to practice, and learning outcomes are adhered to in the College's term-by-term programming, as well as in the everyday teaching/learning environment. As the overriding framework, it guides planning, programming and practice for the teacher, leading the students confidently toward the Australian Curriculum and the Curriculum Framework which, in turn, guide the teaching and learning in Pre-primary to Year 6.

Implementation of the Australian Curriculum

In 2012, Immaculate Heart College implemented Phase 1 of the Australian Curriculum (AC) from Pre-primary to Year 3; English, Mathematics, Science, and History (History was offered in part, incorporated in the Society and Environment Teaching/Learning Programmes). In 2015, both History and Geography have now taken the place of Society and Environment from the Curriculum Framework (CF). When the Minister for Education in WA approves of Phase 2 of the AC, it will then be implemented at the College.

At the end of Term One, 2015, schools were advised by the School Curriculum Standards Authority (SCSA) to use the WA Curriculum for all Phase 1 Learning Areas and, subsequently, Phase 2 and Phase 3 Learning Areas. Hence, as at the start of Term Two, 2015, Immaculate Heart College is using the WA Curriculum for English, Mathematics, Science, History and Geography. Furthermore, the College will consider offering the Humanities and Social Sciences (HASS) Learning Area in 2016; that is, History, Geography, and Civics and Citizenship. The SCSA advised that it was better for schools to offer the HASS rather than the offering the three Learning Areas separately.

Teachers at IHC now map student progress via the Scope and Sequence documentation of the WA Curriculum. However, for the purpose of this Handbook, and so as not to create any unnecessary confusion, the WA Curriculum will continue to be referred to as the Australian Curriculum (AC).

Implementation of the Curriculum Framework

In 2015, the following Learning Areas from the Curriculum Framework (CF) of Western Australia will continue to be offered from Pre-primary to Year 6: The Arts (including Music - piano lessons), Health and Physical Education, Languages Other Than English (Modern Greek), and Religious Education (inclusive of the CF's Values Education and the College's focus on the theological and cardinal virtues). Values Education and, in particular, the teaching of the virtues, permeate all of the above-stated EYLF, AC and CF Learning Areas. Similarly, the Technology and Enterprise Learning Area is incorporated across the curriculum in an integrated manner. Each classroom is equipped with computer stations for individual, pair, or small group work. All Teaching/Learning Programmes for The Arts, Health and Physical Education, Languages Other Than English, and Religious Education clearly display the 13 Overarching Learning Outcomes, along with the five Values Outcomes to be covered during the course of each term. Furthermore, each Learning Area Programme clearly displays the Learning Area Outcomes to be covered from week-to-week, ensuring full coverage of outcomes over the duration of a term.

Teaching/Learning Programmes

All Teaching/Learning Programmes for IHC include a rationale written by the classroom teacher, explaining the reason behind his/her choice of content and skills to be taught for the term, the relevant learning outcomes of the curriculum document being used (EYLF, AC or CF), the teaching/learning activities that will take place each week, the resources to be used, and the evaluation methods that will be applied to determine whether the stated outcomes have been achieved. Furthermore, every Teaching/Learning Programme incorporates Values Education (specifically, the virtues of each term) and Technology and Enterprise. In addition to the Teaching/Learning Programmes, the relevant Scope and Sequence documents highlight the skills and content to be covered for the term. All Teaching/Learning Programmes are submitted to the Principal by the end of the third week of each term.

Preparation for NAPLAN Testing

Immaculate Heart College has adopted a whole-school approach in preparation for the National Assessment Programme for Literacy and Numeracy (NAPLAN) Testing. In this regard, it is acknowledged that responsibility should not fall solely on the teacher of the class to be tested; rather, *all* teachers in *all* year levels will incorporate the skills required for the

successful completion of the NAPLAN Tests for students in Years 3, 5, 7 and 9. At Immaculate Heart College, this is achieved through a whole-school approach to improved literacy and numeracy standards for all students in all year levels. To this end, the College has invested time and money in Professional Learning opportunities for its staff to work together in planning for whole-school literacy and numeracy improvement. A determined and collective effort on improved literacy and numeracy skills from K-6 aims to ensure that students are on their way to the successful completion of the NAPLAN Tests.

Other strategies that are employed by the College include the careful analysis of the performance of each student through the NAPLAN data made available online. Areas requiring attention are subsequently addressed by the classroom teacher. Students are also exposed to previous NAPLAN papers so as to become familiar with the style and the 'language' of the Tests. Additionally, students in the 'even years' of schooling; that is, Years 2 and 4 (and 6 and 8 over time) are offered the Even Years Testing later in the year (September). This programme not only provides valuable information (data) to the College regarding the lower year levels, it also prepares students for the actual experience of NAPLAN Testing to be undertaken in the following year.

The results of the NAPLAN Tests are analysed closely and discussions are held between the Principal and the staff of the College, determining the appropriate measures to be taken for an improved performance in the following year of testing. The online tool used for this analysis is 'Ping Jia'. A report is prepared by the Principal for the Board of Directors and the Advisory Council, and a more generalised report of the results is presented to the College community. Parents also receive their child's individualised NAPLAN Test Report which indicates their child's performance compared to the national standard.

It must be stated, however, that the College's approach to NAPLAN preparation is one that does not dominate the curriculum. It is accepted that NAPLAN Tests are only one way of measuring student progress along the continuum of a K-12 educative journey. Whilst all efforts are made to prepare students for successful completion of the NAPLAN Tests, these efforts are not to the detriment of other Learning Areas in the curriculum. Ultimately, the College's philosophy on the matter is that a school that teaches to the curriculum is a school that prepares its students for the NAPLAN.

Whole-school Planning: Scope and Sequence and Time Allocations

All Teaching/Learning Programmes of IHC follow a designated curriculum, that being the Early Years Learning Framework (EYLF), the Australian Curriculum (AC), or the Curriculum Framework (CF). They are also accompanied by a corresponding Scope and Sequence document through which teachers identify the skills and content to be taught each term. In this way, each student's progress can be 'mapped' along the learning continuum. Additionally, a seamless K-6 education can be achieved without unnecessary duplication in the teaching of skills and content over the years.

Time allocations across all of the Learning Areas (Religious Education, English, Mathematics, Science, History, Geography, The Arts - inclusive of Music, Health and Physical Education, Languages Education, and Technology and Enterprise) follow the Association of Independent Schools of Western Australia (AISWA) and Department of Education Services (DES) guidelines. Specifically, the weekly time allocations for each Learning Area in Pre-primary to Year 6 are as follows:

English:	Average of 9 x 40 minutes per week
Mathematics:	Average of 9 x 40 minutes per week
Science:	2 x 40 minutes per week
History:	1 x 40 minutes per week
Geography:	1 x 40 minutes per week
Religious Education:	3 x 40 minutes per week
Modern Greek:	2 x 40 minutes per week
The Arts:	2 x 40 minutes per week
Music:	1 x 30 minutes per week
Health:	1 x 40 minutes per week
Physical Education:	2 x 40 minutes per week
Sport:	1 x 30 minutes per week
Technology & Enterprise:	2 x 30 minutes per week (although T&E is also integrated into the curriculum)
Whole-school Mass:	1 x 45 minutes per week
Hymns:	1 x 30 minutes per week
Pastoral Care Time (PCT at start of day):	5 x 10 minutes per week
Parent Assembly/Faction Assembly (alternate weeks):	1 x 45 minutes per week

College Homework Policy and Homework Diary

Homework is seen as an integral aspect of school life at IHC and an important part of the learning process; consolidation of learning. Each child from Pre-primary onwards has an *IHC Student Homework Diary* wherein to record the Homework on a daily basis. The Diary also acts as a means of communication between home and the College. Notes to and from the class teacher are written in the Diary. Parents are asked to check the Diary each night, signing off on the day's Homework and commenting, if appropriate.

Homework is set four nights per week (Monday to Thursday) in the primary school and may include unfinished class work from that week. Average time allocations for Homework per night in each of the year levels are as follows:

Pre-primary:	10 minutes per night (no Greek Homework)
Year 1:	15-20 minutes per night, inclusive of Greek Homework, issued twice weekly
Year 2:	20-25 minutes per night, inclusive of Greek Homework, issued twice weekly
Year 3/4:	30 minutes per night, inclusive of Greek Homework, issued twice weekly
Year 5/6:	40 minutes per night, inclusive of Greek Homework, issued twice weekly

Reading is separate to the time allocations listed above.

Assignments and projects may be worked on at the weekend; however, unless absolutely necessary or unavoidable, Homework is not set for the weekend.

Pastoral Care and Behaviour Management Plan

Pastoral Care Programme

Immaculate Heart College is committed to offering its students a well-structured and comprehensive Pastoral Care Programme. To this end, the following arrangements apply:

Religious Education and Mass

Religious Education (RE) lessons are offered three times per week. Through these lessons, students learn about Christianity and the Catholic Faith, the virtues, the lives of a number of key Saints, and other relevant and pertinent aspects of the Faith. The belief that everyone is capable of becoming a saint is reinforced through the RE lessons, offering to students real-life examples of virtuous living to emulate. This, in turn, assists both staff and students in the restorative practice that is applied to behaviour management at the College.

The once-weekly morning Mass for all classes from Pre-primary onwards reinforces the week's teachings and gives students an on-going sense of meaning to the instruction that has taken place in the classroom each day. Attendance at Mass also provides the students with a strong sense of belonging and community as Mass is attended by staff, students, and parents of the College.

Pastoral Care Time (PCT)

Every day begins with a Pastoral Care Time (PCT) session of 10 minutes' duration. This session includes:

- An attendance check (Roll Call) and settling-in period;
- Prayer time (The Lord's Prayer and/or other specific prayer); and
- A brief introduction/discussion of the virtue of the month and how this can be applied to the students' daily lives.

Faction System

There are four Factions at IHC (Red, Gold, Blue and Green). These Factions are named after the four cardinal virtues, helping to reinforce the virtues in the overall curriculum:

- Fortitude (Red);
- Justice (Gold);
- Prudence (Blue); and
- Temperance (Green).

Students are assigned to one of the Factions in a cross-year level approach to ensure that there are different age-groups within each Faction for peer support, leadership opportunities, and fairness in sporting activities. Siblings across different year levels are kept together in the same Faction to prevent sibling rivalry whilst the number of students in each Faction is even, as much as is practicable. Faction points are gained by good behaviour, the display of virtues in everyday practice and attitude, outstanding effort and/or work, and sporting achievements, amongst other such efforts and achievements.

Inter-faction athletics carnivals were introduced at the College from 2012. The annual athletics carnival is now held on the College's new oval, *Pitsikas Oval*. Inter-faction swimming carnivals will be introduced in time, as the College's numbers grow. Such whole-school sporting events add a healthy competitive dimension to College life as well as serving to enhance the overall positive atmosphere of the College, especially where parents and other family members are in attendance, demonstrating support for their children and the Faction to

which they belong. Eventually, IHC will become a competing school in the inter-school carnivals held by other AISWA primary and secondary schools.

Whole-school Behaviour Management Plan (Traffic Lights)

Immaculate Heart College has adopted a whole-school approach to behaviour management for the following reasons:

- Consistency;
- Transparency; and
- Fairness.

It is very important for students to be aware of a consistent approach taken by *all* teachers in the management of behaviour. This, in turn, allows for transparency in the process, and fairness in the treatment of each and every child. Parents are an essential part of the process of behaviour management and restorative practice.

The Whole-school Behaviour Management Plan (Traffic Lights) comprises the following steps:

- 1) Verbal warning;
- 2) Name on board if misbehaviour persists after verbal warning;
- 3) Five minutes of 'time out' in class if misbehaviour persists after name on board (Green Light);
- 4) Ten minutes of 'time out' in a Buddy Class and a note to the parents in the student's Diary if misbehaviour persists after 'time out' in class (Orange Light);
- 5) Student is sent to the Principal and parents are notified by the class teacher and/or Principal if misbehaviour persists (Red Light);
- 6) Principal meets with parents and student in a three-way discussion of misbehaviour issue;
- 7) After-school detention (depending on severity and/or repetition of misbehaviour);
- 8) Suspension (following three separate incidents of after-school detention and/or severity of misbehaviour);
- 9) Withdrawal from the College (following three separate incidents of suspension and/or severity of misbehaviour).

The Principal and Staff of Immaculate Heart College do not expect that this Behaviour Management Plan will be applied in full, especially considering the focus that the College places on its Pastoral Care and Virtues Programme, and the restorative practices that it employs to assist students in their behavioural and developmental journeys. However, as is the case with all children, clear behavioural expectations and boundaries to behaviour will need to be set by each of the teachers. The above-stated measures will need to be applied in order to manage behaviour both in and out of the classroom. Throughout the Behaviour Management Plan, restorative practice will also be applied.

Restorative Practice

At all times, and especially when a student misbehaves, there will be one-on-one discussion between the teacher and the student in order to assist the student to understand the

inappropriate nature of his/her actions. Attention will be drawn to the behaviour and not the child, and any assigned follow-up consequence will befit the misdemeanour as much as possible. On-going dialogue between the teacher and the student will focus on the correct behaviour that the child should have displayed in the situation at hand, drawing attention to the virtues and how these should be applied to everyday attitude and behaviour at school.

Students will also be given the opportunity to explain to the teacher why they behaved in the manner that they did. This process should assist both the teacher and the student to reach an understanding of why the behaviour took place and how it can be prevented from taking place again in the future. Furthermore, students will be challenged by the teacher to think about and state how they *should* have behaved in accordance with the College's ethos. Older students might be asked to recreate the behavioural situation, applying the relevant virtue/s. In all cases, and before consequences are applied, students will be expected to offer a verbal or written apology to their peers and/or teachers for their inappropriate behaviour and to try to improve on their behaviour from that point onwards. At the conclusion of the behaviour management and restorative practice process, students will return to class with a 'clean slate', starting afresh in their behavioural journey.

Rewarding of Good Behaviour

A key approach to behaviour management at IHC is the active and regular rewarding of good behaviour. Any one of the following reward systems is used depending on the situation (the list is not exhaustive):

- Non-verbal approval of behaviour in the form of a simple nod, smile, silent or audible clap, etc. by the teacher to the student/s;
- Verbal approval in the form of exclamations such as 'Good work!', 'Bravo!', 'Well done!', 'Excellent!' etc. It is intended that the student's name will follow each phrase, personalising the approval where possible;
- Note in Diary/phone call/email to parents to inform them of their child's good behaviour;
- Sticker given by the teacher for good work/appropriate behaviour/display of kindness, etc.;
- Student sent to Principal for sticker for good work/appropriate behaviour/display of kindness, etc.;
- Faction points for good behaviour both in and out of class;
- Receipt of an *IHC Certificate of Merit* or a *K4J Certificate of Accomplishment* at the fortnightly Parent Assembly;
- Special duties of responsibility assigned to well-behaved students for the week; and
- Good behaviour of students held up as an example for other students to emulate.

Regular reference is made by the teachers to the links between good behaviour and the virtues taught in RE, along with the lives of the saints and the respective behaviours that can be emulated. Particular care is taken to assist students who might experience trouble in understanding what is expected of them behaviourally, giving them *every* opportunity to improve in their behaviour and rewarding them accordingly.

Parish and College

Students from Year 2 onwards will be encouraged to participate in Parish and Community activities. Parents will be consulted on how their children are able to participate in these supervised programmes. They could, for example:

- Help the elderly by doing odd jobs for them
- Donate unwanted clothes and toys to the St Vincent de Paul Society or other charities
- Boys could serve as Altar Servers at Mass
- Girls could read Prayers of the Faithful
- Older students could assist with the stalls at the IHC Markets & Swap Meet, held each month

Rights and Responsibilities

Parents

Immaculate Heart College offers an holistic education of academic excellence with a sound formation in Catholic doctrine. The College seeks to develop in its students the competence, conscience and compassion that enable them to strive to fulfill their potential as upstanding citizens of our society and as people of faith. Thus, it assists them to grow in their union with Christ: *Through Mary to Jesus: "The Way, the Truth and the Life" (John 14:6)*

Parent Expectations

- I expect that my child's spiritual and personal formation will be consistent with Catholic values and have as its foundation Christ who is '*The Way, the Truth and the Life*', (John 14:6).
- I expect my child's schooling to help him/her to know the teaching of the Gospel and be able to live it in Truth.
- I expect that my child's education will nurture his/her talents and encourage my child to strive for excellence in acquiring the virtues, and to aspire to excellence in all aspects of his/her education.
- I expect that my child and his/her property, fellow students and their property will be safe.
- I expect that my child will be respected and valued by teachers and peers.

Parent Responsibilities

I have the responsibility to:

- Ensure that my attitudes and behaviour reflect Catholic teaching
- Encourage my child to be respectful and co-operative
- Recognise my child's individual characteristics
- Guide and support his/her decision making
- Encourage my child to accept responsibility
- Encourage my child to live his/her faith using his/her talents in the service of others
- Attend parent talks on aspects of the Faith, parenting skills and academic feedback

I recognise that parents have a major role in the education and development of their children.
I have the responsibility to:

- Contribute to the College community
- Encourage my child to meet his/her potential without unreasonable expectation
- Support the development of courses and curriculum
- Be informed about my child's progress, courses, teachers and activities
- Help promote the development of the virtues in my child
- Participate in the Tutorial System

I have the responsibility to provide a role model who:

- Acknowledges the dignity of all people
- Values the uniqueness of each person, respecting the ideas of others
- Teaches my child care for their property and to respect the property of others
- Understands and respects the College rules, supporting their implementation
- Is informed about developments in the College and uses the processes available in the College

I agree to accept and abide by the principles given above.

Parent _____ Date _____

Students (Year 3 Upwards)

Immaculate Heart College is an Independent College offering instruction in the Catholic Faith. As such its mission is to develop competence, conscience and compassion which will enable the students to strive to fulfill their potential as children of faith.

Student Expectations

I expect to be taught in a Catholic environment that allows me to develop a genuine spiritual life. This enables me to develop the joy, compassion and hope of an active Christian faith. I expect to be given the necessary instruction in the Catholic Faith to be able to defend the Faith if necessary.

1. I expect the right to be happy and to be treated with compassion, without being laughed at, hit, pushed, threatened or mocked in any way.
2. I have the right to expect my property to be safe within the College.
3. I expect that our College environment will be free from noise or litter pollution.
4. I expect that I will be able to learn without interference or distraction from other students.
5. I expect to be taught by teachers who are fair, competent and sympathetic to my needs.
6. I expect to learn in an environment that is supportive of my individual talents.
7. I expect to be valued as a student at this College.

Student Responsibilities

1. I have the responsibility to respect the values and traditions of the Catholic Faith, and be open to the development of my faith through liturgies, retreats, prayer and Religious Education lessons. I have the responsibility to ensure that I adhere to the Commandments and precepts as set down by the Catholic Church.
2. I have a responsibility to see that I do not laugh at, hit, push, threaten or in any way mock people in our College. I also have the responsibility to make sure that all members of our College community are safe and are treated with respect.
3. I have the responsibility to ensure that I do not damage, steal, or destroy the property of others and I take responsibility for my own property.
4. I have the responsibility to see that I treat our College environment with respect and I do not contribute to any kind of litter or noise pollution.
5. I have the responsibility to not interfere with or distract other students from their work.
6. I have the responsibility to co-operate and comply with the instructions of staff.
7. I have the responsibility to develop my talents to the best of my ability in all areas of College life.
8. I have the responsibility to develop and uphold the good name of the College by my words, actions and appearance, and behave at all times in a manner that will bring credit to the College.
9. I have the responsibility to do my Homework.

How to behave at school (Kindergarten to Year 2)

I will do what my teacher says

I will always do my best work

I will take turns talking and playing

I will speak quietly in the classroom

I will be friends with the other children in my class and I will show respect to them

I will walk quietly inside the school

I will always be on my best behaviour

When others are working quietly I will leave them alone

Things that belong to others I will leave alone

When I've finished playing with a toy or game, I will put it away neatly and tidily

I will always wear my hat outside

When the bell rings I will line up straight away

I will be quiet

I will put my rubbish in the bin

I will eat all my lunch

I will not talk in the Church

I will remember that the Church is for praying

I will remember that Jesus is in the Church

I will join my hands when I pray

I will visit Jesus in the Church every day

Daily Routine

For the staff of Immaculate Heart College, each day begins with Mass from 8.00am to 8.25am. Therefore, 'Duty of Care' of students who arrive early to school is not possible. In such instances, students will need to be brought to the Chapel. Thus, it is strongly recommended that students arrive at school from 8.30am onwards.

Teachers are in their classrooms at 8.30am in preparation for the commencement of the school day. From 8.30am to 8.45am, all staff members are 'on duty', supervising students as they arrive. A 'Duty Roster' is in place for Recess and Lunchtime, while all staff are 'on duty' again at the end of the day, supervising the departure of students.

The College operates on 8 periods per day. These comprise of the following: 1 x 45 minute period in the morning, 5 x 40 minute periods during the course of the day, and 2 x 30 minute periods - one after Recess and one before the end of the day. Recess is 20 minutes long and Lunchtime is 40 minutes long. The school day starts at 8.45am with a Pastoral Care Time (PCT) session of 10 minutes duration. The school day ends at 3.00pm. One 45-minute period of the week is devoted to Mass for the whole school.

There is no formal supervision of the College grounds before 8.30am and after 3.20pm. Parents are, therefore, requested not to bring their children to the College before 8.30am and to collect them promptly at the end of the day. However, children will not be left unsupervised if parents/guardians are late to collect them. After informing the school of their inability to collect their children on time, the school will arrange for the Class Teacher or another teacher to remain on duty until such time as the children are collected.

Leadership

Leaders of the future are nurtured at an early age through a Student Leaders Programme, incorporating character development and service to others. Leadership skills may also be developed in the classroom.

Skills may include:

- Learning to take responsibility
- Being helpful to others
- Being able to communicate effectively
- Being able to set goals
- Being able to make plans and to organise activities
- Learning to co-operate with others

The Religious Education and Virtues Programme, as well as the Pastoral Care Time (PCT) are an integral part of character development at the College; a necessary trait for good leadership. Formal student leadership roles were introduced at the College in 2013. These were extended to include the following leadership positions in 2014:

- Faction Captains
- Faction Vice Captains
- Sports Captain
- Languages Leader

In 2015 the leadership positions were further extended to include the positions of Head Boy and Head Girl, accommodating thus the College's first Year 6 Class.

Students from Year 2 to Year 6 are also invited to lead the fortnightly Parent Assemblies as Masters of Ceremony (MC). The students, in consultation with the Principal, plan their own scripts for the role.

Social Justice

Students of Immaculate Heart College are encouraged to participate in raising funds for approved charities, such as *Caritas Australia*, the *Asthma Foundation*, the *Heart Foundation WA*, and *St Vincent de Paul*, among other charities. Student-initiated fundraisers are also implemented, along with those promoted by the College's Staff and also the IHC Parents and Friends (P&F) Association, such as the College's Inaugural Lapathon in 2015.

College Uniform

Summer College Uniform for Girls

Kindergarten: College polo shirt; Faction polo shirt; College sports skort; College-issue socks; white Velcro sports shoes; College hat

Pre-primary to Year 6: College dress; navy bicycle shorts; black leather, lace-up school shoes (PP to Year 6 – Velcro fastening optional for PP only) with College-issue socks, or navy blue or black sandals (no socks); College hat

Winter College Uniform for Girls

Kindergarten: College polo shirt; Faction polo shirt; College track pants and jacket; College-issue socks; white Velcro sports shoes; College hat

Pre-primary to Year 6: College dress; College jumper or cardigan; navy tights; black leather, lace-up school shoes (PP to Year 6 – Velcro fastening optional for PP only); College hat

Optional: College scarf (K-6); College track jacket worn over College jumper for extra warmth; College raincoat

Summer College Uniform for Boys

Kindergarten: College polo shirt; Faction polo shirt; College sports shorts; College-issue socks; white Velcro sports shoes; College hat

Pre-Primary to Year 6: College shirt; College shorts; black leather, lace-up school shoes (PP to Year 6 – Velcro fastening optional for PP only) with College-issue socks, or brown or black sandals (no socks); College hat

Winter College Uniform for Boys

Kindergarten: College polo shirt; Faction polo shirt; College track pants and jacket; College-issue socks; white Velcro sports shoes; College hat

Pre-Primary to Year 6: College shirt; College tie; College trousers; College jumper; black leather, lace-up school shoes (PP to Year 6 – Velcro fastening optional for PP only) with navy socks; College hat

Optional: College scarf (K-6); College track jacket worn over College jumper for extra warmth; College raincoat

Sportswear for Girls

Summer: College polo shirt; Faction polo shirt; College sports skort; College-issue socks; white sports shoes; College hat

Winter: College polo shirt; Faction polo shirt; College track pants and jacket; College-issue socks; white sports shoes; College hat

Sportswear for Boys

Summer: College polo shirt; Faction polo shirt; College sports shorts; College-issue socks; white sports shoes; College hat

Winter: College polo shirt; Faction polo shirt; College track pants and jacket; College-issue socks; white sports shoes; College hat

Head Wear and Sunscreen

Girls with collar length or longer hair must have it tied up in navy or white hair accessories. All students are required to have an Immaculate Heart College hat for Recess, Lunchtime and Physical Education or other sports activities during all school terms. Hats are worn throughout the year when outdoors. The rule: ***‘No hat? Play in the shade!’*** will apply to all students of the College. Students are expected to wear sunscreen at all times when outdoors. Though sunscreen will be available at the College, it is an expectation that parents will supply their own for their children.

Dress Regulations

- Students are expected to ensure that their dress and appearance brings credit to the College and themselves.
- Shirts must be tucked in on all occasions.
- Hem length of dress to be just below the knee.
- Black leather, lace-up school shoes to have a low heel.
- Sport shoes are to be predominantly white in colour.
- College-issue ankle socks are to be worn correctly.
- College hats are required to be worn at Recess, Lunchtime, and during all Physical Education and other sports activities. Rule: ***‘No hat? Play in the shade!’***
- Sunscreen must be worn at all times on face, neck, hands and legs when outdoors.
- Only Immaculate Heart College Bags may be used, along with the Excursion Bag and Library Bag which is for carrying Homework, Readers, Library Books, *IHC Student Homework Diary 2015*, Notes/Letters, etc.
- Hair accessories must be navy or white.
- Girls’ hair must be off the face and if of collar length or longer, must be tied up.

- Boys' hair must be off the face and no longer than collar length.
- 'Extreme' hairstyles, such as coloured/dyed hair and/or shaved designs and styles, etc., are not permitted.
- Nails are not permitted to extend beyond the fingertip.
- Nail polish and make-up are not permitted.
- Optional: Watch, one pair of plain studs or plain sleeper earrings (girls only), one chain with a cross or religious medallion.
- All types of finger rings are not permissible.

With regard to uniform and dress regulations, the decision of the Principal is final in all cases.

Student Illness, Accidents and Medication

If a child feels ill during school time, the teacher will send him or her to Reception for assessment. The College's Principal or Administration Staff will contact the parents and arrange for the child to be given medication, if appropriate, or to be sent home. All prescription and non-prescription medications must be left at the College's Reception by parents. Children may not, under any circumstance, administer their own medication.

A room in the Administration Block has been designated as the Sick Room wherein the ill student can lie down to rest until his/her parent arrives. Students may not, at any time, make direct calls to parents or other care-givers on personal mobile telephones without the express permission of the Principal.

If a child is injured during school time, the same arrangements will apply. The College reserves the right to seek immediate medical treatment for an injured child if the parents cannot be contacted.

Should a child be absent from school for any reason, the parents should contact the College by telephone before 10.00am on the day of the absence and then follow up the absence with a written note upon the student's return to school.

Care of Property and Equipment

Students are responsible for the safekeeping of their own property. All belongings must be clearly marked with the owner's name. Valuable items must not be brought to school. The College will not be responsible for the loss of any student's property. This applies particularly to mobile telephones, iPods, Mp3 players, and items of jewellery.

Confiscated items will be returned only to the parent/guardian of a student at the College and can be collected from Reception or the Principal. Any articles or money found must be handed to a member of staff or Reception. Money that has not been claimed after one week is handed back to the student who found it as a way of promoting good habits and honesty in the school.

Lost property found lying around the College and grounds will be taken to Reception and may be claimed from there. Alternatively, the Lost Property Box, which is housed in the Multipurpose Hall, may be the final resting place of lost items. Parents are invited, through the College's newsletters, to regularly check the Lost Property Box as it is periodically emptied of its contents.

Canteen

A fully operable Canteen is available in the Multipurpose Hall. The Canteen serves food to the students and staff every Friday. This is achieved through the volunteer services of the College's parents and other community members. Eventually, it is hoped that a daily Canteen service can be offered to the College.

The College Canteen (*Kangaroo View Café*) is a registered provider, having received accreditation from the WA Schools Canteen Association (WASCA). It promotes healthy eating and drinking through the Traffic Light Menu system. An IHC Canteen/Food Service Policy supports this venture.

Parents and Friends Association

The Parents and Friends (P&F) Association of Immaculate Heart College aims to provide a forum that gives parents the opportunity to participate in and contribute to a wide range of school-related activities.

The Committee of the Association is elected at the Annual General Meeting held at the beginning of each year. The Committee meets once a month on a designated morning, announced at least 3 weeks in advance. The Association aims to foster and promote the welfare of Immaculate Heart College and to co-operate, through the Principal, with the College's Board of Directors and any other body working towards this end.

P&F Association activities are diverse and include raising funds to help the College, the organisation of social functions, discussion evenings, and the undertaking of numerous responsibilities to further the success of the College and foster unity amongst staff, parents, students and the wider College community.

The aims and objectives of the IHC P&F Association are as follows:

- To promote the Catholic emphasis of the College by participation, where appropriate, in worship and in creating a loving, caring community of faith within the College;
- To create opportunities for parents and teachers to become more closely acquainted in order to facilitate the discussion of topics of mutual interest;
- To be available for consultation with the Principal with the object of promoting the effectiveness of the College;
- To organise social activities designed to promote the general welfare of the College;
- To offer assistance towards College activities; and
- To create fellowship among the members of the Association.

The IHC P&F Association will also assist the College in other important calendar events such as Feast Day celebrations, the official opening of buildings, sporting events, Parent Assemblies, Parent Information Evenings, and fund-raising events in general.

College Policies

Immaculate Heart College has a number of policies that cover day to day school matters as well as planning and accountability. Policies include: Acceptable Use Policy for Mobile Phones; Access Arrangements; Analysis of Student Learning; Annual Report; Appropriate Use Policy for Learning Technologies; Assessment and Reporting; Asthma Friendly School;

Attendance; Building Site; Bushfire Policy-Evacuation Procedure; Canteen; Catastrophic Weather; Child Abduction Response Plan; Child Protection; College Fees; College Governance; Critical and Emergency Incidents; ‘Crunch&Sip’; Curriculum Evaluation; Debt Recovery; Disputes and Complaints; EA’s and Duty of Care; Enrolment; Excursion/Incursion Application Form; Excursion/Incursion Medical Form; Expectations and Responsibilities of Parents; Food Allergy Awareness-Risk Minimisation; Full-fee Paying Overseas Student; Ill Students, Medical Conditions, Medication; Information Provided to Governing Body; Lock Down; Maintenance Policy and Plan; Mandatory Reporting; Occupational Safety and Health; Pastoral Care and Behaviour Management; Positive Learning Environment; Privacy; Quality Improvement Plan; Relationships Between Staff and Students; Review of Student Learning; Risk Management; School Curriculum Plan; School Improvement Plan Policy and Quality Improvement Plan; School Organisation Overview; Smoking and Substance Abuse; Staff Handbook 2015; Staff Induction; Staff Salary Policy 2015; Strategic Plan 2015-2020; Student Health; Sun Protection; Supervision of Off-site Activities; Supervision; Teacher Registration Declaration; Visitor Policy-Confidential Declaration Form; Water-based Excursion/Incursion Forms, amongst others. A file containing all school policies is kept in the Principal’s Office whilst another file is kept at Reception and is available for viewing. Policies are also sent to the College community via email as they are updated each year.

Grievance Procedures

If parents have any queries or concerns regarding their child or any aspect of the College, they are invited in the first instance to discuss the matter with the Class Teacher. Should the matter require further action or be a matter not of ‘classroom’ nature, an appointment with the Principal should be made.

There is a Disputes and Complaints Policy in place that parents may refer to, if necessary. Should the matter need to be brought to the attention of the College’s Board of Directors, the matter will be channeled through the Principal. The day to day management of the College is the responsibility of the Principal.

Notice of Intention to Withdraw

A full term’s notice in writing to the Principal is required of the intention to withdraw a student from the College. Failure to do so will necessitate the charge of one quarter of the annual Tuition Fee. This information is not only contained in this Handbook but also in the IHC Information Pack/Enrolment Package (IHC Schedule of Fees 2015 form).

To comply, written notification should be with the Principal a term in advance. Notification received after a term has commenced will not be deemed acceptable. Parents should note that this requirement is necessary to enable the College to plan for classes, resources and staffing needs.

College Publications

Immaculate Heart College maintains open communication channels through various means, including its publications in print form. These include the College Newsletter, circulated to parents and the College and wider community on a regular basis throughout the year; special promotional flyers or information leaflets about upcoming events; letters and other types of written correspondence; regular website updates; monthly reports to the College’s Board of

Directors, Advisory Council and IHC P&F Association; and other reports.

College Facilities 2015

In 2015, the College will continue to make use of the existing Demountable buildings which include a Teaching Block, housing Kindergarten, Pre-primary, and Year 1; an Administration Block; an Ablution Block; a Shed; and a Universal Access Toilet (UAT). This is known as 'Area 1'. There are also two Accommodation Units (one for the College's Caretaker and one other for accommodation, as needed). The Demountable buildings are surrounded by attractive wooden verandas, railings and ramps, and there is a paved courtyard as well as an extensive, fenced grassed area with play corners for the students to use. Portions of the paved courtyard and the play areas are protected from the sun by shade sails.

Further to these facilities, the College has the use of the Multipurpose Hall which features three classrooms – Year 2, Year 3/4, and Year 5/6; a Canteen, toilet facilities (inclusive of a UAT), and an extensive central gymnasium area. This part of the Hall serves the College for assemblies and other events such as Parent Information Nights, etc. It also offers the students opportunity for playing indoor games and sports. A corner of the Hall has been assigned as the Arts Corner for general use by the three classrooms. The Multipurpose Hall is separated from the Presbytery/Parish Offices and Church by fencing, and it has a grassed area for outdoor play. This is known as 'Area 2'.

Area 1 and Area 2 are separated by a temporary, blue-metal Car Park which serves the College community well for the time being. Windrows have been created to direct traffic in one direction and rules have been established regarding the use of the walk-way, the bus lane, and the general traffic lane. A speed limit of 10kms has been set in place with clear signage in strategic areas of the Car Park. Staff parking has been assigned to the Church area, fenced off from the general parking area.

A fully-sized primary school oval (*Pitsikas Oval*) has been available since Term 2, 2014. Two nature-based play areas are currently under construction; one in Area 1 and one in Area 2. An existing, well-shaded, manufactured play area continues to be used. An Animal Enclosure sits adjacent to the manufactured play area, housing goats, chicken, geese and rabbits, and the Garden of Eden, with vegetables planted by the students is adjacent to Area 2. These nature pockets continue to enhance the emphasis placed on the importance of outdoor play for learning and well-being, as well as on the Environmental and Sustainability Programme at the school. Further developments in terms of the use of the school's natural surrounds are planned.

The construction of Stage 1 of the permanent primary school building has begun and is expected to be completed before the end of 2015. This is the first of a number of buildings in the overall plan of the College.

Staff Roles and Responsibilities

The table below provides succinct information to parents should they need to contact either the Principal or any member of staff regarding the education or welfare of their child. If parents have any reason to speak to a member of staff, they must not hesitate to do so. The College wants to ensure that it is able to assist parents with any concerns that they might have and, more importantly, provide for the educational needs of their son or daughter.

Staff Member	Role	Matters
Father Paul Fox	Parish & College Priest, Chair of Board of Directors and of Advisory Council	All matters; Matters relating to the Faith; College ethos; Buildings; Religious Education Programme
Mrs Doris Anastasiades	Director, Member of Advisory Council, Music Teacher	All matters; Music Programme (Piano)
Dr Angela Evangelinou-Yiannakis	Principal First Aid Officer	All matters
Mrs Sangeeta Pudhota	Bursar	All financial matters; College fees
Mrs Louise Bewick	Administration Assistant	Matters relating to Administration and Documents
Sister Teresita Salapang Sajelan, MCM	Religious Worker	Matters relating to the Faith; Religious Education and Virtues Programme; Sacramental Programme
Sister Ramona Fabe Pandan, MCM	Religious Worker & Education Assistant	Matters relating to the Faith; Religious Education and Virtues Programme; Pre-primary EA duties
Mrs Cathy Byrne	Kindergarten Animal Ethics Coordinator	Matters relating to education and welfare of students in Kindergarten; Early Years Learning Framework; Early Childhood Education; Animals used for teaching/learning purposes
Miss Mary-Therese Clark	Pre-primary Literacy Specialist	Matters relating to education and welfare of students in Pre-primary; Australian Curriculum; Curriculum Framework; Literacy
Miss Elodie Longbottom	Year One	Matters relating to education and welfare of students in Year One; Australian Curriculum; Curriculum Framework; Environmental & Sustainability Programme; Physical Education
Mr Darryl Phillips	Year Two Occupational Safety and Health Officer Numeracy Specialist	Matters relating to education and welfare of students in Year Two; Australian Curriculum; Curriculum Framework; Occupational Safety and Health matters; Numeracy

Miss Hasoly Hurtado	Year Three & Year Four Greek Dance	Matters relating to education and welfare of students in Year Three and Year Four; Australian Curriculum; Curriculum Framework; NAPLAN; Traditional Greek Dance
Mr Nino Raju	Year Five & Year Six	Matters relating to education and welfare of students in Year Five and Year Six; Australian Curriculum; Curriculum Framework; NAPLAN; Science
Mr George Anastassiadis	Languages Education (Kindergarten to Year Six & Adults)	Matters relating to the Modern Greek Language & Culture Programme
Miss Marie Kilgallon-Laundy	Education Assistant for Kindergarten & Pre-primary First Aid Officer	Matters relating to the care of students in Kindergarten and Pre-primary; First Aid matters; Resource Room
Mrs Jen Edwards	Education Assistant-Special Needs	Matters relating to the care of students with Special Needs
Mr Jim Duff	Groundsperson/Cleaner	Matters relating to the College's grounds; general cleaning matters
Mrs Trudy Riley	Cleaner (Area 1)	Matters relating to cleaning in Area 1
Mrs Diane Whittaker	Cleaner (Area 2)	Matters relating to cleaning in Area 2
Mrs Helen Voak	Caretaker	Matters relating to the College's grounds, animals, vegetable gardens, etc.
Mr Brian Inions	IHC Mini-bus Driver	Matters relating to the IHC Mini-bus Service
Mr Noel D'Souza	IT Specialist	Matters relating to the College's IT services

Term Dates 2015

Term Dates for Students:

Term 1 – 2 February to 2 April, 2015	9 Weeks (43 days)
Term 2 – 20 April to 3 July, 2015	11 Weeks (53 days)
Term 3 – 21 July to 25 September, 2015	10 Weeks (49 days)
Term 4 – 12 October to 11 December, 2015	9 Weeks (45 days)

TERM 1 (9 Weeks)

Wednesday	28 January	Staff Day
Thursday	29 January	Staff Day
Friday	30 January	Staff Day & Orientation Morning
Monday	2 February	Start of Term 1 – Students
Monday	2 March	Labour Day – College Closed
Thursday	2 April	End of Term 1 – Staff and Students

TERM 2 (11 Weeks)

Monday	20 April	Start of Term 2 – Staff and Students
Monday	27 April	ANZAC Day Public Holiday – College Closed
Monday	1 June	Western Australia Day – College Closed
Friday	3 July	End of Term 2 – Staff and Students

TERM 3 (10 Weeks)

Monday	20 July	Staff Retreat Day
Tuesday	21 July	Start of Term 3 – Students
Friday	25 September	End of Term 3 – Staff and Students

TERM 4 (9 Weeks)

Monday	12 October	Start of Term 4 – Staff and Students
Friday	11 December	End of Term 4 – Students
Monday	14 December	Staff Day
Tuesday	15 December	Staff Day
Friday	18 December	College Administration Close

Non-scheduled Holidays

Parents are expected to make travel arrangements during the prescribed holiday periods. Students may not be absent before or following school holiday periods. Written requests for extended absences must be made in advance to the Principal.