



OUR LADY OF THE ROSARY CATHOLIC PRIMARY SCHOOL

GENERAL INFORMATION BOOKLET



Address:

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WAITARA NSW 2077

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STAFF

Principal
Acting Assistant Principal
Office Staff

Mrs Jacinta Crowe
Mrs Gill Austin
Mrs Robyn Ward
Mrs Sue Hanrahan

TERM DATES 2019

Term 1 Tuesday 29 January – Friday 13 April
Staff Development Day **Tuesday 29 January**
Maths Assessment Day **Wednesday 30 January**

Term 2 Monday 29 April – Friday 5 July

Term 3 Monday 22 July – Friday 27 September

Term 4 Monday 14 October – Wednesday 18 December
SDD **Thursday 19 December & Friday 20 December**

Staff Development Days are set during the year and advised in the weekly newsletter and on the school calendar.

SCHOOL HOURS

8:15am Staff supervision of playground commences
8:45am Bell rings for children to move to lines
11:00am Morning recess starts
11:30am Morning recess ends
12.55pm Lunch break starts
1:40pm Lunch break ends
3:00pm School finishes

HORNSBY PARISH

Our Lady of the Rosary Waitara

Queen of Peace, Normanhurst

Parish Priest: Very Rev Fr Robert Borg

Phone: 9483 2300
Fax: 9483 2301

9481 7150
9875 5017

Mass Times

Saturday: 5.00pm 5.30pm
Sunday: 8.00am, 9.30am, 6.00pm, 9.00pm 9.00am
Korean Mass 7.30am, 10.30am, 7pm
Monday: 9.30am 8.45am
Tuesday: 9.30am 8.45am
Wednesday: 9.30am
Thursday: 9.30am 8.45am
Friday: 9.30am

Welcome to Our Lady of the Rosary

Dear Parents,

On behalf of all at OLOR, I extend to you a warm welcome to our community. I hope that this handbook will be of assistance to you, the parents of our OLOR children. I am sure that it will give you important information about our school.

Those of you who are beginning your first child at school are embarking on a new and different adventure. I'm sure you are excited by the prospect of becoming involved in a different way in your child's education now that he/she is starting school. For those of you who have had the experience before, I feel confident that you are looking forward to the joy that each of our children bring as they take a new step on their life journey. We certainly look forward to sharing the responsibility of educating your child with you.

You may recognise some familiar procedures similar to those in place when you were at school, however, you will probably find that school for your child is a very different experience from what you remember of your primary school years.

The best way to find out about how your child will be educated at OLOR is to take advantage of the many opportunities to participate in the life of the school. Our liturgies, parent workshops on how and what your child will be learning, the weekly newsletter, regular meetings with teachers and our assemblies, are just a few examples of opportunities for you to become involved in the life of your child at school.

I pray that God will bless our time together at OLOR. I pray also that it will be a time full of happiness, caring and support for each other as we focus upon the learning and development of your child in a truly Catholic atmosphere of love and concern for each individual.

I wish you and your family a very happy and rewarding association with our OLOR community of learners.

With every blessing

Jacinta Crowe
Principal

OUR VISION

*for
Our Lady of the Rosary School to provide a quality education
in a Christ-Centred, Catholic community, where children are
nurtured in a secure and challenging environment.*

OUR MISSION

The Mission of our school, as part of the wider mission of the Catholic Church of Broken Bay, is to nurture our children into a community of disciples of Jesus.

We are a hope-filled community working together to provide a distinctively Catholic curriculum and learning environment for our children.

Our Catholic worldview informs the way that we live together, learn and teach as we are influenced by the traditions of our Mercy heritage. We believe that the gift of God's love for each of us is central to our relationships.

*I give you a new commandment, that you love one another.
Just as I have loved you, you also should love one another.
By this everyone will know that you are my disciples, if you have
love for one another.*

John 13:34-35

We are committed to the development of the whole child – spiritually, socially, emotionally, academically and physically within a safe and stimulating learning environment.

Therefore, we will

- **Share** our Catholic story and beliefs with our children
- **Enable** the development of quality relationships as the basis for quality teaching, learning and behaviour.
- **Honour and respect** the God-given uniqueness of each of our children providing challenging learning experiences that meet their needs
- **Empower** our children to be critical thinkers who are able to make a difference in their world as witnesses to the Good News of Jesus
- **Encourage** our children to be self-motivated, reflective and competent learners, who are growing in their knowledge and experience of God through the people and environments that make up our world
- **Include and welcome** all into our community, treating each person with respect and care, so as to create a sense of belonging and connectedness
- **Challenge and support** all in our community – children, parents and teachers – to see themselves as life-long learners, committed to continuous improvement
- **Celebrate** achievements, recognising that every person has God-given gifts and that we each have the responsibility to use, develop and share those gifts with other.

For God Alone

Our Story

The first school building at Waitara was established by the local community and built on land owned by the Sisters of Mercy. Cardinal Moran opened Our Lady of the Rosary Primary School, Waitara on February 5th 1898. OLOR was established by the Sisters of Mercy and was staffed by them until 1979. The first school/church was built of oregon weatherboard and measured sixty feet by twenty feet. Next door, was the Foundling Home (established by the Sisters of the Mercy) to care for neglected and orphaned infants and children.

As was the custom in pioneering times, the multi-purpose building was used as a school during the week, a dance hall on Saturday night and a Church on Sunday. Mass was celebrated regularly on Sunday after 25th April, 1898. Until 1916, the priests travelled from Pymble each week, usually on horseback. Cardinal Moran said of our school at its opening...

It was but a plain and unassuming commencement of a religious school, but the place would also serve as a centre for them to assemble on Sundays and holidays in their piety, and as a seed sown in good soil would send out shoots and grow into a large tree, so would the religious beginning now made develop into larger things.

We have indeed grown and developed from that seed planted 108 years ago. Our school, has a long and rich story of Catholic education, with a strong Mercy tradition emphasising justice, inclusion, care and respect for those in need. After the Sisters of Mercy moved on from the school in 1979, their work has been continued by a succession of wonderful staff who have carried out their ministry of teaching the children with love, dedication and commitment.

On October 29th 1991, our school was re-located from the Pacific Highway to the new OLOR Parish site here at Yardley Avenue. Our school also serves and has close links with, the Parish of Queen of Peace, Normanhurst. We draw on the strengths and wisdom of the story of our past, to connect it to the present and to build the future together. In 2008 OLOR became the Cathedral Parish of Broken Bay and in 2009 Normanhurst & Waitara Parishes joined together to become Hornsby Catholic Parish.

In the stone walls of our buildings, both Church and school, we see a symbol of who we are and who we are called to be. In the words of Father Colin Blayney who was the Parish Priest of OLOR at the time our new school building was planned and opened,

“For one hundred years Our Lady of the Rosary School has worked with the parents of the area to help them fulfil the task they were given, when they presented their children for baptism, of forming their children as living stones making up the spiritual building which is the community of the Church.”

You are living stones making a spiritual house 1 Peter 2: 4-9

Prayer is a very important and regular part of every day for the children and staff. We are blessed that with our beautiful church so close to us, the children are able to receive the Sacrament of Reconciliation and participate in parish celebrations of the Eucharist on a regular basis. The children also prepare and attend whole school masses and Liturgies of the Word.

School Philosophy

At OLOR there is a strong commitment to creating a school community where all members experience a sense of welcome and belonging based on genuine Christian hospitality.

Our purpose at OLOR, as part of the Church's wider ministry, is to provide authentic teaching and learning experiences which match the needs of the child and which acknowledge the God given uniqueness of each person. We aim to provide an environment, which provides a balance between support and challenge for each learner.

At OLOR each member of the community is considered to be a learner and we aim to foster a commitment to lifelong learning in the context of a lived experience of our faith. We aim to make the Gospel values of respect, the dignity of each individual, inclusion and justice lived out in the relationships between the members of our community.

At OLOR we aim to be a learning community where individuals share, help, encourage, and support each other's efforts to achieve and succeed. Our challenge is to be a place where 'we' dominates 'me' and where we work together to get the job done in a mutual search for excellence.

OLOR's School Motto: For God Alone

Education is about a search for meaning and purpose in life, and so as Catholic educators we have a particular worldview that informs the way that we live, learn and teach. Our school motto is as relevant today as it was 110 years ago. We want our children to know and experience God revealed in the everyday – that we experience God in the people and environments that make up the world. Creation is a source of God's grace and as human beings we are fundamentally relational. Jesus is central to these relationships and so our Catholic worldview is not confined to Religious Education lessons, but rather permeates all aspects of school life and learning including of course, all curriculum areas.

LEARNING



At Our Lady of the Rosary we believe that:

- Learning takes place in the supportive context of quality relationships between students, and between students and enthusiastic teachers
- The starting point for learning is always what the learner can do and the challenge is to take the next step for the learner
- Learners know that mistakes are a natural part of learning, feel comfortable to take a risk and know that we learn from our mistakes
- Learners need to engage in meaningful, relevant tasks
- Learners have planned, regular opportunities to have processes explicitly demonstrated or modelled to them (TO)
- Learners engage in learning processes with an expert guide (guided practice...WITH)
- Learners engage in the learning processes independently (practice...BY)
- Learners receive honest and authentic feedback that is both encouraging and gives a direction for future learning
- Learners are involved in reflection about the quality of their learning. This means that they need to be involved in the assessment process
- Success is celebrated and learning is fun

At OLOR we understand that the three areas that really make a difference to student learning outcomes and that enhance effective teaching are:

- Focused teaching based on the needs of the children
- High expectations
- Uninterrupted time for learning

As a school we ensure that prime learning time, particularly the first two hours of the morning, is free from interruptions to learning.

How Do Children Learn?

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn - Alvin Toffler

At Our Lady of the Rosary we believe that **how** children learn is as important as **what** children learn. To prepare our children to participate in a world that is changing so rapidly that we find it difficult to imagine the future, we need to focus on the thinking curriculum. To be powerful learners in the 21st Century, our children need to learn **for** thinking, **about** thinking and **with** thinking so that they can be discerning 'knowledge navigators'.

Becoming better readers, better writers and smarter thinkers is a goal for all teachers and children at OLOR. Current educational research, along with brain research, guides our teaching practice and is continually being refined and deepened with ongoing professional reflection and development. At OLOR we try **to make what matters most, matter most.**

What Matters Most?

Professional Learning and Team Planning

The road to quality has no finish line...

Even if you are on the right track, if you just sit there you will get run over.

Teachers at OLOR are very dedicated and committed to ongoing professional development. Teachers do this by attending regular staff meetings, meeting in their learning team to reflect together and build connections in their learning, and attending professional development courses outside school that will benefit the whole community.

Cooperative Learning

'Our classrooms need to reflect a major challenge that our planet is facing – the challenge of building wholeness and unity in a way that also preserves uniqueness and human differences.'

Dalton and Boyd

Some of the most important skills that young people need for the 21st Century are social, interpersonal skills such as being able to work as a member of a team, appreciative listening, conflict resolution, flexibility and the ability to balance independence and interdependence. These important skills can be taught in school through cooperative learning.

Research conducted into cooperative learning, has found again and again that cooperation, compared with competitive and individualistic efforts, typically results in:

1. Higher achievement and greater productivity
2. More caring, supportive and committed relationships
3. Greater psychological health, social competence and self-esteem.

Cooperative learning is about working together to accomplish shared goals. There is more to cooperative learning than seating arrangement. Placing students in groups and telling them to work together does not in and of itself result in cooperation. Sitting in groups can result in competition at close quarters or individualistic efforts while talking.

For cooperative learning to work well there need to be five key elements:

1. Positive interdependence
2. Face-to-face interaction
3. Individual accountability and personal responsibility to achieve the group's goals
4. Specific interpersonal and small-group skills (which are taught)
5. Group processing to improve the group's future effectiveness

Within the classroom this might look like:

- A child thinking quietly after the teacher asks a question, then turning to a partner to discuss before sharing with the whole group.
- Children working in cooperative groups of four, with each member accountable for conveying an important learning or insight.
- The teacher employing various cooperative structures, for example, concentric circles, to ensure children are exposed to as many different types of thinking as possible so that their own thinking can be deepened
- Regular reflection on both the learning and the process used so that children can transfer the knowledge to make a difference in their life.

Creating Community

'Classroom leaders build a community where self responsibility and independence go hand in hand with shared responsibility, cooperation and independence.'

Dalton and Boyd

Research on human resilience identifies the protective factors, which create competency, wellness and the capacity to overcome stress. Bonnie Bernard's research summarized these protective factors into three categories:

- Care and support
- Positive expectations
- Active participation

Resilience is not a skill we can teach. However, we can try to surround children with as many protective factors as possible. Cooperative learning is one way that all three protective factors are nourished and using cooperative learning to build a collaborative community is another. This process of building a collaborative learning community is also called the Tribes process, and is used in all classes at OLOR.

Agreements of mutual respect, appreciation, listening, and no put-downs are part of creating an environment that is safe for all children. Brain research tells us that if children feel unsafe or threatened that they will 'down shift' into the oldest area of the brain where it is impossible to think and learn. Creating a safe environment and a caring supportive community will help children learn.

Developing Leaders

"The foundation of a collaborative learning community is collaboration – working together for common goals, partnership, shared leadership, co-evolving and co-learning – rather than competition and power given only to a few."

Julie Boyd and Carole Cooper

Leadership is encouraged and developed in all aspects of classroom life. All the things outlined in this section of 'what matters most?' play a part in helping children understand themselves, grow as learners and develop as leaders. At OLOR we want children to have the experience and to understand that every child is a leader and that leadership is a responsibility we all share. In addition to this, there are also specific leadership building strategies. We try to ensure that the leadership opportunities are authentic, meaningful and related to making a difference in the life of the class community and/or school community.

In the context of our Catholic Worldview, the model of leadership is one of service and ministry. All Year 6 children are involved in meaningful leadership opportunities that involve peer-teaching children in younger grades, for example, during Mission Week. Each Year 6 child is also on a team responsible for an area of the school, for example, environment, liturgy, social justice, technology etc. The focus of each team will enable the children to be involved and make a difference in real, relevant and purposeful ways in their school community.

Information Technologies

'Do not confine your children to your own learning for they were born in another time.' Hebrew Proverb

Technology is important. We live in a technology rich world and it is the world of our children. However technology is a tool for learning not an end in itself. Technology is best used to enhance the powerful learning we want for our children. Computers, digital cameras, video cameras, data projectors, interactive whiteboards, ipads, chromebooks etc are all important tools for learning in this 21st Century, but it's how we use them that determines the quality of the learning and whether our children are learning how to learn in their rapidly changing world.

At OLOR, we believe that using Information Technology should be embedded in everything we do. Each year, our teachers become more skilled in using Information Technology in the classroom so that children learn **about** IT, **with** IT and **through** IT.

Reflection

'You don't learn from your experience
You learn from **processing** your experience'
John Dewey

Reflection is an important part of all learning. Life long learners know that it is only after stopping to reflect that we can fully understand new learning and research about reflection also supports this. Hundreds of studies have concluded that when children reflect on their learning they are more likely to retain the knowledge than if they do no reflection at all.

Reflection allows children to make connections to what they already know, and helps them set new directions. It helps children understand that everyone can learn and that learning is expected every time they work. Children begin to understand that learning might be about a subject, for example, that capital letters begin a sentence; on the other hand it might be learning about a process, for example, that they work best when they can share ideas with a partner first.

Reflection opens up the concept of what learning looks like and helps children develop life long learning skills. It always looks different in the classroom. Sometimes it is a quiet time to stop and think, other times children might talk with a partner, and sometimes it is written.

Feedback

The most powerful single moderator that enhances achievement is feedback.
Hattie 2003

The children's workbooks are sent home to parents regularly so that as parents can talk with the children about their work, celebrate their achievements and gain insights into the future direction of your child's learning. The teacher's feedback to the children in their books will occur in a variety of ways as together we explore different ways to provide quality feedback to the children.

CHILD PROTECTION

We take our responsibility to protect children seriously. All staff are expected to promote child safety by having a clear understanding of their legal child protection responsibilities and act in accordance with those responsibilities.

In particular the school will:

1. Maintain professionalism in our interactions with children at all times by exercising appropriate duty of care and maintaining appropriate professional boundaries.
2. Follow an established process to address allegations of inappropriate behaviour by staff towards children.
3. Ensure all people working in our school who are required to undertake a Working With Children Check have a valid clearance.
4. Respond appropriately when we suspect a child is at risk of significant harm due to possible abuse or neglect by a parent/carer or other adult.

Maintaining Professionalism

All staff are expected to act professionally and in accordance with the school's expectations regarding staff conduct toward children. Members of staff receive guidance and professional development in relation to appropriate interactions with students, how to exercise duty of care and how to maintain professional boundaries.

We understand that staff have a duty of care to:

- Ensure no child is exposed to foreseeable risk of harm
- Take action to minimise risk
- Supervise actively and
- If we see others acting inappropriately with children, report concerns to the Principal or seek further advice

School staff also understand that they are in a position of trust, authority and influence in relation to children and that it is important that we do not take advantage of that position to mistreat or misguide students either intentionally or inadvertently.

OLOR Staff strive to:

- Demonstrate appropriate relationships with children that cannot be misinterpreted as overly personal or intimate;
- Remain within the responsibilities of their roles and allow those appropriately trained to deal with student welfare concerns;
- Minimise physical contact with children unless it is necessary to exercise appropriate duty of care;
- Follow the school's policies and procedures relating to pastoral care and wellbeing including serious incidents and reporting risk of harm.

Addressing complaints of inappropriate behaviour by staff

We are committed to providing a safe and supportive environment for both students and staff. This includes addressing complaints of inappropriate behaviour by staff towards any child or young person.

Such complaints are handled differently to other types of complaints which may arise in the school because of legal obligations established by the NSW Ombudsman Act 1974. The NSW Ombudsman is a government agency which requires schools and other organisations working with children to ensure systems are in place for recording and responding to all allegations of a child protection nature against staff. You should be aware that 'staff' includes volunteer helpers as well as paid staff

If you have concerns about alleged inappropriate behaviour by a staff member towards any child or young person it is important that you discuss your concerns with the Principal who in turn will consult with the CSO's Child Protection Team.

All complaints are investigated and resolved through a fair and confidential process which involves listening to 'both sides of the story' and giving all involved an opportunity to be heard. If the concerns involve alleged criminal behaviour they will be reported to the Police and the CSO will wait for the outcome of the Police investigation before continuing its own investigation.

At the end of an investigation a finding will be made and appropriate follow up determined. In relation to the staff member this may include no action, increased support, professional development, increased supervision/monitoring or disciplinary action, removal from duties or termination of employment.

If harm has occurred to a child, counselling or other support will be offered to the child.

Screening of those working in schools

Working With Children Checks are undertaken by staff working in our school. External tutors and coaches working with students in dance, music, sport, art etc are also expected to obtain a check which is verified prior to engagement.

The purpose of the check is to exclude people from working with children who are not suitable. A person who has been convicted or found guilty of a listed serious offence against children (whether in NSW or elsewhere) is prohibited from working in a child-related role.

The participation of parents and close relatives of students at the school as volunteers is welcome and appreciated for various activities both in school and on excursions. It is important that all volunteers are aware that they are subject to child protection legislation. This means all volunteers must:

- sign on at the front office, be inducted and get a visitors badge from the office as per school procedure.
- check with the school what the current legal requirements are for working with children.
- not engage in any inappropriate behaviour towards any children. In particular although volunteers are technically not employed by the school, they are considered to be 'staff' for legal purposes and need to be aware that complaints about inappropriate behaviour towards any child or young person must be investigated.

Volunteers who are not the parent or a close relative of a child at the school will be expected to undertake a Working With Children Check.

- A 'parent of a child' includes a carer or person who has legal responsibility for a child.
- A 'close relative' includes a spouse or de facto partner, child, step-child, parent, step-parent, sibling, step-sibling, grandparent, step-grandparent, aunt, uncle, niece or nephew. In the case of Aboriginal and Torres Strait Islander, a close relative includes people who are part of the extended family or kin of the child according to the indigenous kinship system.

Similarly, any volunteer working in a high risk role will be required to undertake a Working With Children Check. High risk roles are those where volunteers are working with particularly vulnerable children:

- Providing personal care with intimate contact to children with disabilities
- Providing mentoring services

Further information on the Working With Children Check can be found on the website for the Office of the Children's Guardian at <http://www.kidsguardian.nsw.gov.au/>.

If you would like further information regarding any of the above please speak to your Principal first or feel free to contact the CSO Child Protection Team on:

Phone: 9847 0618 or Office Fax: 9847 0611

Responding to risk of harm

All school staff are mandatory reporters. This means that if there are reasonable grounds to suspect that a child is at risk of 'significant harm' from abuse or neglect, then a report must be made to the Community Services Child Protection Helpline (CP Helpline).

School staff are expected to inform the Principal if they are concerned that a child may be at risk. It is the role of the Principal (or delegate) to make the report to the CP Helpline.

In making a report the Principal will consider all of the information and seek appropriate advice from the CSO's child protection team (CP team). Any information about a child at risk is kept confidentially by the Principal.

In situations where a child is considered to be at risk the school will work with the child and family to assist them as much as possible.

If you have concerns about a child who you consider may be at risk, please discuss your concerns with the Principal as soon as possible and maintain confidentiality.

Summary: Complaints

At OLOR we take complaints seriously and try to resolve them in the most appropriate, efficient and confidential manner possible:

- If you have a complaint about a student other than your own child you should raise it with your child's class teacher.
- If you have a complaint about a staff member relating to teaching and learning, the issue should first be discussed with the relevant teacher or the principal.
- If you have a complaint about the inappropriate behaviour of a staff member towards any child or young person, your concern should be directed to the Principal and confidentiality must be maintained (see Child Protection). Please refer to the Parent and Community Information Brochure – Addressing Concerns About a School available on the CSO website at <https://curianet.dbb.org.au/Catholicschoolsoffice/dssresources/Pages/default.aspx>

BEHAVIOUR MANAGEMENT

Our Lady of the Rosary Catholic Primary School has adopted a whole school approach to bring about positive behaviour; Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of *support* to bring about these positive behaviours.

“Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.”

Diocesan School Behaviour Management and Student Discipline Policy

We encourage responsible, positive self-discipline. Good sound class management has a remarkable effect on children and their learning and hopefully reflects steps taken by the parents.

At all times, the dignity of each person is respected. When misconduct occurs, the teacher refers to the school Behaviour Management Policy.

Bullying is not acceptable at any time at OLOR. It is not acceptable for parents to contact each other regarding playground/class incidences. Please keep informed the class teacher, Assistant Principal or Principal of all incidents that are potentially of concern or may require follow up.

Procedures for Teaching School Rules and Behavioural Expectations

Our Lady of the Rosary Catholic Primary School community is committed to:

- ***Teach,***
- ***Practise,***
- ***Apply,*** and
- ***Acknowledge*** appropriate behaviours

The OLOR Positive Behaviour for Learning (PBL) Team coordinate the process involved and support staff in teaching, practicing, applying and acknowledging appropriate behaviours. PBL Team members take on specific roles in the process to support the staff and school community. All staff actively support all systems and processes in order to bring about appropriate student behaviours for learning.

 <p>“At OLOR we contribute to a positive learning environment at our school when we ...</p>		
<p>Respect Self and Others <i>“Do to others as you would have them do to you: for this is the law of the prophets” (Mt 7:12)</i></p>	<p>Respect Learning <i>“Our various gifts and talents are not merely for personal use and satisfaction, but for the glory of God and the service of others.” (1Cor 12:4-6)</i></p>	<p>Respect the Environment <i>“And God saw all that He had made, and behold, it was very good” (Genesis 1 :31).</i></p>
<ul style="list-style-type: none"> • Speak and act with kindness • Be in the right place at the right time • Care for appearance • Include others • Use safe and caring hands 	<ul style="list-style-type: none"> • Learn and let others learn • Be an active listener • Make Good Choices • Take Turns 	<ul style="list-style-type: none"> • Move safely around the school • Know the rules and play by the rules • Care for Belongings • Care for the place we are in • Put all rubbish in the bin

What are the Key Learning Areas?

At present, along with all other schools in the Broken Bay Diocese, children at OLOR experience the following seven Key Learning Areas (subjects):

- Religious Education
- English
- Science and Technology
- Mathematics
- Human Society and its Environment
- Creative Arts
- Personal Development, Health and Physical Education

The syllabus documents in all Key Learning Areas other than Religious Education, are the NSW Board of Studies' documents and are the same as those used in State and

Catholic Schools. Our Catholic values impact on the way those Key Learning Areas are taught and learned across all subjects.

Religious Education

'The Catholic School aims to provide students with a total learning environment in which they can experience what discipleship of Jesus means to those who are committed to the Catholic faith.'

Broken Bay, Religious Education in Catholic Schools, Parent Handbook

In 2004 the Diocese of Broken Bay officially launched its new K-12 Religious Education Curriculum. We are in the process of implementing the new Curriculum as an integral component of our focus on authentic and powerful learning.

Religious Education in the classrooms complements the total school commitment to living the Gospel message. Wherever possible, Religious Education Curriculum outcomes are integrated into all classroom learning so that children come to understand that the Catholic Worldview is a part of all that we think and do.

What specialist programs does Our Lady of the Rosary offer?

- ***Visual Arts***

We have a Visual Arts specialist working with the children who takes each class once every three weeks from Kindergarten to Year 6.

- ***Music***

We have a Music specialist teacher working with all grades for a lesson once a week.

- ***Sport***

All children participate in a comprehensive class program as part of the Key Learning Area of Personal Development, Health and Physical Education.

This includes fitness sessions, skill lessons and sporting sessions each week. In addition children have one forty minute lesson per week with our specialist PE teacher.

As a school, we hold annual swimming, athletics and cross country carnivals as well as participating at local, diocesan and state levels. Children with special sporting talents are offered a variety of opportunities to join diocesan and state teams.

For all children a number of sporting gala days are open to students in the primary grades, and these students are organised into teams to play against other schools.

- ***Gifted and Talented***

Our school Gifted and Talented Coordinator leads students in a range of extension groups and activities:

Lighthouse Learning

'Lighthouse Learning' is a 'virtual classroom' that connects academically-able students from a number of schools in Broken Bay Diocese. It consists of a 'virtual teacher' and an active online community of students from K - 4 who communicate using Journals, Notice Boards and email.

Maths Olympiad

This is an individual Maths problem solving competition aimed at students in Years 5 and 6. It aims to develop and encourage flexibility and creativity in the use of problem solving strategies.

Gateways

This is an extension program that links the learning communities of a number of North Shore Schools in new and exciting ways. Gifted students from these schools work with each other through rich Stage 4 learning opportunities. These activities are planned and developed jointly by both primary and high school teachers.

Choir

Children in Years 3-6 are eligible to participate in the choir. They rehearse before school and participate in School and Family Parish Masses and other school functions.

Band

Another extra-curricular opportunity for students in the area of music includes the school Band. The band rehearses each Tuesday morning for Junior band and Tuesday afternoon for Senior band and each child receives a small group lesson during that school day. Our bands take the opportunity to perform for parents with group and individual performance evenings throughout the year. Each year the band performs on a number of occasions such as, for the fathers during the Fathers' Day Breakfast and for the elderly at McQuion Park Nursing Home. Private lessons are available for the violin one morning per week. The violin instructor uses the Suzuki Method to develop the students' skills.

Lunch time activities

Children may choose to participate in lunch time activities or clubs which are offered at different times throughout the year, such as:

Library
Taekwondo

Sporting Events
Game Activities

Ways Parents Can be Involved at OLOR

In the spirit of partnership, at OLOR we recognise the gifts of our parents by welcoming them to be involved in valuable, meaningful and worthwhile activities in the life of our school.

Parents & Friends Association

We are truly blessed by a committed and effective P&F Association here at OLOR who work with us to provide quality-learning experience for our children and to develop a strong sense of belonging and connectedness in our community.

As well as the executive, there are a number of committees that you may like to consider joining or supporting and you would be most welcome and appreciated. The P&F organise some wonderful social events such as the traditional Fathers' Day breakfast, Mothers' Day Morning Tea, to name just a few. Meetings are held twice each term. There is more detailed information about our P&F in your OLOR Welcome Pack for new families received at Orientation.

Class Parent Network

The Class Parent Network complements the role of the P&F Association drawing parents more fully into the school community of Our Lady of the Rosary. Its purpose is to promote a co-operative atmosphere between parents and teachers, ensuring a supportive working partnership for the benefit of all our children. Each class has several class parents and in turn these class parents form a team that meets regularly with the Principal as one of the consultative groups in the community.

The Class Parent Network has a strong pastoral dimension and the Class Parent is also a support person for the class teacher, parents and new families to the class. Since 2001, for example, the Class Parent Network has been responsible for co-ordinating, a 'permanent pantry', so that families who are in need of support through illness, bereavement, new baby etc. can receive support in a very tangible way in the form of an evening meal for the family.

Class parents also co-ordinate social events for the Year level, for example, for Year 1 or Year 5 parents, so that you have the opportunity to meet and get to know the families of your children's classmates, with whom you will be sharing the journey in a special way.

Communication

We aim to maintain very effective home/school communication, so that we can work in partnership for the very best education for the children in our care. The Principal and the teachers are always very happy to meet with parents to discuss any issues which may be of concern.

We also have:

- A weekly online Newsletter with calendar dates of coming events
- Skoolbag App for notifications
- Parent/teacher interviews
- Parent information evenings
- Assemblies and special presentations
- Educational get-togethers which focus on topics which will affect your child's learning eg. Literacy & Maths Forums
- Term Calendar which is also added to our website

Homework

The answers to the questions below give you our 'whole school approach' to homework at OLOR. This information is given to all parents so that there are consistent expectations about homework across the school.

Why do children do homework?

Homework is one way that children can practise the skills that they are learning at school. It is an important opportunity to share their successes with you and their parents and to celebrate them together. This is 'a snapshot' for their parents of some of what their child is learning at school.

What else do children learn at home?

It is important to remember that children do other kinds of learning at home other than that set by teachers from school. Remember, parents are their child's first teachers and parents continue to educate them even after they begin school. The parents' role is crucial to their success as learners. Their child continues to learn with their support and encouragement in many ways out of school hours. Some of the ways that their child continues to learn and develop, not just academically, but spiritually, physically, emotionally and socially are by:

- Praying together as a family,
- Listening to parents reading to him/her every night (even when they can read by themselves),
- Talking to parents and sharing an experience with them (for example, cooking or playing a game together),
- Playing with other children e.g. kicking a ball, skipping, imaginary play,
- Playing organised sport e.g. Little Athletics, music, dancing etc.

It is good to incorporate these types of activities into homework schedules sometimes.

What will children usually do for homework?

Homework for children at OLOR involves the children in reading and writing and Mathematics (including Mathletics). From time to time the children may be asked to complete work begun at school.

We believe that it is important for the children to read every night because literacy is the key to successful lifelong learning.

IMPORTANT INFORMATION

SCHOOL FEES

Tuition Fees

This is a fee per child set by the Diocese of Broken Bay. All Tuition Fees are sent to our Catholic Schools Office to finance teachers' salaries and each school's operating costs. An amount per child is returned to schools as a School Operating payment.

Fees for 2019 are as follows:

1st Child	\$2348.00 per annum
2nd Child	\$1878.00 per annum
3rd Child	\$1174.00 per annum

A fourth or subsequent child attending a school within the Diocesan system is eligible for 100% discount of Tuition Fees. The concession for 2nd and 3rd child is applicable when all children attend schools **within the Diocesan system**. This Sibling Discount needs to be applied for on the appropriate form.

Diocesan Building Levy

This fee is also set by the Diocese of Broken Bay. Parents are required to pay a levy per family, which is sent to a Diocesan Building fund to finance buildings and maintenance for Diocesan schools.

Building Levy \$970.00 per family

School Fees

In addition to the system fees, there are fees set by individual schools to meet the needs of the particular school community.

Resources Fee:	\$1058.00 per child
P&F Levy	\$100.00 per family
Swim Fee:	Kindergarten – Year 4 @ \$60.00 per child
Year 5 Camp:	\$340.00 per child
Year 6 Camp:	\$390.00 per child

Accounting Procedure

A tax invoice for the annual school fees will be sent at the beginning of the school year which will show the instalments you have nominated and due dates. Thereafter parents will receive a statement each month.

Time payments can be arranged upon request.

SUPERVISION AND CHILD SAFETY

Children are supervised throughout the school day. In the interest of your child's safety, parents are asked not to drop children off before 8:15am. There is no morning supervision before 8.15am and we encourage you to send your child to school after this time or book them into OOSH for the morning session. Children who arrive early need to sit quietly in the Infants Courtyard and wait until the teacher is on duty.

Punctuality is important for children to settle at school and be welcomed at the 8.45am morning line up by their teacher.

We place significant emphasis upon the safety and care of our children. Staff are very aware of the need for safety and readily supervise all activities from 8.15am to 3.20pm by which time all children have normally left. Safety programs are often presented to heighten the child's awareness.

Accidents/Injuries

Children occasionally have minor injuries from their play. They are sent to the office for first aid care and attention to their injuries. The office staff are trained in First Aid. Any serious accident/injury or head injury is immediately treated and parents are contacted. If parents cannot be contacted, emergency numbers will be used and, if necessary, emergency measures will be taken by the Principal or Assistant Principal.

Sickness

If children are ill during the day parents are usually contacted to come to school and collect them. If parents are unable to be contacted, emergency contacts may need to be used. Regardless, the children will be cared for by the staff in sick bay. In the case of contagious illnesses e.g. chicken pox, a doctors' clearance is required before returning to school.

Parents are encouraged to keep their child at home if they are ill so that other children/teachers are not infected and they return when they are feeling well enough to learn.

Sun protection

Our school endorses the use of hats and sun cream. Children wear hats every day of the year. Parents are asked to encourage their children to use protective cream. Children without hats are required to sit in the shade. The school has a 'no hat no play' policy. There is a great deal of natural / man made shade in the playground that the children can take advantage of. Our undercroft area is under cover. On very hot days the children remain inside in air-conditioned comfort.

Absences from School

Regular attendance at school is essential for students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part as well as whole day absences.' (1.1 CSO Broken Bay Guidelines).

At OLOR, we have procedures in place to ensure these guidelines are strictly adhered to. These guidelines guarantee that our class rolls are correct as they are **legal documents**. For safety reasons, if a person other than the parent is to collect your child, please inform the office first.

OLOR absence procedures:

Absent from school: in the event of your child being absent from school, a notification via the Skoolbag app or a signed note is required from the parent/guardian upon the child's return to school stating:

date of absence
reason for absence

Parents are responsible to have these written explanations returned to the school within 7 days of the student's return to school.

Late arrival to school: when a student arrives at school after 8.45am, parents are to go to the school office and sign the late attendance form which acknowledges the partial absence. The student then takes this slip to the class teacher where the partial absence is recorded in the class roll.

Early departures: If a student needs to leave school early, parents need to go to the office to obtain and sign the form provided. The office staff will then contact the classroom and the student will come to the office with their bag.

Partial absence during the day: Parents need to go to the office to obtain and sign the form provided. On return to school, the parent needs to go to the school office and sign the form which will acknowledge the child's return to school that day.

Requesting leave: applications for extended leave for over 10 days from school, need to be made in advance in writing to the School Principal.

Changing schools: When a student leaves the school they are required to notify the school of their intended leaving date in writing and complete a school leaver's form provided by the school office.

Extended Absences: If you are aware that your child will be away for a number of days it is necessary to inform the class teacher in writing. Supplying work for students on extended absences is possible but not always practical given that children need to be present for the learning cycle and instructions etc. Please discuss suitable activities if needed with your class teacher

With these guidelines we are now required to notify CSO of all prolonged absences and partial absences.

These guidelines are in place for the safety of the students and we thank you for your cooperation with these procedures.

Departure Times

It is important that your child is clear about their pick up or departure details. This helps minimise stress and confusion for your child. A good strategy if routines vary is to write out a timetable and place it in your child's bag.

Parents are asked to contact the school (unless prior arrangements have been made) if they will be later than 3.15pm. This helps alleviate children's concerns as they are often upset if they feel they should have been picked up sooner. All children are usually picked up by 3.20pm so that teachers can be back in classrooms for planning and meetings etc. Children remaining will be relocated to the office area for supervision. Your assistance in this area is greatly appreciated.

Kiss & Drop in the mornings;

Our Lady of the Rosary offers a kiss & drop service. Children can be dropped at the front of the school in the red zone in the mornings.

After School Arrangements:

Students being collected by parents will assemble in the undercroft. We ask that parents wait in the undercroft to collect children and not outside the office area.

Bus: Students catching a bus assemble in lines in the undercroft and are escorted to the buses by a teacher.

Students walking home: Students walking home line up with the bus line and go with the bus line. As they move to the buses students leave the group to walk down their street.

Drive through: these students will assemble outside the church and be helped into the car by a teacher.

Traffic

Our school is bounded by some busy roads and small back streets.

Traffic is particularly heavy in the afternoons when the children are being picked up. We ask that you take responsibility to ensure the safety of the children.

We encourage parents to use our drive-through to collect children.

Staff Development

Teachers are professionals who regularly update their knowledge and skills so as to provide quality education. Teachers spend a great deal of time engaged in planning and professional development.

Each year, Diocesan schools suspend classes for 6 pupil free days. When staff development days are planned, you will receive at least 4 weeks notice of the date and purpose of the day. One of these 6 days is always the first day of each new school year and 2 are at the last 2 days of school at year's end.

Teacher Absences

On occasional days throughout the year, class teachers may be ill or released from class to attend inservice courses, planning, meetings etc. Qualified relief teachers continue the teacher's daily program on these days working closely with their grade partner's to ensure the child's learning continues. Consistency of relief teachers on a class is always a priority.

Immunisation

Children are required to present an Immunisation Certificate to the school.

The Certificate reminds and encourages parents to have their child immunised against diseases which can be prevented by immunisation. The certificate is available from your local family doctor.

Unimmunised children may be required to stay at home if there is an outbreak of any of the childhood diseases. This will prevent the spread of the disease to other children, families and the community.

Medications/Medicines

If it is absolutely necessary that a child needs to take medication during the school day, the medication together with a medication form needs to be left at the office on the child's arrival at school. The authorisation for the administration of medication note can be found on our website. For safety reasons, medication is not to be self-administered. The office staff will assist children in taking their medication.

The medication note needs to include the following information:

- Child's name
- Class
- Doctor who has prescribed the medication
- Medication name
- Dosage
- Time of dosage

Lost Property

We encourage our children to be **responsible** for their clothes and belongings. However, occasionally these are lost / misplaced. If each item has the child's **NAME clearly labelled** it can be returned to the correct owner.

The 'lost property' basket is found outside the REC office.

Out of Hours School Care

This is provided in their facility at the end of the Undercroft downstairs. Enquiries regarding bookings may be directed to CatholicCare on 9488 2400.

Book Club

Each term our children have the opportunity to buy books through Scholastic Australia. *All purchases are purely optional.* Brochures are sent home and, if you wish to purchase, your selections are to be sent back to the office by the closing date. It usually takes a few weeks before delivery. We appreciate the help of parents who voluntarily provide this service to the children.

Student Mobile Phones

Mobile phones are not needed by students at school. We understand that some parents may wish to contact their child after school as a safety measure, when they are travelling home. It is inappropriate for children to have access to mobiles during the school day.

So, if parents wish their child to bring a mobile phone to school, written permission is required, and the phone needs to be clearly labelled with the child's name and class. Students will need to hand in the phone to the school office each morning as soon as they arrive at school. They will then pick it up from the office at the conclusion of the school day. No child will be allowed to use their phone on school premises, as the office is the point of contact for parent communication, should it be required. For further information please see the diocesan policy in the appendix.

All Money

All money sent to the school needs to be in sealed envelopes (even put sticky tape on the edges where coins will roll out!). The front of the envelope needs the following information:

- Child's name
- Class
- Amount
- Details of payment

Contact Numbers - Essential

You are urged to have all contact numbers held by the school up to date and current - especially the emergency numbers and parent contact numbers. PLEASE INFORM THE SCHOOL OFFICE IMMEDIATELY of any changes of address, phone number or contact numbers.

Personal Details & Privacy

From time to time we publish children's results from the International Competitions for Australian Schools (ICAS) Competitions (co-ordinated by The University of New South Wales). i.e. Maths, English, Science & Computer Competitions. We also publish places in sporting events, other awards and achievements. If you have any concerns about your child's name appearing in our School Newsletter please contact the office.

Additionally, we may use photos of children and adults from significant OLOR events on our website. We also on occasion send photos of our children to newspapers or to the Catholic Schools Office for inclusion with an article about Our Lady of the Rosary. If you do not wish photos of your child to be used in any publications at school, Catholic Schools Office, website or newspapers, please contact the school office in writing.

Skoolbag App

The OLOR Skoolbag app is available free to all parents. Instructions on how to download the app for your specific phone, are available on the school website.

Office Hours

The School office is officially open from 8:20am to 3:45pm during the school term.

UNIFORM

GIRLS all-year-round

Blue socks
Black shoes
Navy blue hat
Navy jumper/jacket with school emblem

Summer

Blue check dress

Winter

Blue check tunic
Sky blue long sleeve blouse
Navy jumper/jacket with emblem
Blue striped tab
Tights (optional)
Navy Scarf with crest (optional)

BOYS all-year-round

Grey school socks (with gold/royal stripes)
Black shoes
Navy blue hat
Navy jumper/jacket with school emblem

Summer

Grey shorts
Blue short sleeved shirt with emblem

Winter

Grey trousers
Blue long sleeved shirt and striped tie
Navy Scarf with crest (optional)
Navy jumper/jacket with emblem

Sport Uniform Boys and Girls

Summer

Sport shoes, predominantly white

Navy sport shorts (boys & girls)
White socks
School polo shirt

Winter

Sport shoes, predominantly white

School tracksuit with emblem

Please note:

1. Our Lady of the Rosary uniforms may be purchased from Lowes in Westfield, Hornsby. **Bags and hats are available from the school office.**
2. Hats with the school emblem are part of the uniform. Children must wear them as part of the school's sun protection policy.
3. Running shoes are **not** to be worn except with the sports uniform. Ski jackets are **not** part of the uniform.
4. Girls must wear school colours in their hair.
5. All hair below the collar must be tied back.

ENROLMENT PROCEDURE AT OUR LADY OF THE ROSARY SCHOOL

Families from Hornsby Catholic Parish

- Return the completed Enrolment Application form to the school office. We will phone you for an interview with Mrs Jacinta Crowe, the Principal, when we have received your completed Parish Priest Reference Form.
- You will need to bring your child to this interview with the Principal. This is an opportunity for you to discuss the needs of your child and to learn more about our school. Please bring the latest report from your child's previous school.
- Fr Robert Borg will confer with Mrs Crowe once the interview has taken place.

Families from other parishes

- Make an appointment to see your Parish Priest and arrange for the Confidential Reference Form to be completed by him
- Arrange for the Reference Form to be forwarded to OLOR school office.
- Return the completed Enrolment Application form to the school office. We will phone you for an interview with Mrs Jacinta Crowe, the Principal, when we have received your completed Parish Priest Reference Form.
- You will need to bring your child to this interview with the Principal. This is an opportunity for you to discuss the needs of your child and to learn more about our school. Please bring the latest report from your child's previous school.

Enrolment Application Fee

There is a \$75.00 non-refundable enrolment application fee which is payable at the time of the enrolment interview with the Principal, Mrs Crowe. This is to cover the administrative costs associated with your application.

- **Originals** of your child's birth certificate, Immunisation History Statement (obtained online from the Australian Childhood Immunisation Register) and baptismal certificate are to be sighted when enrolment forms are returned to the School Office (and any other sacramental certificates for children in Yrs 2-6).

For each child starting Kindergarten the following year, the enrolment process will commence after our Open Day in March each year. Enrolment interviews with the Principal take place in Term 2 (May and June) with places offered in the first week of July. More detailed information for Kindergarten enrolments are given out at our Open Day and in our enrolment packs at that time.



At Our Lady of the Rosary, we



Respect Self and Others
Respect Learning
Respect the Environment