

# MATER CHRISTI CATHOLIC PRIMARY SCHOOL Parent Handbook









## **Mater Christi School Prayer**

Lord bless our school  
Bless all the children  
Bless our families  
Bless our teachers  
and all who work with them.  
Lord teach us to care for others  
So that we can be a good friend  
to those who need us  
to those who feel left out or are lonely  
Always ready to share everything that we have.  
Help us to be like Jesus  
A friend to anyone who needs us.  
Let our friendship help them to  
come to know you and your love.  
Amen.

## Principal's Welcome



Mater Christi Catholic Primary School has for 35 years, educated boys and girls from Pre Kindy to Year 6, fostering an environment of excellence, love of learning, charity, connections and community.

Mater Christi is a vibrant triple stream primary school where our enthusiastic and dedicated staff offer innovative, engaging and high-quality learning programs that cater to our students' diverse needs and interests. Children at Mater Christi have opportunities to develop collaborative, critical thinking and communication skills

and creativity. At Mater Christi children are challenged and supported in all areas of the curriculum to become active, lifelong learners who can contribute, live and succeed in society.

Mater Christi caters for the pastoral care and inclusion needs of all students. We work collaboratively to support and develop happy, confident and curious students ready to embrace and celebrate faith, learning and life.

Mater Christi recognises parents as the first educators of their children and we pride ourselves on strong, quality parent-teacher partnerships. The role of parents is highly valued, and we support families in developing their child's learning and potential. Their contribution to building and contributing to our community spirit is outstanding.

We offer a wide range of specialist programs including Drama, Italian, Music, Physical Education, Science and Visual Arts. Our students can also access support programs such as Literacy Support, MiniLit, MaquLit and Enrichment.

Mater Christi offers our students many opportunities to be involved in extra-curricular activities, including Catholic Schools Performing Arts, Edudance, Choir, individual music tuition, After School Sports to name a few.

Our students are also supported by the School Counsellor and Psychologist and have on site access to private speech and occupational therapists.

As a Catholic Parish community school, there is an excellent relationship between the School and Parish. Children attend Mass regularly and Religious Education is taught daily. Together we assist the children in acquiring a more profound knowledge of Jesus and the Church and experiencing the love of God.

We are very proud of our children and school community and feel blessed in the strong partnership between school, home and Parish. Thank you for making Mater Christi your school of choice, entrusting your child/ren into our care and being part of our community.

Miss Toni Kalat  
Principal

## **Mater Christi Crest and Motto**



The school crest of Mater Christi, formally named MacKillop Catholic Primary School, depicts the adult enveloping the child, which symbolises the nurturing atmosphere we as parents, teachers and caregivers aspire to give our school children in order for them to develop into their full potential.

Mary MacKillop strove to nurture the whole child in his/her education and well-being which we make as our goal today.

We are dynamic examples of Christianity when we act out our love for our fellow human beings, and it is by our actions that we teach our children to have 'Charity in Our Hearts' - a phrase frequently used by Mary MacKillop.

## **Mater Christi Vision Statement**

**Core Purpose:** Making Jesus Real in the lives of our students, our families and our staff.

Mater Christi Primary School, in the name of Mary, Mother of Christ, exists to give witness to the love of Jesus Christ as embodied in our Catholic faith.

As a faith community, we seek at all times to make Jesus real in the lives of our students, our families and our staff. We do this by modelling gospel values in our daily work. In particular, we strive always to demonstrate deep respect for the people we encounter. We have a close and supportive connection with our parish and our liturgies are dynamic and sacred opportunities to further strengthen each person's relationship with Christ.

As an educational community, we nurture in every student a belief in their individual potential and commit ourselves to helping them achieve this while respecting and protecting the rights of each other. Students are at the centre of all our educational endeavours and are encouraged to be open to new learning experiences.

As a professional community, we are determined to make a difference to each student. We endeavour to provide a safe and nurturing environment for our students, marked by the active presence of Jesus. Our parents are our partners in all our endeavours. Relationships with families are marked by respect, courage and integrity. As a staff, we are loyal to each other and conscious that our professional lives set the tone for the school. We are clear in our purpose and priorities and each person takes personal responsibility for their unique role to ensure that we continue to grow.

## Term Dates for Students 2025

Term One	Wednesday 5 February to Friday 11 April
Term Two	Monday 28 April to Friday 4 July
Term Three	Monday 21 July to Friday 26 September
Term Four	Monday 13 October to Friday 12 December
These dates are correct at the time of printing and may change due to circumstances beyond our control.	

## 2025 in Term Public Holidays/Student Free Days

Term One	Monday 3 March Labour Day, Tuesday 4 March (Student Free Day)
Term Two	Monday 2 June WA Day, Tuesday 3 June (Student Free Day)
Term Three	Friday 22 August (Student Free Day)
Term Four	Monday 13 October (Student Free Day)
These dates are correct at the time of printing and may change due to circumstances beyond our control.	

## Bell Times

8.30am

8:45 am – 10:30am

10:30 am

10.50 am

11:00 am – 12:30pm

12:30 am

12:50 am

1:10 pm

1:15 pm – 3:05pm

2:55 pm

3:05 pm

Doors open for Kindy-Year 6

Start of school

Recess

End of recess

Mid-morning teaching block

Playtime

Eat Lunch

End of Lunch session

Afternoon teaching block

Kindy Dismissal

Dismissal

*Supervision is provided from 8.15am until 3.30pm*

## Kindy Days

All Kindy classes run for three days (Tuesday, Wednesday and Thursday)

## Pre Kindy Days

Pre Kindy runs on a Tuesday from 9am to 3pm. We also run Pre Kindy on a Thursday if we have the numbers.

## Before and After School

Students should not arrive before 8.00am and should leave promptly when school concludes unless participating in an authorised, supervised activity. Teachers are normally in their classrooms by 8.30am when the lobby doors open. After school, teachers will be on duty until 3.30pm to supervise students waiting to be collected from the pick-up area in the undercove

## Making Jesus Real

### Through Charity, Connection and Community, we make Jesus real.

Acknowledging 'making Jesus real' in our school means celebrating when students embody key Christian values inspired by Jesus, such as charity, forgiveness, thankfulness, helpfulness, and empathy. It's about recognising and appreciating moments when these virtues are genuinely demonstrated in our students' interactions with others. This acknowledgment fosters a compassionate and caring community, reflecting the essence of Jesus' teachings in action.

*One of the greatest gifts we can give each other is the realisation that we have the spirit of Jesus in our hearts and that we can recognise his spirit in ourselves and others.*

## Masses and Liturgies

Masses and Liturgies are celebrated regularly, usually on a Tuesday or Friday in the church at 9.00am. Whole School Masses are prepared on a rostered basis by classroom teachers and the Assistant Principal Religious Education (APRE). Classes will also be involved in Parish Masses over the course of the year. Parents and friends are welcome to attend all liturgical celebrations. Pre Primary will attend Masses from Term 2.

## Sacramental Programs

In keeping with the Archdiocesan Policy for the preparation of children for the Sacraments of Initiation, our parish implements the policy for the Sacraments of Initiation being **Family Focused, Parish Based and School Supported**. The need for these experiences is important for catechesis.

**Family Focused:** The responsibility for this preparation belongs firstly with parents. This reflects the teaching of the church, which is, that children being initiated into the Church should be able primarily to look to their parents and family for the necessary nurturing of their faith.

**Parish Based:** It should be noted "the pre-eminent place for catechesis" is the parish (Catechesi Tradendae 67). The parish is the place where people learn to live as a faith community.

**School Supported:** The role of the Catholic schools in supporting Sacramental programmes for young people is to nurture strong partnerships between family and parishes (Catholic School Mandate para 80). As a Catholic school we support all students with their preparation of the Sacraments.

*Generally*, children in Year 3 make their **First Reconciliation** receiving the Sacrament of Penance, children in Year 4 receive their **First Holy Communion** through the Sacrament of First Eucharist, and children in their final year of primary school receive the Sacrament of **Confirmation**.

Therefore, **all children wishing to receive the Sacraments of Penance, Eucharist and Confirmation, in our parish will register with the Parish at the start of the school year**. It is imperative that the children are enrolled at the commencement of the year so their Sacramental preparation can be full and complete.

We look forward to supporting you and your child in their Sacramental journey.

## Religious Education Assessment (REA) and NAPLAN

Students in Year 3 and 5 will participate in the Religious Education Assessment (REA) in early Term 3 and the National Assessment for Literacy and Numeracy (NAPLAN) in Term 1.

### Enrolment

Catholic Schools exist to further the Mission of the Church. In Western Australia, the Mandate of the Bishops requires the Catholic Education Commission of Western Australia to make Catholic school education available to all Catholic children, as far as resources allow.

### Application Process

Thank you for your interest in Mater Christi Catholic Primary School. This package of information will guide you through the application process for students wishing to attend Mater Christi Catholic Primary School.

#### Step One

Complete all sections in the “*Application for Enrolment Form*”. Arrange for your Parish Priest to complete the “*Parish Priest Reference Form*” and attach to the “*Application for Enrolment Form*”. Please return the application to the Enrolments Officer in the School Office.

#### Step Two

Please attach the following documentation to your application form:

BIRTH CERTIFICATE	BAPTISM CERTIFICATE
PARISH PRIEST REFERENCE	IMMUNISATION HISTORY STATEMENT (From Medicare)
SCHOOL REPORT	PASSPORT/VISA IF BORN OUTSIDE AUSTRALIA
NAPLAN (YR 3,5)	BISHOP'S RELIGIOUS LITERACY ASSESMENT (YR 3,5)

#### Step Three

If your application is successful, you will be contacted and invited to attend an interview with the School Principal before a confirmed place at Mater Christi is offered.

Please note a non-refundable application fee of \$50 must accompany this *Application for Enrolment*. If you are offered a place at Mater Christi a deposit of \$100 must be paid this deposit secures your child's enrolment and will be deducted from your first term fees.

#### The Interview (new enrolment):

At the enrolment interview the Principal will ask a series of questions about what attracted you to Mater Christi and how you might contribute to the School's development via the Parents & Friends Association or the School Advisory Council. Your child or children are expected to attend the interview.

#### The Interview (Sibling)

At the sibling interview, the Assistant Principal will meet with you and your child to discuss what your aspirations are for your child. This is an opportunity for the school to get to know your child before they commence at Mater Christi.

### **Criteria for Enrolment:**

At the discretion of the Principal, the following criteria will be used to select those students for whom an offer of enrolment is made:

1. Catholic students belonging to the Mater Christi Parish Community with a Parish Priest Reference.
2. Catholic students outside the Parish with a Parish Priest reference.
3. Other Catholic students
4. Siblings of non-Catholic students.
5. Non-Catholic students from other Christian denominations.
6. Other non-Catholic students.
7. Enrolment must comply with government entry age requirements. The minimum age for enrolment of a child in kindergarten will be four years of age prior to 30 June of the enrolment year.
8. Enrolments must comply with government immunisation requirements.
9. The Principal may vary the above priorities to suit particular local circumstances prevailing at the time, after prior consultation with the Executive Director of Catholic Education and written confirmation of the outcome.

### **Parents on enrolment of their children in Mater Christi need to:**

- Be supportive of a full Catholic Education for their child.
- Support the educational and spiritual programme of the school.
- Work cooperatively with and within the school.
- Pay school fees, except in case of genuine hardship, where alternative arrangements may be made by appointment with the Principal. Associated with the fees are a Building Levy, P&F Levy, Amenities Levy and IT Levy. Levies and associated fees are non-refundable.
- Ensure their child attends school in correct and full school uniform

### **Enrolment Procedure (compliance with Disability Standards in Education 2005):**

- The Application for Enrolment Form should be free of disability details.
- If the parent is offered an interview, then a Student Information Form is to be given to the guardian/parents to complete and submitted with other supporting documentation at or prior to the interview.
- The Student Information Form detailing the child's additional needs may be discussed at the interview.
- The identification of additional support needs will not affect the enrolment decision; however, a full discussion is encouraged to enhance the school's ability to plan and support the child.

### **Publication of Images**

It is a requirement the school needs to obtain parental/guardian permission before using visual images of students. Our school regularly uses images of students in a variety of ways to recognise excellent achievement, inform parents and the local community of school matters, publicise events and to promote the school. In addition to this the promotion of events published on our school's Web Site, Facebook and Instagram may result in your child's image potentially being accessed worldwide through the Internet. Permission of parents/caregivers for the use of images is sought through the enrolment process and at the beginning of each year.



## Fees and Charges

School fees and charges are on our school website [www.mcps.wa.edu.au](http://www.mcps.wa.edu.au) or come to the front office to get a copy. School fees are processed at the beginning of the school year, these are then emailed to Parents/Caregivers in February with the payment plan options form. There are a variety of ways to pay your fees Direct Debit, BPAY, Credit Card. Reminder fees statements are email at the beginning of each Term.

## School Uniform

The uniform shop is open on Wednesdays 8.00-11am and Thursday 12.30-3.30pm. Order forms can be found at the school office, or you can also place orders online via our school website.

**Uniform Infringement Notice:** Should any child wear the incorrect uniform without written notification from their parent a uniform infringement notice will be sent home by the Classroom Teacher. Should this matter be reoccurring an Assistant Principal will make contact with the parent.

### Uniform Order Form

#### Kindy

- Kindy students can wear their red Kindy t-shirt (non-compulsory). Parents are encouraged to dress their Kindy aged child in non-restrictive and comfortable clothing to allow them to fully engage and participate in the Kindy Program.
- Kindy students are to wear comfortable footwear which they are able to take on and off with minimal assistance (no thongs, slippers).
- Our school follows the Cancer Council's recommendations for a 'No Hat, Play in the Shade' policy where a hat must be worn all year round during recess, lunch time and outdoor activities.



#### Pre-Primary

- Wearing of the sport uniform is compulsory for all Pre Primary students.
- Pre-Primary wear their faction t-shirt, shorts or pleated skirt (optional) and predominantly white sport shoes with white "Mater Christi" sport socks.
- Our school follows the Cancer Council's recommendations for a 'No Hat, Play in the Shade' policy where the school hat must be worn all year round during recess, lunch time and outdoor activities.

#### Years 1 - 6

- Years 1-6 wear their full summer and winter uniforms with black school shoes (lace up or Mary Jane style manufactured by Clarkes, Bata Scouts or Rivers) with school socks purchased from the Uniform Shop. Suede or canvas type shoes are not classified as "school shoes" and therefore not suitable.
- On their sport day/s students wear their sport uniform with predominantly white sport shoes and white "Mater Christi" sport socks.
- Shirts are to be tucked in and shoes kept in good condition, polished and cleaned.
- Dresses and skirts should be sitting just above the knee.
- Our school follows the Cancer Council's recommendations for a 'No Hat, Play in the Shade' policy where the school hat must be worn all year round during recess, lunch time and outdoor activities

**Year 1 to 3 Winter Uniform**



**Year 4 to 6 Winter Uniform**



**Summer Uniform Year 1 to 6**



		
✓	✓	✓
		
✗	✗	✗

## School Factions

The school has four factions named after animals that inhabit the local environment. These are:

Bobtails = Blue  
Bandicoots = Red  
Honeyeaters = Yellow  
Magpies = Green



✗	✗	✗	✓	✓	✓

## Grooming and Accessories:

- Hair must be neat and styled in a manner in keeping with primary school standards.
- Students with hair longer than collar length are to wear their hair tied back.
- All hair must be clean with fringes above eyebrow length.
- Hair is to be tied back with Navy blue or white elastics, ribbons, scrunchies or headbands (no logos or licensed merchandise).
- 'Fad' haircuts and hairstyles (zig-zag stripes, shaved patches, rat's tails, excessive hair gel and haircuts shorter than a number 2 do not align with our School Policy.
- A simple watch and one pair of plain studs or sleepers (one in each ear) is permitted.
- A cross or religious medal on a gold/silver chain can be worn under clothing.
- All other jewellery (rings, bracelets, bangles etc.) is not to be worn as it poses a hazard in school and sporting activities.
- Makeup and/or nail polish are not part of our school uniform.



All items except sport shoes and school shoes are to be purchased from the school Uniform Shop.

- All items must be clearly labelled with the child's name – including surname. Names can fade with washing so please reapply when required.
- Pre-owned items need to have the previous owner's name removed before being renamed.
- Children often accidentally pick up wrong items of clothing. Please check that what they are wearing actually belongs to them.
- All children are expected to be in complete and correct school uniform from the beginning of each term.

## Mobile Phones and Smart Watches

Mobile phones and smartwatches are classified as digital devices. At the start of each day, students are required to hand their labelled device to the office, and it is the student's responsibility to collect the item at the end of the day. Students will not make or receive calls, send text messages, or access personal social media accounts during the school day.



## Clothing Lost Property

Clothing lost property is kept at the front office, whilst lunch boxes and drink bottles are kept in the Undercover Area. Items that are named are returned to the rightful owner. At the end of each term unmarked items of clothing will be sold as second-hand uniforms.

## Sun Protection

The Cancer Council warns that during the months from April to September, exposure to harmful rays of the sun can cause skin damage. Mater Christi is a Sun Safe school we recommend students apply sunscreen before coming to school. Our P&F kindly supply extra sunscreen to every class. Students should be protected by adequate sunscreen on exposed areas and must wear a hat during outdoor activities. The school has a **no hat play in the shade** policy.



## Pick up, Drop off and Parking Procedures for Parents

All students who are transported to or from the school by vehicle, must be dropped off at, or picked up from, within the school grounds. Mater Christi is a reverse parking school parents who park in the designated parking areas must reverse and accompany their child to their classroom or collect them from their classroom, Undercover Area or from the school courtyards.

All families collecting students at the Drive-Thru must display their family name card on the vehicle's sun visor. The school office, on request, provides family name cards. Drive-Thru applies for students in Years 1-6. All children must be collected from the school grounds by 3.30pm. Pre-Primary students can use Drive-Thru from Term 3 if they are able to get in and out of their car seats by themselves.

The first driveway is 'drive-thru' and is for pick-up and drop-off only. The second driveway is for parking and getting out of the car to walk into the school to drop off or collect children.

Overtaking in the 'drive-through' to get to the back of the school is potentially dangerous. If there is a need to gain access to that area, drivers must wait in the queue. Please do not ask children to wait for you at the front of the school or on the oval. They are to wait in the Undercover Area where they are supervised. The 'Baby Bays' are for the use of parents/guardians with prams. WA Police and City of Cockburn have in the past issued infringement notices and no doubt will do so again.

This is the best drive through/car park set up many of us have seen. Adhering to the rules keeps it that way. Patience is a virtue! Please be a good role model to your children!

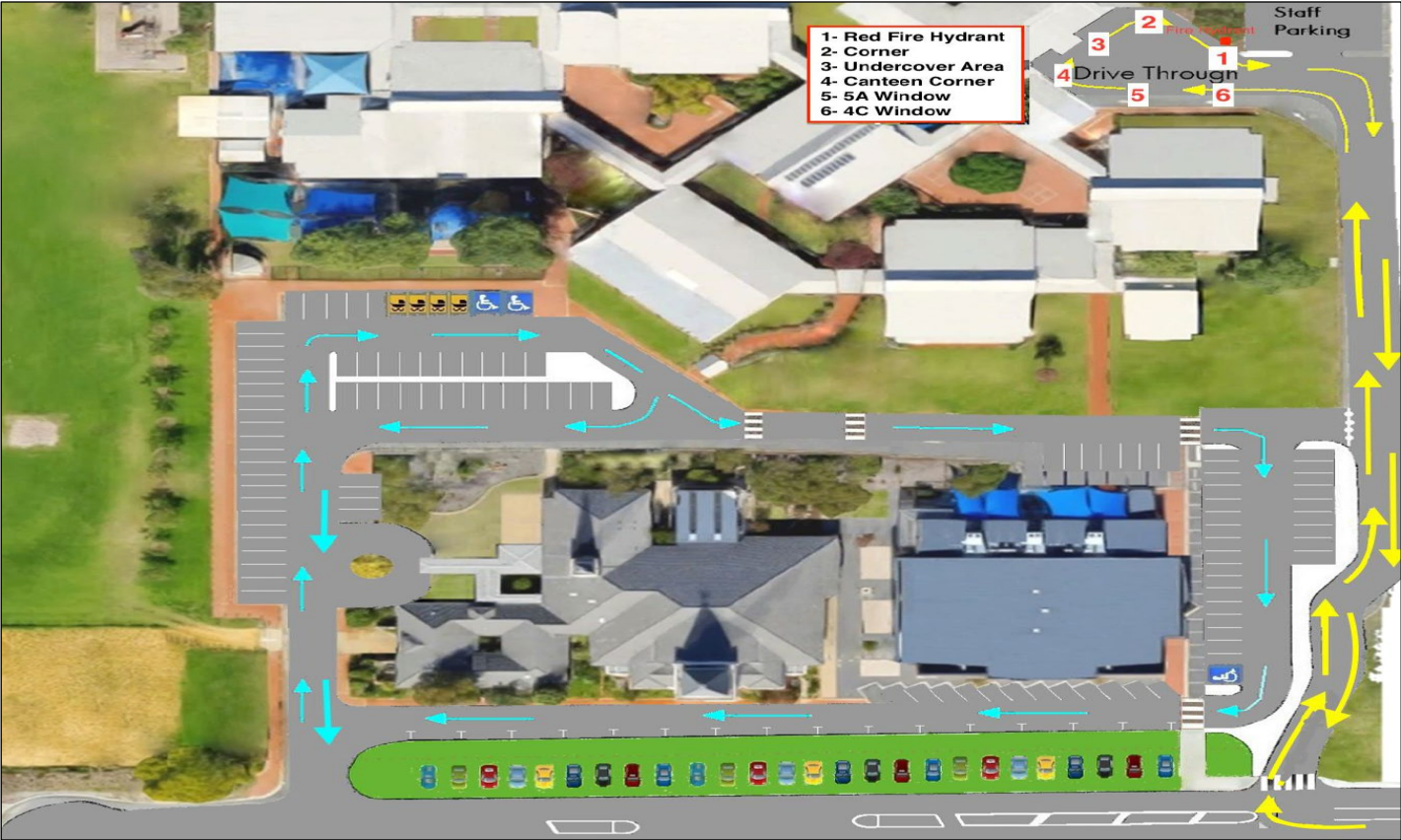
The complete version including actions for non-compliance is as below, they were created with input from WA Police and the City of Cockburn and are all underpinned by common sense.

### **Rationale: The Safety of Our Children Comes First**

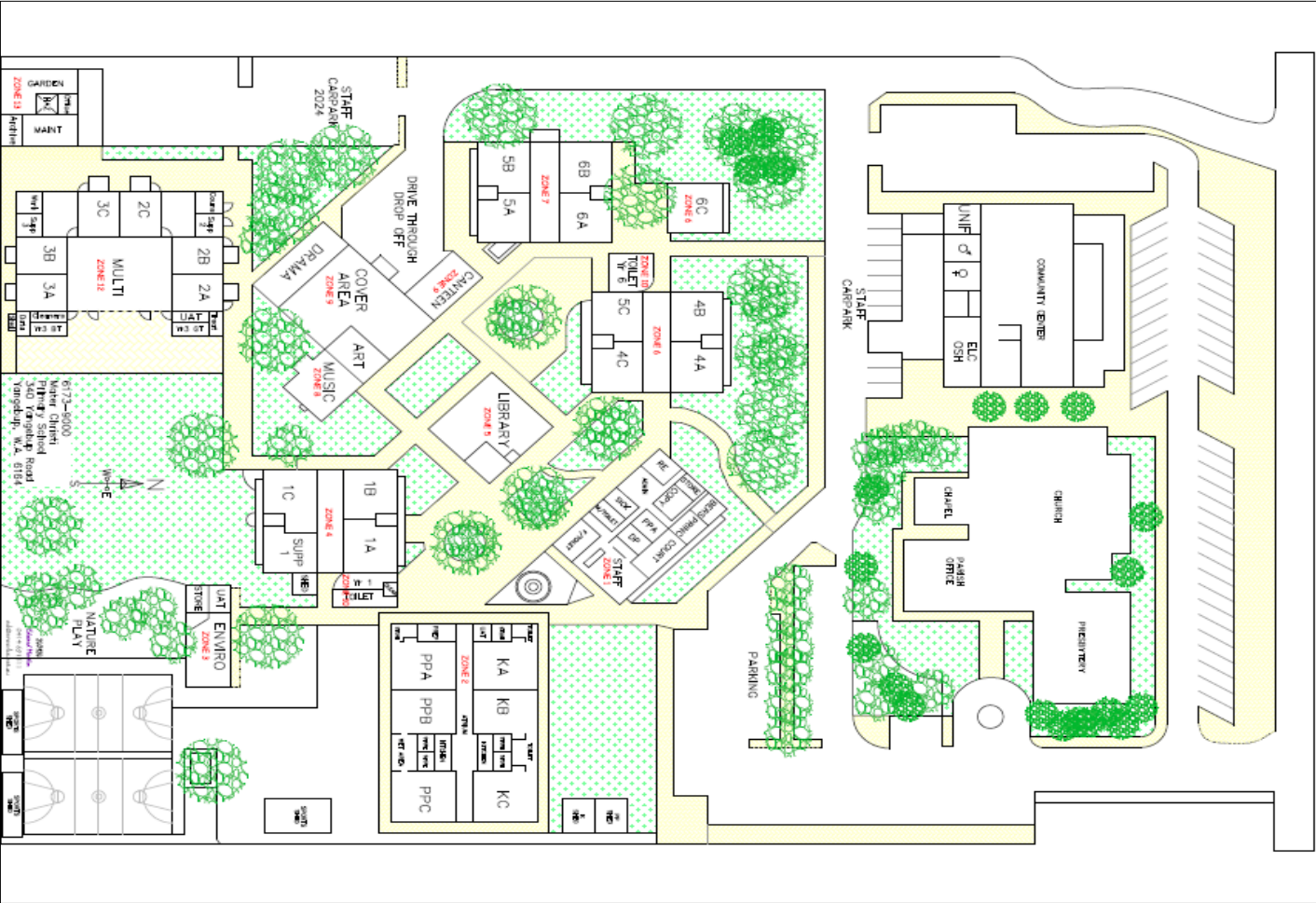
The Principal reserves the right to refuse entry to any driver of a motor vehicle whom she believes may conflict either directly or indirectly with the safety of any student, staff member, parent/guardian or official of the Mater Christi Catholic Primary School or any other child or student in her care or control.

<b>RULE No. Description</b>	
1.	ALL DRIVERS must strictly adhere to the 10km/h speed limit within the school car-park.
2.	ALL DRIVERS must adhere to a 10km/h speed limit when driving on the school oval or any other area within the school grounds that has been designated for driving.
3.	ALL DRIVERS must give way to pedestrians at all times.
3a	ALL PEDESTRIANS must ensure they utilise footpaths and make direct movement through and across the car-park to minimise the impact on traffic flow and to ensure children are walking on roads and in the car-park for the least amount of time as possible. CHILDREN MUST NOT BE WALKING THROUGH THE CAR-PARK UNLESS ACCOMPANIED BY A PARENT/GUARDIAN.
4.	<b>ALL DRIVERS must reverse into parking bays within the school grounds at ALL times</b>
5.	ALL DRIVERS must strictly adhere to the ONE-WAY traffic flow signage within the school carpark. This includes both posted signage as well as road surface markings.
6.	ALL DRIVERS dropping off or collecting children from their vehicles MUST do so via the drive through drop off/pick up service only. Parents/Guardians are not permitted to drop off/collect their children from any other location on the school grounds. Parents/Guardians not utilising the drive through service must attend class or the undercover area and then accompany their child through the car-park to their vehicle.
7..	ALL DRIVERS must reverse into parking positions on the front verge of the school situated on Yangebup Road.
	NOTE - An undertaking has been made between Mater Christi and the City of Cockburn, that if drivers comply with this requirement then they WILL NOT issue Traffic Infringement Notices for parking at this location. The City of Cockburn WILL reserve the right to issue infringements to drivers who do not comply with this requirement. COUNCIL PENALTY - \$100.00
8.	VEHICLES are not permitted to park within the small round-about to the front of the church.
9.	VEHICLES must not stop or park their vehicles on or adjacent to a "NO STANDING" sign painted on the road surface.
10.	VEHICLES must not park either wholly or partially on ANY footpath within the school grounds.
11.	NO DRIVER shall drive their vehicle on school grounds or where students are present in a willful manner (which includes speed), that is inherently dangerous, or given regard to the circumstances, considered to be dangerous to the public or to any person.
12.	ALL PARENTS/GUARDIANS must explain the Mater Christi School Traffic Guidelines and Rules to ANY person who will be attending the school to collect their child in a motor vehicle.
13.	ALL DRIVERS queuing for the Mater Christi drive through pick up/drop off service shall not leave their vehicle unattended at any time. A licensed driver must remain with the vehicle at all times.
14.	ALL DRIVERS queuing for the Mater Christi drive through pick up/drop off service must ensure the surname of the child/children to be collected is displayed on the front dashboard or sun visor of the vehicle so it may be clearly seen by school staff.
15.	ALL DRIVERS parking vehicles on school grounds must only park in a designated parking bay or in an area that has been set aside specifically for vehicle parking.
16.	ALL DRIVERS shall obey the directions of a Staff Member, Parking Official or Traffic Warden so appointed by the school to carry out traffic control or car park duties.

School Traffic Flow Map



School Map



## **Delivery and Collection of Children**

It is a requirement that children in Kindy and Pre-Primary are to be dropped off and collected by an adult. Your child needs to arrive on time for class. Children arriving before class are to remain under the supervision of the parent until admitted. Being on time when collecting your child will avoid distress.

Children in Kindy and Pre Primary remain inside their class until collected. In case of emergency, please contact the school so that suitable arrangements can be made for your child. Please note in the class diary if someone else other than the parent is picking up a child. We will not release a child to an unauthorised person or older sibling.

If your child becomes easily distressed due to your leaving, please tell the teacher. This may particularly apply to the first term when children are still settling in. Should your child continue to be upset we will contact you.

## **Student Release during the Day**

Parents/Guardians who need to take their child/children out of class during the school day **MUST** report to the office where you will have to sign your child/children out on the iPad. A tag out ticket will be printed and is to be given to the class teacher.

## **Punctuality**

Parents are requested to ensure that their children are punctual for classes each day. We recommend that students arrive in sufficient time to unpack their bags and have everything ready for class to begin at 8.45am. Students who arrive late must be signed in at the front office by an accompanying adult before going to class. If any child is at school before 8:30am, they are to sit down alongside the library and wait for the 8:30am bell. If your children are late please come to the front office and tag them in on the iPad, a ticket will print out and this is then given to the class teacher.

## **Student Absences**

If your child will be absent or late to school, it is important to ring the school office on 6173 9000 or email us [absentee@mcps.wa.edu.au](mailto:absentee@mcps.wa.edu.au) before 9am. All messages or emails should include the child's full name, class and reason for absence. Any student arriving after 8.45am must come to the office with an accompanying adult to sign in before going to class.

If the school has not been contacted by 9.30am an SMS will be sent to your mobile number requesting, you to contact the school to explain the absence. It is a legal requirement that the school receives a signed note for all student absences, therefore, if an email has not been sent, we will require a note upon your child's return to school. For extended absences please visit the office to complete a pink leave of absence form.

**Please refer to APPENDIX 1**

## **Student Health Procedures Medication**

The school needs to be made aware of students with serious medical illnesses such as Asthma, Allergies, Diabetes, Epilepsy etc. and are expected to inform the school of any changes to the Plan, medication and /or dosages.

Parents/caregivers are required to supply the school with a Medical Action Plan, completed by their treating doctor, along with ALL prescribed medications.

If your child is taking medication at home, please advise the school what they are taking for our records and in case this information is required at any time.

ALL short and long term medications taken at school (except where a Medical Action Plan covers) MUST be taken to the school office where an 'Administration of Medication' form is to be completed and authorised by the Principal.

Kindergarten/Pre-Primary: Medications and forms are kept and administered in the classroom after being accepted by the office and authorised by the Principal.

Please do not bring your child to school if they are sick with cold or flu-like symptoms, head lice, discharge in eyes, cold sores, rash, fever or if they have had gastro in the past 48 hours.

In the event of an absence due to illness, please notify the school by 8:45am. The school policy requires written confirmation for the absence either by completing the Absence form in the office or by email via the Schoolzine app.

## **Accidents/Sickness**

Parents are encouraged to keep their children home if they appear sick prior to leaving home for school. Children become very distressed if they are not well at school. As infection spreads very quickly within a school, all parents are asked to cooperate in this matter.

If your child is involved in an accident or becomes sick at school, every effort will be made to contact you and to arrange medical attention. If your child is unwell, he/she may need to go home. For this reason, IT IS ESSENTIAL that the school is kept up to date with your address, telephone number - home and work, place of employment and emergency contact person for times when you may be unavailable. As outlined in Attendance above, parents are required to sign the child out on the register at the school office.

## **Communicable Infectious Disease School Response**

In the event a child is exposed or presents to school with symptoms of an infectious/communicable disease, the school will refer to the Dept of Health 'Control of Communicable Diseases Manual' to determine the course of action.

If the school is contacted by a parent/guardian that their child or family member has been diagnosed with an infectious/communicable disease the school will request evidence from the diagnosing practitioner and then refer to the Dept of Health 'Control of Communicable Diseases Manual' to determine the course of action.

If the course of action requires all exposed children/staff to be notified, we will utilise the SEQTA email/SMS system to contact all parents and staff.

[http://www.public.health.wa.gov.au/cproot/471/2/2014\\_communicable\\_disease\\_guidelines\\_web.pdf](http://www.public.health.wa.gov.au/cproot/471/2/2014_communicable_disease_guidelines_web.pdf)

## **Assemblies**

Whole school assemblies are conducted according to the term planner usually on a Friday morning at 9am. Notices are read, merit awards distributed, birthdays announced and twice a term on a rostered basis classes have the opportunity to show work and/or entertain the school community. Each month, two children are also awarded '**Aussie of the Month**'. Parents of the recipients are invited to attend as special guests. Pre Primary will be attending Assemblies in Term 2.

## Canteen (PP to Year 6)

Canteen facilities are available on Wednesdays, Thursdays and Fridays for lunch orders, for students in Pre-Primary to Year 6. (Pre-Primary lunch orders only)

The Canteen provides balanced and nutritious lunches for students at a very reasonable cost. This is to promote healthy eating habits and support the school in its Health Education Program. For more information, please refer to our Healthy Food and Drink Choices Policy which can be found at the web address below.

<http://www.mcps.wa.edu.au/wp-content/uploads/2015-Healthy-Food-Choices.pdf>

Restricted items are also available at Recess. The canteen must receive orders, by 9:00am. Online ordering can also be done by visiting the following website [ouronlinecanteen.com.au](http://ouronlinecanteen.com.au) and registering your details. Online orders must be completed by 8am of each canteen day.

The canteen depends heavily on voluntary assistance from parents. Parents are encouraged to see the Canteen Manager to offer their assistance. In the interest of safety, parents on roster are requested to organise baby-sitting for young children.

## Play First, Eat Second

'Play First and Eat Second' – Adopting the play first, eat second approach at Mater Christi can offer numerous benefits for children, including improvements in their physical health, social skills, and academic performance. This can improve their social skills and emotional well-being.

**Play First:** 12.30pm – 12.55pm

**Eat Second:** 12.55pm -1.10pm

**Return to Class:** 1.15pm

## Why we Play first and eat second

In the past, many children have rushed to finish their food so as not to miss out on play, resulting in food being thrown out or returned home uneaten.

As eating time happens straight after outside play, the children will have time to eat their food, including talking to their teacher about any issues they had during play without cutting into teaching or learning time.

## Some of the Benefits

- Students are more relaxed and focused on eating rather than thinking about getting outside to play
- Less litter on the school grounds
- It can stimulate appetite, ensuring children eat adequately and more mindfully. This can lead to better food intake and nutritional balance.
- More food eaten; increased fluid intake
- Students return to the classroom more quickly and are settled and ready to learn
- Physical activity has been shown to improve cognitive function, including memory and problem-solving skills. Playing before eating can help children return to class more alert and ready to learn
- Improved student behaviour on the playground and in the classroom

## Crunch and Sip

Daily in-class Crunch and Sip breaks will be available, allowing all students to drink water and eat an extra serving of vegetables or fruit to support good health and help with learning and concentration in the classroom. Please send your child to school with a water bottle and some fruit or vegetables packed separately.

## **Lunch Boxes**

Please make sure the children lunch boxes are packed with a healthy lunch. As we emphasise good eating habits, we ask that lunch consists of an appropriate lunch meal (sandwich or wrap) and one or two other healthy items (e.g. fruit, yoghurt, cheese etc.). We encourage families to adopt Trash Free Lunchboxes. By choosing products that have less packaging, we help to minimize rubbish for landfill. Food Scraps are used for our worms and chickens. Please refrain from sending chips, chocolates, lollies, and other party foods. As we have children with life threatening allergies, we are an allergy aware school. Parents will be notified of specific allergies if they are an issue for your class.

## **Drinks**

Please provide your child with a child friendly water bottle. To promote good nutrition and avoid sticky spillages, which encourage ants, only have water in the drink bottle.

## **Bicycles and Scooters**

Safety authorities recommend that only children ten years and older be permitted to ride to school without a supervising adult. Helmets are compulsory.

## **Newsletter**

Newsletters are an important way of communicating with all parents and caregivers on matters concerning the school. These newsletters provide up to date information on school, P&F and community activities. They are published every Friday and is available via the schoolzine App.

## **Feeder Schools**

Our students generally attend the following high schools after completing Year Six: Emmanuel Catholic College (Success), (our main feeder school); Corpus Christi (Bateman), Seton Catholic College (Samson), Iona College (Mosman Park), CBC (Fremantle), Trinity College (Perth) and Mercedes College (Perth).

## **Dogs**

Dogs must not be brought to school when dropping off or collecting children. Please ensure that your dog is kept at home when your child/children leave for school.



## **Smoke Free Zone**

The school buildings and grounds have been declared a Smoke Free Zone and parents/guardians are requested to respect this out of consideration for other members of the school community.

## **Wet Days and Days of Extreme Heat**

On wet days, during break times, students remain in their classrooms engaged in quiet activities. On days of extreme heat, the school program is adapted to suit the prevailing conditions. Students remain in classrooms during lunch breaks and sport lessons are held in the Undercover Area or Mater Christi Community Centre. Pupils are not dismissed early without special notification.

## Library

The school library is open to all year levels as long as they have a waterproof library bag. Over the last few years, we have had an increase in the number of library books that have been lost or damaged beyond repair. Replacing lost and damaged books is costly to the school.

If your child has lost or damaged a book you will receive a 'Lost/ Damaged book notification letter' with the required payment to replace the book/s.

If you think your child has lost or badly damaged a library book, please contact your child's teacher or our library Officer.

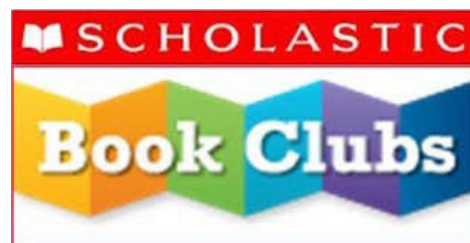
Please encourage your children to look after their library books. The rules are:

- Keep library books in your waterproof library bag.
- Try not to tear or crease the pages.
- Handle the books with clean hands.
- Don't bend the spines back.
- Keep books away from leaking water bottles.

Thank you for your understanding and co-operation in this matter.

## Book Club

Mater Christi Catholic Primary School participates in the Scholastic Book Club. Order forms are distributed to the students about 8 times a year. This is a great way to purchase books for your children and for the school to earn points, which are then used to obtain books for the library. If you wish to order from an issue, please follow the listed procedures.



- **Log-in to [www.scholastic.com.au/LOOP](http://www.scholastic.com.au/LOOP) or download our NEW iPhone and iPad app from the App Store!**
- For a quick start, just click on **ORDER** in the top menu or **REGISTER** first to save your details for next time.
- Select your school and your child's class
- Add your child's first name and last initial (so the school knows who the book is for) i.e. John S.
- Enter the item number from the Book Club brochure
- You can order for multiple children at once if they attend the same school
- All orders are linked directly to the school for submission to Scholastic. Books will still be delivered to your child's classroom if you order by the close date
- **Do not return paper order forms, cash or payment receipt details to your school!**
- **No late orders will be accepted. If you order after the due date you will need to pay a delivery fee to have the order delivered to your home.**

For a quick how-to-order video, log-in to [www.scholastic.com.au/LOOP](http://www.scholastic.com.au/LOOP) and click on **HELP** in the top menu.

## Keeping Safe: Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum for children and young people from age 3 to Year 12. The KS:CPC provides age and developmentally appropriate strategies to help children and young people keep themselves safe.

The KS:CPC program works on two themes; we all have a right to be safe and we can help ourselves by talking to people we trust.

The KS:CPC is delivered by teachers to children each year and fits primarily within the Health and Physical Education learning area of the Australian Curriculum, although it can be incorporated into multiple learning areas.

## Homework

At Mater Christi we believe homework to be worthwhile as it extends learning opportunities beyond the school environment.

Homework is a positive learning tool that develops, consolidates and reinforces skills and understandings presented in class. We recognise and strongly agree that homework assists in developing sound work routines, organisational skills and self-discipline and should be of educational value. Homework is the responsibility of the home.

The purpose of homework is

1. For students to practise and reinforce what has been learned in class.
2. For students to develop sound study and work habits.

The amount of time to be spent on homework will increase as children progress from Year 1 to Year 6. At the end of the allocated time limit per evening, children are encouraged to stop.

Homework will generally consist of the following:

Year 1	Literacy & Numeracy	10 minutes
Year 2	Literacy & Numeracy	15 minutes
Year 3	Literacy & Numeracy	20 minutes
Year 4	Literacy & Numeracy	25 minutes
Year 5	Literacy & Numeracy	30 minutes
Year 6	Literacy & Numeracy	35 minutes

Reading for pleasure to establish sound reading habits for Years 4 to 6 for 15-30 minutes per evening is not seen as “homework” and is additional to the above time allocation.

Homework is set only from Monday to Thursdays. Homework will be modified where necessary.

Homework will not be set for children who are sick or who are going away on holiday. For these children we suggest (a) reading (b) journal writing (c) practical mathematics e.g. kilometres travelled (d) Athletics and (e) Nesity/Wushka.



## Parental Involvement Kindy and Pre Primary

You are always welcome to share in your child’s experience. Children enjoy having their parents and grandparents visiting the classroom. Rosters will start part way through Term 1. We do ask that younger siblings are not brought to class when on roster. Parents and Grandparents must sign in at the front office to get a visitor pass before coming into the class to help.

While on roster it is important that you interact with your child as well as the other children. We may require your assistance with:

1. Setting up for the morning
2. Assisting with a small activity – cooking, craft, literacy or numeracy groups
3. Participating in class discussions and mat sessions

If you have any special skills or talents that you wish to share, please write them on the confidential form provided, as they could be used to enhance the Pre-Primary program or school.

## Parent Involvement Years 1-6

1. To provide an area where the child feels comfortable.
2. To monitor the time spent on homework - a routine time block taking account of other activities.
3. To provide equipment – e.g. pencils, separate to what the child has at school.
4. To provide a dated Homework Diary for children in Years 3 to 6.
5. To check and sign homework tasks before submission on the due date.
6. To show interest and to offer guidance (facilitate) but not to solve content problems.
7. To notify the teacher in writing if the homework could not be completed by the due date.

Teachers will generally review homework tasks on Friday and address any problem areas.

## Roster Duties in Junior Years

Expectations of parents on roster include:

- Literacy Group
- Joining in the activities with the children (always allow the child to complete the activity themselves).
- Assisting with the indoor and outdoor activities.
- Assisting with washing hands.
- Assisting packing away indoor and outdoor activity equipment.
- Assisting cleaning up at the end of the session (glue, paint, cooking etc).



We expect that parents provide the confidentiality, support and equal treatment for all children that you would want for your own child.

## Communication and Reporting

Throughout the year a variety of methods will be used to communicate between students, parents and staff. Seesaw is used by teachers to inform Parents/Caregivers information that is happening in the classroom. If Parents/Caregivers need to communicate with their child's Teacher, please email [admin@mcps.wa.edu.au](mailto:admin@mcps.wa.edu.au) and this will be forwarded to the Teacher. Below are other forms of reporting in the school.

Kindy Speech Screening (excluding those receiving speech Therapy)

On-Entry Assessment	Term One	PP
Parent Information Evening:	Beginning of Term 1	PP - Yr 6
Parent Teacher Interviews:	End of Term 1	K - Yr 6
Newsletter:	Weekly (Friday)	K – Yr 6
Academic Reports:	End of Term 2 & 4	Kindy – Yr 6
Learning Journey:	End of Term 3	K – Yr 6

## Enrichment Program

At Mater Christi, we celebrate the diversity and achievements of all students and encourage them to discover and perform at their potential in every domain. Exceptionally able students are supported through an approach that recognises learner needs and provides depth and complexity through stimulating, flexible and differentiated learning environments.

An Enrichment program is currently being run at the school. Small groups of students from Years 4-6 participate in weekly sessions. These sessions are designed to challenge and develop creativity and higher-order thinking skills. Students are selected for the program through a process primarily based on general knowledge testing, in combination with input from classroom teachers. This process will occur in Term 4 when the students are in year Three.



## Schoolzine app

To communicate school news to our parents in a mobile device friendly format, we will be using the Schoolzine app (SZapp). This app is used for notifying the school of a student's absence and contains other important links to school information such as the Term Calendar, Online Canteen ordering and School Uniform ordering. We strongly encourage parents download the SZapp (instructions provided below) in readiness for the coming year. By subscribing to the SZapp, you will have the option to join one or more groups (ie Yr One, Yr Six) that pertain to your child/s year. The information within the app is secured by a four-digit passcode which you will receive at the beginning of each year via an email.

All other notes will be sent home with the students so please check bags regularly to keep up to date.

### INSTALLING

### SZapp

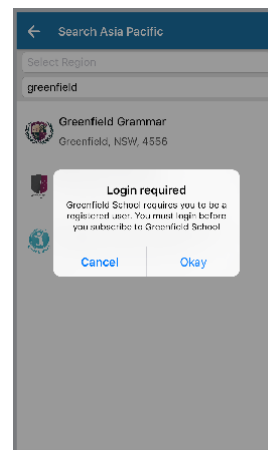
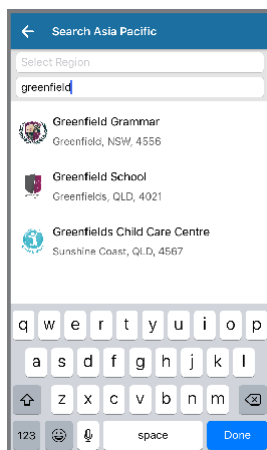
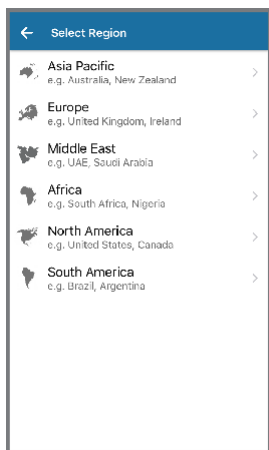


 Apple devices:

1. On your device, open the AppStore.
2. Search the App Store forSZapp.
3. Download and install SZapp.

 Android devices:

1. On your device, open the PlayStore.
2. Search the Play Store forSZapp.
3. Download and install SZapp.



## 1. FIND YOUR ORGANISATION

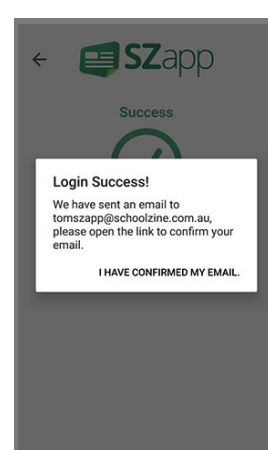
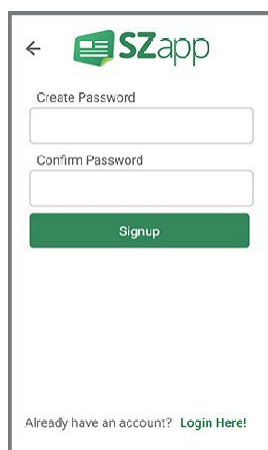
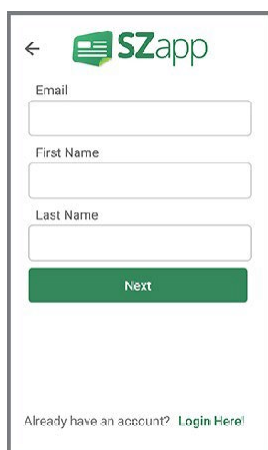
Select your organisation's region. Search for and select your organisation.

## 2. REGISTER A USER

Before you can add your school, you will need to register.

## 3. REGISTER A USER

Enter your email and name and then create a password.

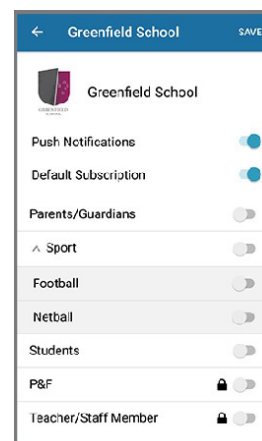
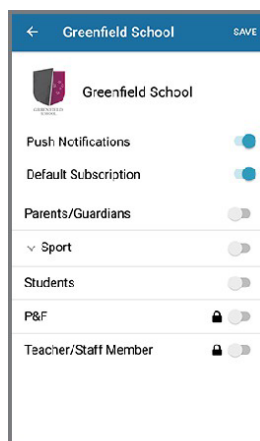
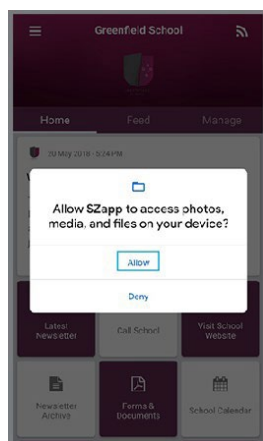
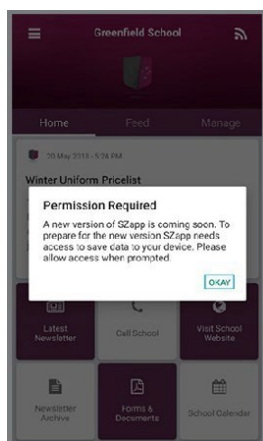


## 4. CONFIRMING YOUR EMAIL ADDRESS

Once registered you will be sent an email to confirm your email address.

Open your mail program and click/tap the URL to confirm.

Upon completion, you will then be shown a confirmation screen.



## 5. ALLOWING PERMISSIONS

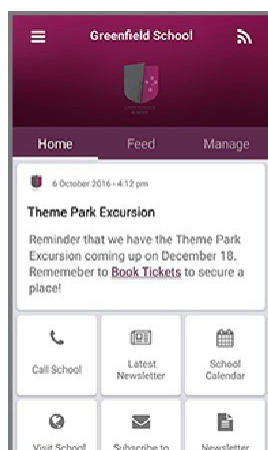
Upon installation of the update, you will be asked to allow access to storage on your device. This is required to ensure that SZapp can access the necessary files to store crucial data on your device.

Please click the affirmative options on each pop-up.

**Note:** The pop-up message you see may differ depending on your device.

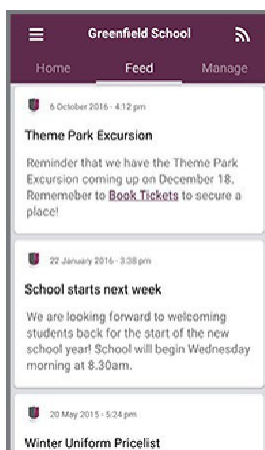
## 6. MANAGING NOTIFICATIONS

Choose which group/s you would like to receive notifications from. Groups with arrows indicate that there are sub-groups which you can join.



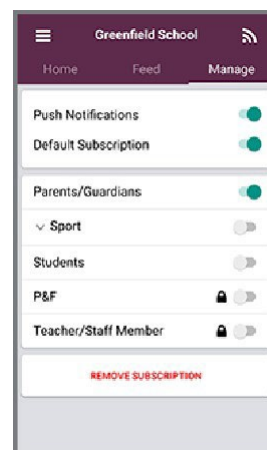
### HOME

The Home tab displays the most recent news item and links to important school information and tools.



### FEED

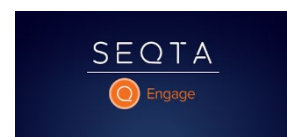
The Feed tab shows a summary view of all news items which you have subscribed to.



### MANAGE

The Manage tab allows you to customise what information shows in your news feed and what push notifications you will receive.

## Seqta APP New Users



These instructions are for those who have not used SEQTA ENGAGE before and do not have a username and password.

Logging in using Manual setup option (without using QR code)

1. Open the *SEQTA Engage* app (Guardians) on the device.
2. Swipe through the intro screens, then select the Manual setup button. If you are prompted for a password select the back arrow "<", then select **Add Account**.
3. Select Manual setup, enter [mcps.engage.cewa.edu.au](https://mcps.engage.cewa.edu.au) and click Continue.
4. Next, enter the **Username** and **Password** and click **Log in**.

## School Psychologist

A School Psychologist supports whole school practice by assisting students, teachers, parents and the school community on specific school based issues and challenges. Referrals are via the Teacher and then supported by Support Coordinator.

## School Counsellor

Our School Counsellor works with teachers and students within the classroom, implementing a variety of programs, as well as assisting students, teachers and parents with a range of school based issues and challenges.

## Out of School Care

Montessori Stepping Stones provides a before and after school service on the Mater Christi site. Please contact them direct on 9417 1800 for more information.



## School Advisory Council

The School Advisory Council members include the Principal, the Parish Priest, representative of the Parents and Friends Federation WA, and six parents who are elected at the Annual School Community Meeting. The School Advisory Council works with the Principal and Leadership Team to provide support with the financial management of the school and as a sounding board for new initiatives and policies. The Council meets on the third Tuesday of the month during term time. Reports are received from the Chairman, the Principal, Parish Priest, Parents and Friends representative and the various committees of the Council. Elections are held at the Annual School Community Meeting held in November each year. Nominations for membership on the Council are called for in October/November if there are any vacancies to be filled.

## Parents and Friends

The Parents and Friends (P&F) is an integral part of the life of the school. The Association is a body of people who believe in the school and seek to further its aims. Membership is open to parents/guardians of children attending the school. Meetings take place on the second Tuesday of the month during term time.

There is a parent resource section in the school library, which has many resources available for loan by any parent/guardian in the school community. Information regarding upcoming events, names of P&F members and their roles, as well as particular requests to the community, can be found with the weekly school newsletter.

The Parish Priest, the Principal and all members of the staff of the school are ex-officio members of the Association.

At the end of each year, all executive positions on the P&F become vacant and nominations are called for in October/November, in preparation for the AGM.





WizeTherapy Speech Pathologists, will continue their work with the students, teachers and families of Mater Christi Catholic Primary School in 2025. WizeTherapy is proud to work in partnership with the teaching staff and families at Mater Christi Catholic Primary School, to support all students to have the opportunity to thrive, both in the classroom and beyond it.

During the early school years, children are most at risk of developmental difficulties. WizeTherapy provides school screening services to identify those children in Kindergarten who may benefit from further assessment and ongoing support.

WizeTherapy offers on-site individualised Speech Pathology sessions for identified students who require some additional support. WizeTherapy's mission is to support children, their families and teachers, to promote development, achievement and participation across all environments. We look forward to working with you!

All Kindy students (except those already receiving Speech Therapy) will be screened each year. Further information will be sent out in 2025.

Screening services are available for kindy and preprimary early in the school year.

Comprehensive assessments start at \$250. Rebates may be available through Medicare of your private health insurance

**We provide support in:**

- School readiness
- Fine motor skills
- Hand writing
- Motor skills
- Self regulation
- Sensory processing
- Accessing technology
- Visual perception
- Independence skills

Lil' Peeps

OCCUPATIONAL THERAPY FOR KIDS

Lil Peeps is a private paediatric Occupational Therapy service that provides assessment, support, advice and intervention. We liaise closely with schools and teachers to ensure the best outcome for your child and family and provide therapy within school hours onsite at your child's school.

**REFER ONLINE HERE:**

<https://forms.gle/semL5Bfou39pVZAR7>

[www.lil-peeps.com.au](http://www.lil-peeps.com.au)

[admin@lil-peeps.com.au](mailto:admin@lil-peeps.com.au)


[0417961276](tel:0417961276)

# **Mater Christi Catholic Primary School**

## **Attendance Procedures**



## Attendance Procedures

 <p><b>Mater Christi</b> Catholic Primary School</p>	Policy: <b>Attendance Procedures</b>
	Originally Released: <b>2002 (CEWA) 2017 (Mater Christi CPS) 1/01/2023</b>
	Date for Review: <b>2025</b>

### Purpose

The School Education Act 1999 requires compulsory aged students to attend school or participate in an educational program of a school. Principals are to record/monitor student attendance and use strategies to restore attendance if needed. School attendance is strongly related to increased academic development and provides students with opportunities to develop social competence and relationships, be in a language-rich environment, work with others, and learn skills like problem-solving and persistence (Kearney & Graczyk, 2014). Attendance is measured as the number of actual full-time equivalent student days attended by full-time students in Years One to Ten as a percentage of the total number of possible student days. Educational Risk is defined as falling below 90% attendance.

SOURCES OF AUTHORITY	
CECWA Policy	Community Policy
Executive Directive	Student Safety, Wellbeing and Behaviour
Other	

### Scope

These procedures apply to all students from Pre-Kindergarten to Year 6.

### Procedures

Each school is required to keep accurate attendance records for all its students. This includes taking attendance. Although all school staff are vital in supporting regular student attendance, the Principal is responsible for:

- Keeping accurate attendance records for every child enrolled in the school; these can be stored electronically but must be able to be reproduced in written form.
- Maintaining records for the appropriate period of time under the School Education Regulations 2000.
- Managing alternate attendance arrangements.
- Implementing plans and strategies to encourage regular attendance.

Records must include:

- If the student was physically present or not.
- If the student was attending a different approved activity
- (the teacher running that activity must also record attendance).
- Any reasons given for an absence.
- If the reason for the absence is reasonable (see examples).
- A flag for unexplained absences (removed if a reason is given later).
- Information about any unsatisfactory attendance at school or classes.
- A mark for half-day attendance if the student is present for at least two hours of instruction.

Approved absence (EXPLAINED) – A Principal can record an absence as ‘Approved’ if there has been a reasonable explanation for a student’s absence. A reasonable excuse for the purposes of explaining a school absence can include:

- Medical or dental appointments
- Bereavement or attendance at a funeral, including Sorry Business
- Illnesses and accidents
- Unforeseen and unexplained circumstances
- Compliance with another law that results in the child’s absence
- The child is receiving distance education through a registered school
- The child is undertaking approved education, training and/or employment
- The child has been suspended
- The child is attending or observing a religious event, culture observance or obligation

General absence (EXPLAINED) – A Principal can record an absence as ‘Unapproved’ when there has been no reasonable explanation provided for the absence. If a reason is given to the Principal and it is not approved, then the school will notify the parent/carer in writing. In general, it is expected that these absences would not be excused:

- The parent did not seek approval beforehand, or in accordance with school procedure.
- The student was absent due to leisure or social activities without approval.
- The conditions of an authorised absence were not met.
- The parent has provided no explanation for the absences.

Principals should make sure attendance data is regularly monitored and analysed to look for attendance patterns. Patterns of absences can be across the school, a class or at the individual student level. Having accurate data, including the reasons for absences, is important for:

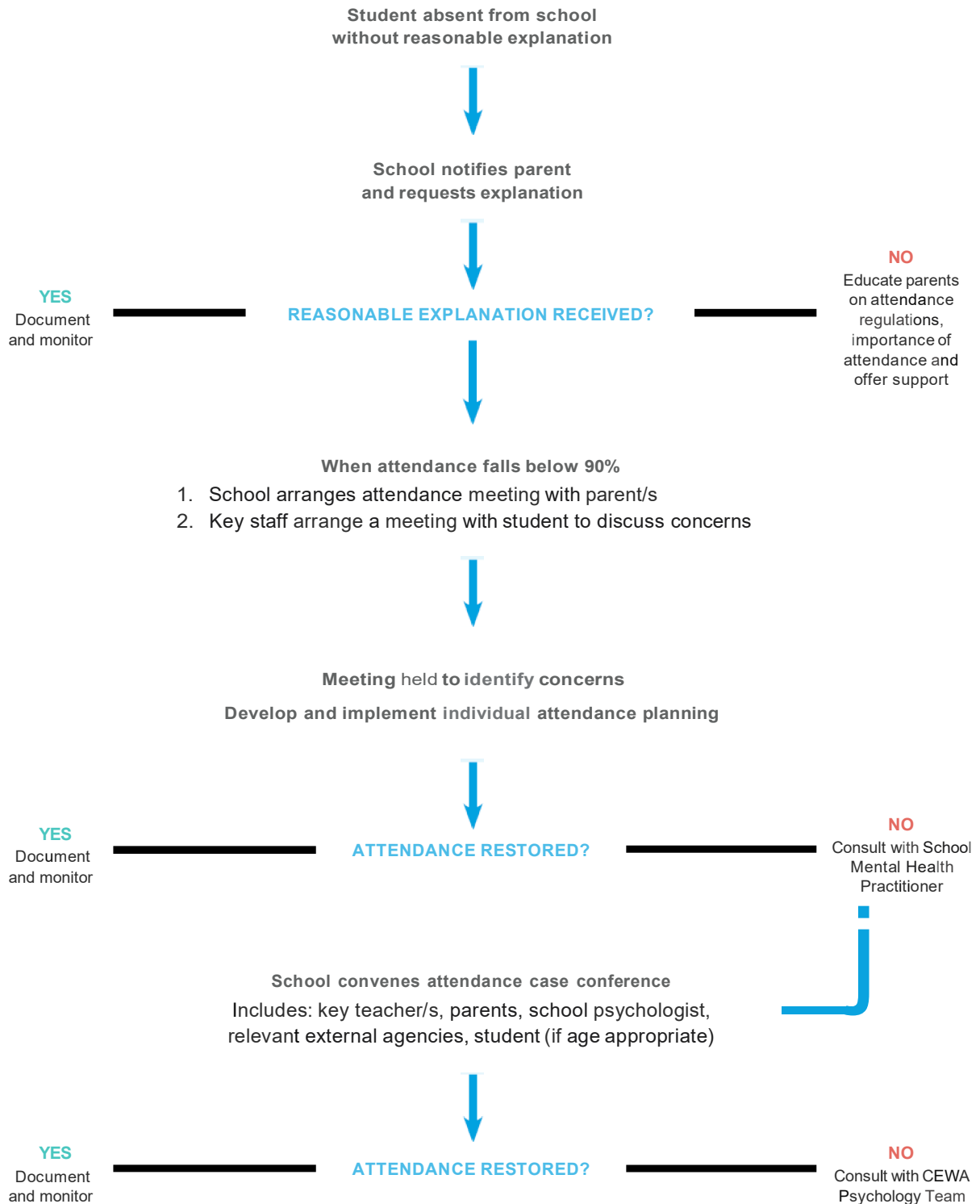
- Developing improvement strategies for students
- Reporting for funding requirements
- using as evidence when there are attendance concerns

Parents/guardians must enrol a child of compulsory age at a registered school and ensure the child attends school at all times when the school is open for instruction. Parents/guardians must provide an explanation for any absence their child has and work in partnership with the school to support attendance.

The parent/guardian of the student is required to:

- Ensure the child attends school at all times when the school is open for instruction, unless there is a reasonable explanation for a student’s absence.
- Provide an explanation for any absence their child has within 3 days.

## Student Non-Attendance Flow Chart



## Parents/ Carers:

Ensure that children are at school by the times below:

- Kindergarten – 8.45am
- Pre-Primary to Year 6 – 8.45am
- No student should be on school grounds, unattended, before 8.10am

If a child arrives at school after 8.45am, take the child to administration and sign in via the SEQTA app on the iPad before going to class. This is also required if a child is collected during the day and then returned to school.

If a child needs to be collected before 3.05pm (or 2.55pm for Kindergarten), come to administration and sign out via the SEQTA app on the iPad, then collect them from class handing the sign out slip to the teacher.

If a child will not be attending school on any day, contact the school prior to 9.00am on the day of the absence using one of the following methods:

- Emailing
- Absentee notification via the SZapp
- Calling 6173 9000 and speaking with the Administration Officer.
- Completing an absentee form at the office reception

Provide an explanation of student absence within 3 days of the absence. When a planned holiday or other period of absence falls during term time, submit a Leave of Absence Form (appendix 1) to the administration prior to the absence. This is required for any absence of three days or longer. If the dates change it is up to the parent/carer to provide written notification to the school.

## Teachers:

- Record absences using SEQTA by 9.00am each morning and at 1:30pm each afternoon.
- Each day check on the previous attendance for any anomalies and advise the Attendance Officer.
- Direct any correspondence he/she may have received from parents/ carers about student absences to the Administration Officer.
- Inform the Principal if there are any concerns about student attendance.

## Administration Officer:

- Record all parent/carer correspondence regarding attendance on SEQTA.
- Monitor teacher completion of rolls on SEQTA.
- Generate a text message to parents/caregivers when there is an unexplained absence.
- If parents/caregivers do not contact the school, send home a SEQTA attendance follow up note for signing.
- At least twice a term, review attendance records and re-contact parents/carers if required.
- Ensure that all signed notes, emails and other attendance details are archived.
- On a regular basis (at least once per term), inform the Principal of students whose attendance has fallen below 90%.
- Provide a class roll to relief teachers to complete attendance and record this information in SEQTA.
- Extract and store attendance at the end of the year according to Catholic Education Western Australia protocols.
- Store absentee emails will be stored in archive form at admin@olmchilt.wa.edu.au. Hard copy notes will be collected at the end of each year and stored in the Archive Room.
- Keep attendance data according to the Records Disposal Authority (RDA) schedule.

## Principal:

- Monitor implementation of attendance procedures.
- Use the CEWA Student Attendance Guidelines and Student Attendance Resources to respond to all attendance concerns. **School Education Act 1999 Section 23**
-

## APPENDIX 2

### **Leave of Absence Form** (Click for [Leave of Absence Form](#))

Dear Parent/Carer,

It is understood that no family intends to cause any disruption to their child's learning or school life when extra holidays are planned. The purpose of this letter is to provide some information for families so the school's position can be considered.

It is important that families consider the following issues when arranging holidays to be taken outside of the school holiday times.

- Students may miss out on important learning programmes that may affect future education. The school cannot accept responsibility for learning that is missed during extended leave taken.
- Teachers are not to be asked to set work while extended leave is taken for holiday purposes.
- If important assessments are missed, then some areas of your child's report may be left incomplete.
- Extended absences cause extra organisational concerns for in-class and co-curricular activities including sports days, assemblies, camps, Sacramental programmes and so forth. Your child's involvement in these activities cannot be guaranteed if essential preparation has not been undertaken or they are absent when activities are planned.
- Although every effort is made to set a school calendar of events in advance, due to exceptional circumstances, these dates may need to be changed during a school year.
- Students can find it difficult to learn school routines and develop social groups depending on when extended leave is taken.

Parents need to be aware of the "Attendance" requirements of the School Education Act 1999, in particular, [Section 23](#).

It is important that the Leave of Absence form be completed and returned to the school administration office.

Kind regards,

Toni Kalat  
Principal



# Mater Christi

## Catholic Primary School

### LEAVE OF ABSENCE

(In Term Extended Leave including Holidays and Hospitalisation - 3 or more days)

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

Address: \_\_\_\_\_

Destination: \_\_\_\_\_

Reason for Absenteeism: \_\_\_\_\_

Date of Departure: \_\_\_\_\_ Date of Return: \_\_\_\_\_  
(from school) (to school)

Total number of school days absent: \_\_\_\_\_

Does your child attend Instrumental Music Lessons? \_\_\_\_\_  
(Music Teacher)

**PLEASE NOTE:** Recommended homework whilst away from school - Reading; Journal; Mental Maths

Are your School Fees up to date? Yes No

Signed: \_\_\_\_\_  
(Parents)

Signed \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Office use only:

Seqta **D**

File Copy **0**

Emailed Teacher **D**

R:\leo,\*eobs.doc



**Mater Christi CPS**

# **CODE OF CONDUCT AND GUIDELINES**

## Mater Christi Catholic Primary School

### Code of Conduct and Guidelines

Sources of Authority	
CECWA Policy	Community
Executive Directive	Code of Conduct

#### **Rationale**

To comply with the System Agreement with the Minister for Education Clause 6(3) stating *all schools in the system will be required to adhere to a “Code of Conduct” on child safety in accordance with the standard determined by the Minister under section 159(1)(l) of the Act.*

The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of students.

#### **Scope**

The Code applies to staff, students, volunteers, parents and guardians as applicable.  
The term ‘parents’ includes guardians.

The Code of Conduct and Guidelines are available on our website:  
[www.mcps.wa.edu.au](http://www.mcps.wa.edu.au) and also published by Catholic Education Western Australia Limited Policies Hub.

Breaches of the Code must be notified to the Principal, Miss Toni Kalat.

## **The Twelve Conduct Statements:**

1. Act safely and competently.
2. Give priority to students' safety and wellbeing in all your behaviour and decision making.
3. Act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
4. Conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
5. Respect the dignity, culture, values and beliefs of each member of the school community.
6. Treat personal information about members of the school community as private and confidential.
7. Give impartial, honest and accurate information about the education, safety and wellbeing of students.
8. Support all members of the school community in making informed decisions about students.
9. Promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
10. Maintain and build on the community's trust and confidence in Catholic schools and the Church.
11. Act reflectively and ethically.
12. Allow students to have a voice in their decision, safety and well-being.



**Mater Christi CPS**

# **DISPUTE AND COMPLAINT RESOLUTION PROCEDURES**

# MATER CHRISTI CATHOLIC PRIMARY SCHOOL DISPUTE AND COMPLAINT RESOLUTION PROCEDURES

Sources of Authority	
CECWA Policy	Community
Executive Directive	Dispute and Complaint Resolution

Mater Christi is committed to handling complaints effectively and efficiently. To manage complaints effectively, we have established a Complaints Management System in line with:

- CEWA Dispute and Complaint Resolution Executive Directive  
<https://policy.cewa.edu.au/executive-directive/dispute-and-complaint-resolution/> https:
- Principles 6 and 9 of the *National Principles for Child Safe Organisations*;
- the international complaints handling standard (*ISO 10002:2018 Quality Management – Customer satisfaction – Guidelines for complaints handling in organisations*); and
- the Australian/New Zealand complaints handling standard (*AS/NZS 10002:2014 Guidelines for complaint management in organisations*).

Our school supports the rights of parents/guardians, students and staff to have their complaints taken seriously, and responded to promptly and thoroughly.

Our complaints management system allows us to effectively capture, manage and report on complaints. We commit to regular analysis of complaints received and the implementation of any actions to rectify any deficiencies identified.

We commit to making our complaints management procedures accessible and transparent. We will ensure our school community are aware of the school's process for dealing with disputes and complaints. Mater Christi is committed to the accessibility of complaints handling processes and will provide culturally appropriate supports to complainants as required.

## Definitions

*Complaint* means an expression of dissatisfaction with our school services, decisions, actions or those of its staff, or about the complaint management process itself.

*Dispute* means a conflict regarding a right, claim, or demand on one side, met by contrary claims or allegations on the other.

The rules of *procedural fairness* require:

- a hearing appropriate to the circumstances;
- lack of bias;
- evidence to support a decision; and
- inquiry into matters in dispute.

*Students* are defined as children and young people enrolled in Mater Christi.

## Procedures

Principals must comply with the Privacy Executive Directive and Privacy Act 1988 (Cth) in their collection, storage, use, disclosure and access to personal information.

These procedures are included in our parent handbook, which is available on the school website for all parents/carers and community members.

### Informal complaints resolution

The majority of issues causing concern can be handled quickly and in an informal manner. In most cases these issues can be resolved through informal discussions with appropriate staff members. i.e. parent concern – class teacher, if further support is required – assistant principal – if not resolved – principal.

Our school welcomes suggestions and comments from parents and takes all concerns, disputes and complaints seriously. A concern will be treated as a less serious matter that may be resolved with a more informal approach.

A dispute or complaint will be treated as something that requires the formal process detailed below to be followed.

We encourage all members of our school community to first treat their issue as a concern when approaching the school and then lodge a formal complaint if this is not handled to their satisfaction. However, in unique circumstances or where a matter involves **an immediate risk to the health, safety or wellbeing of a student**, the matter should be referred directly to the principal.

### Roles and responsibilities of staff in resolving complaints and disputes

School staff and the school leadership are responsible for recording, investigating and resolving complaints and analysing them to identify causes and inform continuous improvement.

Principal	The principal is accountable for ensuring that appropriate and relevant procedures are developed, implemented and reviewed on a regular basis and relevant reporting is completed. They are also responsible for ensuring all staff are educated about the school's complaints management procedures and maintaining accurate records in the school's complaints register.
School Leadership	The school leadership is authorised to record, investigate and manage complaints. They are required to maintain accurate records in the complaints register and liaise with parties to a dispute or complaint.
Staff Members	All staff are authorised to deal with informal complaints. They are to record the resolution of informal matters in SEQTA. Where a person makes a formal complaint, staff must refer them to the School Leadership.
Duty Staff	Duty staff should refer all matters to the students' classroom teacher.

### How to make a formal complaint

We ask that, where appropriate, you first raise the matter directly with the relevant staff member. If that is not appropriate or the issue was not addressed to your satisfaction or you simply wish to make a formal complaint you can do so by any of the following means:

1. Lodging a complaint via the school's website: <https://www.mcps.wa.edu.au/>
2. Contact our School Leadership via the school office
3. Email to the Principal [admin@mcps.wa.edu.au](mailto:admin@mcps.wa.edu.au) / 340 Yangebup Road, Yangebup; or
4. Telephoning the school administration on (08) 61739000 and requesting to speak to a member of the Leadership Team/Principal.

Where a dispute or complaint is about the principal and there is no likelihood that it can be resolved directly with the principal, the immediate parties may refer the dispute or complaint to the Executive Director of Catholic Education Western Australia Limited (CEWA Ltd).

### Anonymous complaints

It is preferable that the complaint is verifiable, however if a complaint or any other information of unknown origin (i.e. anonymous) provides information that would cause the principal concern, it should be considered by the principal so that they can determine the appropriate course of action.

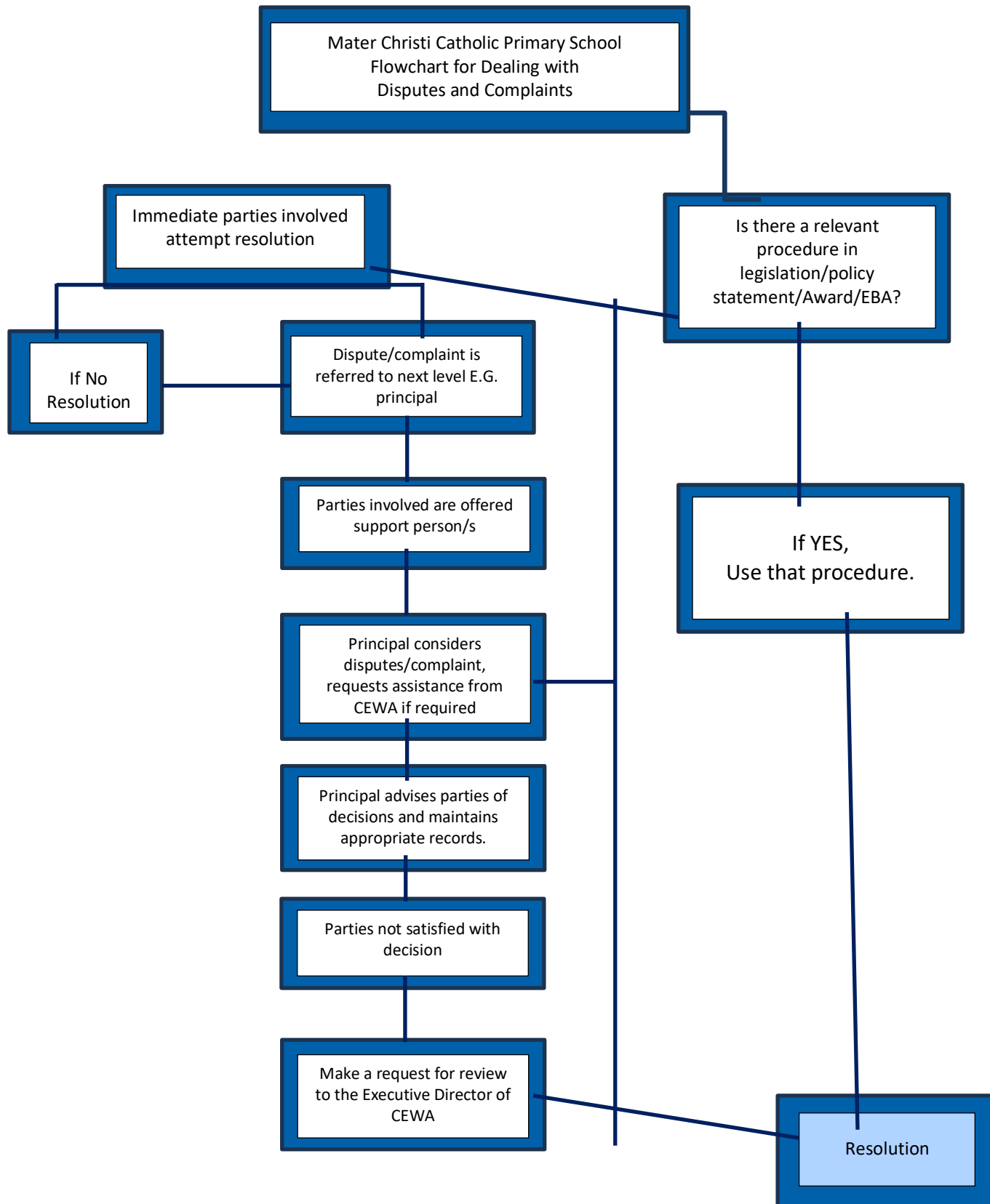
The dispute or complaint shall be promptly acknowledged in writing, unless the complainant is anonymous and cannot be identified.

The parties to the dispute or complaint shall be notified of the finding(s) of the dispute or complaint, including the basis of the finding(s). There is no duty to notify an anonymous complainant.

### Withdrawal of a complaint

Anyone may withdraw a complaint or dispute at any stage of the resolution process. If a complaint is withdrawn, the matter will be deemed to be closed, unless we, at our discretion and in all circumstances, wish to continue to address a matter raised.

## Internal formal resolution procedure



## Internal formal resolution procedure

### **Step 1 – Receiving and recording the complaint**

All formal complaints are logged through by the school leadership.

### **Step 2 – Acknowledge the complaint**

All complaints will be acknowledged in writing by the principal's PA and/or school leadership at the time of receipt or as soon as possible afterwards. The Principal will allocate complaints a status, priority and target resolution date.

### **Step 3 – Assess the complaint and address immediate risks**

The school leadership will conduct an investigation into the issues raised, following the principles of procedural fairness, and make a determination.

Where there is an appropriate:

- CEWA Ltd policy or directive that provides a specific mechanism for addressing the dispute or complaint; or
- binding legislative or regulator mechanism (including an Enterprise Bargaining Agreement) that addresses the issue raised in the dispute or complaint,

that will be followed.

Parties may involve a support person(s) to assist them in resolving the dispute or complaint.

### **Step 4 – Resolving complaints**

Following the determination, if appropriate, the principal or leadership team member will formulate a resolution and provide a written response to the complainant. The matter will be closed if this response is accepted.

### **Step 5 – Further investigation**

If the proposed outcome is not accepted, the matter will be reviewed internally by the principal or the principal's delegate, who may seek additional information or submissions from the relevant parties. The principal or their delegate seek to resolve all disputes within 14 days from the date that the review process is initiated.

The principal may request external assistance and expertise (including mediation), including the involvement of the CEWA Ltd Employment and Community Relations Team to assist in the resolution of a dispute or complaint.

The matter will be closed if the response of the principal, or their delegate, is accepted.

### **Step 6 – Continuous improvement**

All complaints received will be entered into the school's complaints register and, where appropriate, a corrective action request will be made to address any underlying processes which the complaints investigation revealed may require improvement.

### **Step 7 – External resolution**

If the matter remains unresolved, the parties may seek external resolution alternatives – see Reviews and appeals

Should a complainant be dissatisfied with the outcome of an informal complaint with the involvement of the immediate parties, or if there are unique circumstances, the matter can be referred to the next level by the complainant.

Once a decision has been made, parties may request a review of the decision in accordance with Procedures, including escalating the dispute or complaint to the Executive Director of CEWA Ltd. The Executive Director will investigate the complaint and/or areas of disputation in accordance with the rules of procedural fairness.

## The role of the Director General

*“The Director General of the Department of Education is responsible for ensuring the school observes the registration standards, including the standard about its complaints handling system. Any student, parent or community member is entitled to contact the Director General with concerns about how the school has dealt with a complaint. Information is available on the Department of Education website. Whilst the Director General may consider whether the school has breached the registration standards, he does not have power to intervene in a complaint or override the school’s decision.”*

## Confidentiality

Confidentiality applies with respect to both information relating to the person making the complaint, and if relevant, to a person against whom a complaint is made. Our school is committed to maintaining the confidentiality of information throughout the complaints process.

Personally identifiable information about a complainant will only be made available for the purpose of addressing the complaint and (unless the complainant consents) will be actively protected from disclosure.

Children and young people have the same right to privacy, anonymity and confidentiality as adults. Children and young people may waive their right to privacy and confidentiality if they decide to involve somebody else in the complaints process, e.g. to access support.

If a complainant chooses to make a complaint without disclosing their identity, this will limit the options for proper and thorough investigation and resolution. It also raises issues in relation of procedural fairness for those who have a complaint made against them as they have the right to know of the particulars of the complaint and to respond. The school therefore cannot guarantee that anonymous complaints can or will be dealt with as effectively. Complainants are always encouraged to identify themselves.

As far as possible and appropriate, due discretion will be respected and maintained by all parties throughout the resolution process, save where persons are required to be informed on a ‘need to know’ basis or where investigative, statutory or legal requirements stipulate that matters be disclosed, reported or discussed. Therefore, there can be no overriding legal obligation or right with respect to confidentiality.

Where complaints are made in circumstances where an alleged crime may have been committed or the matter falls under the *CEWA Child Protection Procedures*, the WA Police and CEWA Ltd will be contacted and formally advised.

## Record keeping

The principal shall maintain appropriate records of the relevant particulars used to make a decision in response to any formal dispute or complaint. Where applicable this will include any statements made by the parties involved.

## Child friendly complaints

Mater Christi Catholic Primary School is committed to the CEWA vision: Catholic Education Western Australia is a Christ-centered and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

The principles that apply to complaints also are applied to complaints and concerns raised by students. Our school is committed to improving the visibility, accessibility and responsiveness of the complaints process for our students.

Students are encouraged to report complaints by:



Mater Christi CPS

# BEHAVIOUR MANAGEMENT PROCEDURES



# **Mater Christi Catholic Primary School**

## **Behaviour Management Procedure**

### **Contents**

Rationale	Page 2
1. Student Code of Conduct	Page 3
2. Rights and Responsibilities	Pages 4
3. Process for Facilitating Standards	Page 5
4. Child Safety Considerations	Page 6
5. Behaviour Matrix	Page 7
6. Flow Chart	Page 8
7. Restorative Practices	Page 9
8. Positive Reinforcement	Page 10
9. Network of Student Support	Page 11
10. Conclusion	Page 11
11. Appendix A – Junior Reflection Sheet	Page 12
12. Appendix B – Senior Reflection Sheet	Page 13
13. Appendix C– Student Code of Conduct	Page 14
14. References	Page 15



## Mater Christi Catholic Primary School Behaviour Management Procedures

Sources of Authority	
CECWA Policy	Community
Executive Directive	Behaviour Management Procedures

### Rationale

At Mater Christi Catholic Primary School, we believe in working together to create a positive and supportive school community made up of students, staff, and families. We aim to provide a safe, caring, and inclusive environment where everyone is treated with kindness, respect, and cooperation. Our approach is grounded in the belief that every person is created in the image and likeness of God and therefore deserves to be treated with dignity and respect.

The purpose of our behaviour procedures is twofold:

- First, to reduce disruptions so that students can get the most out of their learning.
- Second, to work in partnership with parents to help students become respectful, responsible, and active members of our school and wider community.

Mater Christi supports children from the age of three through to twelve, and we recognise that students are constantly learning how to behave and interact with others in a way that's right for their age and stage of development. We help students build these social and behavioural skills through consistent guidance and support.

At Mater Christi, our **Student Code of Conduct** provides the foundation for guiding student behaviour and supports students in making positive, respectful choices across all areas of school life. Our behaviour procedures are firmly grounded in our **Vision Statement** and are informed by [CEWA's Executive Directive – Student Behaviour Policy](#).

Aligned with Christ-centred values, our approach works in partnership with the **Highway Heroes** program and the **Making Jesus Real** philosophy. Together, these frameworks create a consistent, whole-school approach that nurtures emotional resilience, empathy, and a strong moral compass in our students.

This clear and cohesive structure ensures that staff, parents, and students share a common understanding of the expectations and processes involved in supporting positive behaviour and maintaining a safe, inclusive learning environment for all.

# 1. Student Code of Conduct – ‘Pillars’

The Behaviour Management Procedure seamlessly aligns with Mater Christi's student code of conduct. This harmonious integration ensures consistency and coherence across the school community. Our student code of conduct is vividly articulated through five pillars. These pillars collectively serve as a compass, directing and uniting the behaviour of our students towards a shared ethos of responsible conduct, enriching the educational journey for all.

## Act Safely

- Follow all school and safety rules. Treat school supplies and equipment with care to prevent accidents.
- Inform a staff member if you see anything that could be dangerous or unsafe.
- Use strategies for self-control.

## Show Respect

- Greet each other by name and use our manners. Respect the rights, beliefs, opinions and space of others.
- Listen to staff and follow instructions.
- Wear our uniform with pride.
- Share, take turns and work together to keep our classroom and school clean and tidy.

## Be Happy

- Be kind and friendly to all. Use words and actions that show care and consideration.
- Be the reason others smile by including each other.
- Play fairly.

## Be Confident

- Try new things and take risks with our learning. Demonstrate the courage to share ideas and thoughts.
- Encourage ourselves and others to persevere and keep trying.
- Take pride in our work and acknowledge the efforts of others.

## Ready to Learn

- Come to class with a positive mindset.
- Listen attentively and engage actively in classroom activities.
- Ask questions to explore and learn more and seek help when needed.
- Take responsibility for completing activities, tasks and homework to the best of our abilities.



## 2. Rights and Responsibilities

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> <li>• Learn in a positive and supportive environment.</li> <li>• Learn and play in a safe, secure, and friendly environment.</li> <li>• Be Safe, Be Respected, Be Happy, Be Confident, Learn. (Student code of Conduct)</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a way that promotes the safety and well-being of others.</li> <li>• Ensure that the school environment is kept neat, tidy, and secure.</li> <li>• Ensure that they are punctual, polite, prepared and display a positive manner.</li> <li>• Ensure that their behaviour is not disruptive to the learning of others.</li> </ul>
Staff have the right to:	Staff have the responsibility to:
<ul style="list-style-type: none"> <li>• Teach in a safe, secure and clean environment.</li> <li>• Teach in a purposeful and non-disruptive environment.</li> <li>• Co-operation and support from parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Model respectful, courteous, and honest behaviour.</li> <li>• Ensure that the school environment is kept neat, tidy, and secure.</li> <li>• Establish positive relationships with students, parents, and colleagues.</li> <li>• Ensure good organisation and planning.</li> <li>• Report student progress to parents.</li> </ul>
Parents have the right to:	Parents have the responsibility to:
<ul style="list-style-type: none"> <li>• Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child(ren)'s health and welfare.</li> <li>• Be heard in matters relating to their child(ren).</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that their child(ren) attend(s) school.</li> <li>• Ensure that the physical and emotional condition of their child(ren) is at an optimum for effective learning (ie. Sufficient sleep, healthy diet and watching age-appropriate material);</li> <li>• Ensure that their child(ren) is/are provided with the appropriate materials.</li> <li>• Be supportive of the school.</li> </ul>

### 3. Process for facilitating standards

At Mater Christi, CPS, we have established a comprehensive three-tiered approach to guide the facilitation of positive behaviour standards and effectively address instances of unacceptable behaviour. This approach operates across three levels of intervention: Level One, Level Two, and Level Three.

#### **Level One: Classroom-based Management**

Minor infractions are primarily managed within the classroom environment by the teacher, utilising effective classroom management strategies. This level emphasizes seamless integration of cues, such as standing beside a student, using quick hand signals, or tapping on the desk. The overarching goal is to ensure minimal disruption to the ongoing lesson.

#### **Level Two: Initial Formal Response**

Upon escalation, a formal process is initiated by the teacher. Initially, a warning is issued to the student, using clear communication such as requesting them to cease the behaviour or addressing them by name. Should the undesirable behaviour persist, the student will be given an opportunity to reflect individually within the classroom. In some cases, a reflection sheet (Appendix) may be provided for completion. Additionally, the teacher is responsible for initiating restorative practices with the student at an appropriate juncture. If the situation necessitates further attention, the teacher is obligated to promptly inform parents and the Leadership Team. Where parental contact occurs, thorough notes should be recorded in SEQTA, ideally within 24 hours to ensure timely communication.

#### **Level Three: Leadership Team Management**

At Level Three, behavioural consequences are primarily managed by the Leadership Team. These consequences are considered non-negotiable and are implemented at the discretion of the team. A student may be withdrawn from the classroom by a member of the Leadership Team to complete a Reflection Sheet and engage in a discussion about their behaviour. During this time, the student may also be required to complete classwork. The Leadership Team is responsible for communicating with parents and recording relevant information in SEQTA to ensure consistency and accountability.

At Mater Christi Catholic Primary School, we are committed to a structured and proactive approach to behaviour management—one that values clear communication, collaboration, and mutual respect. Through this process, we aim to foster a supportive and accountable school environment that encourages positive behaviour, personal growth, and the holistic development of each student.

## 4. Child Safety Considerations

Mater Christi CPS is committed to the safety, wellbeing, and dignity of all students. In line with our Catholic ethos and in compliance with legislative requirements, **the use of any form of child abuse, corporal punishment, or other degrading treatment to manage student behaviour is strictly prohibited.**

These practices are not only incompatible with our beliefs but are also explicitly defined and forbidden under the *Guide to Registration Standards and Other Requirements for Non-Government Schools*. The four categories of child abuse recognised under Western Australian law and defined by the Department of Communities include:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
2. Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and development level, and includes sexual behaviour in circumstances where:
  - (a) the child is the subject of bribery, coercion, a threat, exploitation or violence
  - (b) the child has less power than another person involved in the behaviour; or
  - (c) there is significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes: (a) psychological abuse; and (b) being exposed to an act of family and domestic violence.
5. Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic or chronic.

## 5 Behaviour Matrix

The following Behaviour Matrix outlines behaviours aligned to each level and Pillar of our student Code of Conduct. It is important to note that the interpretation of behaviours takes into account the developmental age of the child. Teachers are entrusted to exercise their professional judgment in responding to behaviours. In instances where behaviour poses a significant risk to the safety or wellbeing of others, some steps in the response process may be bypassed. This is at the teacher's discretion and only applied when necessary to ensure a safe and supportive learning environment for all students.

	Behaviour Matrix			
	Act Safely	Show Respect	Be Happy / Be Confident	Ready to Learn
LEVEL 1	<ul style="list-style-type: none"> <li>Ignoring instructions</li> <li>Not following game rules</li> <li>Throwing objects around the room</li> <li>Dropping rubbish in playground</li> <li>Not taking care of equipment</li> <li>Not lining up when bell rings, late to class</li> <li>Improper use of equipment</li> <li>Moving from prescribed area without permission</li> </ul>	<ul style="list-style-type: none"> <li>Falsely dobbing on other students to deliberately get them into trouble</li> <li>Not admitting to doing wrong</li> <li>Laughing when someone is hurt</li> <li>Inclusivity of all students</li> <li>Talking during prayer, Mass, or assembly</li> <li>Not using manners</li> <li>Not putting equipment away</li> <li>Not putting rubbish in the bin</li> <li>Incorrect uniform</li> </ul>	<ul style="list-style-type: none"> <li>Not letting others join in games</li> <li>Pushing in</li> <li>Not using manners</li> <li>Unnecessary negative gestures/comment s to others</li> <li>Name calling</li> <li>Not addressing staff appropriately or at all</li> </ul>	<ul style="list-style-type: none"> <li>Making fun of someone when they give a wrong answer</li> <li>Mimicking others</li> <li>Calling out or interrupting during lesson</li> <li>Ignoring instructions / off task</li> <li>Talking while someone else is talking</li> <li>Throwing objects around the room</li> <li>Not following instructions with iPads/computers</li> <li>Not prepared for class –leaving things at home – homework, readers, specific resources</li> </ul>
LEVEL 2	<ul style="list-style-type: none"> <li>Stealing (taking others belongings)</li> <li>Taking someone's hat deliberately/maliciously</li> <li>Consistently not following teachers' instructions</li> <li>Repeated rough play</li> <li>Throwing equipment inappropriately and in a dangerous manner</li> <li>Not following the school's ICT Policy.</li> <li>Repeated malicious misuse of equipment and materials e.g Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Consistently wearing incorrect uniform</li> <li>Misbehaving when representing school offsite</li> <li>Consistently not following teachers' instructions</li> <li>Swearing and using rude gestures</li> <li>Consistently and deliberately excluding others</li> <li>Answering a teacher back after a request</li> <li>Consistently disobeying the school's uniform policy e.g hair, uniform</li> </ul>	<ul style="list-style-type: none"> <li>Student delivers message that is untrue</li> <li>Constantly dobbing with intent to get others into trouble</li> <li>Deliberate lying</li> <li>Consistently making fun others</li> <li>Belittling others because of ability, race, gender, or socio-economic differences.</li> <li>Repeatedly excluding others</li> </ul>	<ul style="list-style-type: none"> <li>Copying somebody else's work and presenting it as your own.</li> <li>Consistently being off task and not completing work</li> <li>Consistently and purposely interrupting and distracting others on the mat or at desks</li> <li>Consistently back chatting the teacher</li> <li>Consistently leaving things at home and not completing homework</li> <li>Repeatedly using equipment/ materials in unsafe way</li> <li>Ignoring the teacher</li> </ul>
LEVEL 3	<ul style="list-style-type: none"> <li>Deliberate aggressive, threatening and physical behaviours ( Kicking, spitting, slapping, biting, punching)</li> <li>Deliberately targeting someone physically or verbally</li> <li>Deliberately hurting a person with equipment</li> <li>Leaving the school grounds during school hours without permission</li> <li>Not following the school's ICT Policy e.g Cyber bullying</li> <li>Inappropriate touching someone's body</li> <li>Possession, or distribution of alcohol or illegal drugs</li> <li>Possession or use of weapons or dangerous goods</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately shares sensitive information about another person.</li> <li>Consistent bullying – physical or verbal</li> <li>Swearing aggressively at staff or students</li> <li>Aggressive and/or cruel verbal behaviours</li> <li>Answering a teacher back after a request</li> </ul>	<ul style="list-style-type: none"> <li>Repeatedly putting self or others in harm's way</li> <li>Targeting and bullying others</li> <li>Engaging in racist behaviour</li> <li>Encouraging others to exclude a student/s / teasing</li> </ul>	<ul style="list-style-type: none"> <li>Cheating during assessments and formal exams</li> <li>Downloading inappropriate content on laptops or iPads</li> <li>Rough treatment of your own or other people's iPad.</li> <li>Refusing to participate in learning</li> </ul>

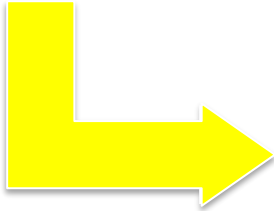
## 6. Flow Chart



One

### Classroom-based Management

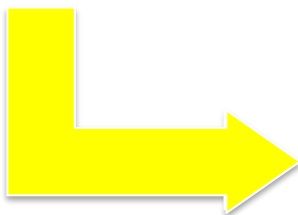
- Child is quietly given a **first formal warning** after two minor redirections
- Child is reminded of the consequences of continued disruptive behaviour



Two

### Initial Formal Response

- Child is quietly given a **second formal warning**
- If behaviour continues, may be relocated within the room or to the teacher's room next door to continue working.
- Reminded of consequences of third warning (Parent and Leadership notification only)



Three

### Leadership Team Management

- Child is given **third formal warning** or behaviour warranting immediate action.
- Leadership typically oversees.
- Parents informed via either email, phone call, or face-to-face) determined at the discretion of the leadership.
- Child to complete a 'Reflective Sheet' and appropriate consequences given.
- SEQTA behavioural note (usually managed by Leadership at times, however the teacher, school councillor may be asked)
-

## 7 Restorative Practices

At Mater Christi, we are committed to fostering a safe, respectful, and faith-filled learning environment where every student feels valued and supported. As part of our Positive Behaviour Procedures, we embed Restorative Practices into our daily interactions and responses to student behaviour.

The term **Restorative Practices** refers to a relationship-centred approach that promotes genuine connection and accountability. It supports students in understanding the impact of their actions, encourages empathy, and seeks to repair harm. Rather than focusing solely on punitive measures, restorative practices aim to strengthen relationships, enhance responsibility, and build a compassionate community.

When conflicts or behavioural concerns arise, students are guided to reflect on their choices, consider the effects on others, and work collaboratively to find a way forward. This process does not excuse harmful behaviour but provides a structured and respectful opportunity for all involved to be heard and to contribute to a resolution.

While some restorative conversations may happen informally—such as during a brief chat in the classroom or playground—more serious matters are addressed in a formal setting using a consistent set of guiding questions. This process may still include consequences where appropriate, but always with a focus on learning and healing.

A typical restorative conversation might include questions such as:

- What happened?
- What were you thinking at the time?
- What led you to make that choice?
- Who was affected by your actions? In what way?
- How were you feeling at the time?

Through this approach, students learn to take ownership of their behaviour, develop empathy, and contribute to building a respectful and connected school community.

## 8. Positive Reinforcement

At Mater Christi, staff are encouraged to recognise and praise positive behaviours that reflect our school values and support our Code of Conduct. The goal is to nurture each child's intrinsic motivation to learn and act responsibly. While intrinsic motivation is the focus, teachers may use external rewards to support positive behaviour in the classroom. These should complement—not replace—the aim of fostering self-motivation.

Teachers are encouraged to identify and celebrate students who demonstrate excellence in line with our Vision for Learning. Recognition may include:

- Merit and Aussie of the Month Certificates (at assemblies)
- Verbal praise, classroom privileges, and reward time
- Stickers, WOW Wednesday stickers, and Gotcha (Spirit of Jesus) Cards
- Positive notes or calls home to parents
- Mentions in the school newsletter

In dealing with situations as they arise. It is a response to a child's inappropriate behaviour. Whilst we encourage and focus on positive behaviours, we will always experience the need to implement **reactive strategies**. These strategies are how we work with students to teach them accountability for their actions and choices. Any of the following strategies may be implemented:

- Restitution
- Time out
- Letter / email to parents
- Parent meeting
- Individual Behaviour Plan (IBP)
- Involvement of support staff
- Suspension / Exclusion

## 9. Network of Student Support

To further support staff and students with regards to issues relating to student behaviour, Mater Christi can access support both within Catholic Education Western Australia and through the community. An outline of some of these includes:

Internal support	External Support	
School Based	CEWA and other services	Community Services
<ul style="list-style-type: none"><li>• School teaching and support staff</li><li>• School counselor</li><li>• School administration</li><li>• Leadership Team</li><li>• Parents</li></ul>	<ul style="list-style-type: none"><li>• School Psychologist</li><li>• Regional Officer</li><li>• CEWA Office staff</li><li>• Behaviour Centre</li></ul>	<ul style="list-style-type: none"><li>• Department of Child Protection</li><li>• Local Police</li><li>• Health Services</li><li>• CAMHS Education Liaison Teacher</li><li>• Counselling Services (Lifeline)</li></ul>

## 10. Conclusion

Mater Christi is committed to fostering a safe, respectful, and supportive learning environment. **Bullying** of any kind—whether physical, verbal, social, or cyber—is strictly prohibited.

The **inappropriate use of ICT**, including online harassment, accessing or sharing offensive content, or breaching digital privacy, is not tolerated and will result in disciplinary action. The use, possession, or distribution of **alcohol, illegal drugs**, or other harmful substances is strictly forbidden on school grounds or during school-related activities.

The possession or use of **weapons or dangerous goods** presents a serious risk to the safety of our school community and is strictly prohibited. Acts of **violence, threats, or intimidation** will be addressed with urgency in line with school protocols. All students are expected to act with responsibility, integrity, and respect at all times.

For further details regarding expectations, definitions, and consequences related to bullying, ICT misuse, drug and alcohol use, violence, and weapons or dangerous goods, please refer to the following MC Policies;

1. Mater Christi - Bullying and Harassment Policy
2. Mater Christi - ICT Policy (student)

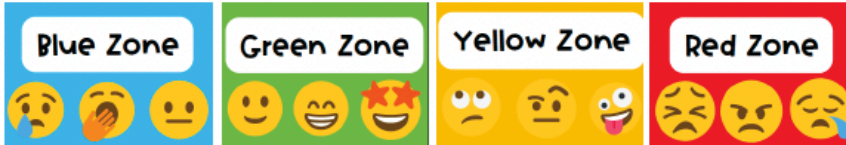


## Mater Christi Junior School Reflection Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What zone were you in?



Circle how you were feeling.



What happened? (draw or write)

Who was impacted by my behaviour? (circle)

Peers      Me      Class      My Teacher      My parents

What can I do about it now?

Next time I will ...


Which Code of Conduct did I break?

1. Act Safely
2. Show Respect
3. Be Happy
4. Be Confident
5. Ready to learn



How can I make it better?

Child : \_\_\_\_\_ Leadership: \_\_\_\_\_ Guardian: \_\_\_\_\_







## Mater Christi

### Senior School Reflection Sheet

Name: \_\_\_\_\_
Date: \_\_\_\_\_

What zone were you in?

<b>Blue Zone</b>	<b>Green Zone</b>	<b>Yellow Zone</b>	<b>Red Zone</b>
			

Circle how you were feeling.

Bored Sad Tired Disappointed Slow	Happy Excited Calm Focused Peaceful	Nervous Silly Worried Uneasy Unsure	Scared Angry Frustrated Stressed Annoyed
---	---	---	--

What happened?

---

---

---

---

Who was impacted by my behaviour? (circle)

Peers                  Me                  Class                  My Teacher                  My parents

What can I do about it now? \_\_\_\_\_

---

Next time I will \_\_\_\_\_

---

Which Code of Conduct did I break?

How can I make it better?

1. Act Safely
2. Show Respect
3. Be Happy
4. Be Confident
5. Ready to learn




---

---

---

---

---

Child : \_\_\_\_\_ Leadership: \_\_\_\_\_ Guardian: \_\_\_\_\_



# STUDENT CODE OF CONDUCT

*The student code of conduct is a set of expectations written by the students that outline the behaviour and conduct expected from students at Mater Christi.*

**WITH CHARITY IN OUR HEARTS, WE, THE STUDENTS OF MATER CHRISTI, BUILD COMMUNITY THROUGH MAKING POSITIVE CONNECTIONS.**



## ACT SAFELY

Follow all school and safety rules.  
Treat school supplies and equipment with care to prevent accidents.  
Inform a staff member if you see anything that could be dangerous or unsafe.  
Use strategies for self-control.

## SHOW RESPECT

Greet each other by name and use our manners.  
Respect the rights, beliefs, opinions and space of others.  
Listen to staff and follow instructions.  
Wear our uniform with pride.  
Share, take turns and work together to keep our classroom and school clean and tidy.



## BE HAPPY

Be kind and friendly to all.  
Use words and actions that show care and consideration.  
Be the reason others smile by including each other.  
Play fairly.

## BE CONFIDENT

Try new things and take risks with our learning.  
Demonstrate the courage to share ideas and thoughts.  
Encourage ourselves and others to persevere and keep trying.  
Take pride in our work and acknowledge the efforts of others.



## READY TO LEARN

Come to class with a positive mindset.  
Listen attentively and engage actively in classroom activities.  
Ask questions to explore and learn more and seek help when needed.  
Take responsibility for completing activities, tasks and homework to the best of our abilities.

*When others are not following the Student Code of Conduct, we will; remind them of the expectations, be good role models, try to help resolve problems, respectfully stand up for ourselves or others and seek help from staff.*

*In following our Student Code of Conduct, we are contributing to a positive and respectful learning community where safety, respect, confidence, happiness and readiness to learn are valued and upheld.*

*When we follow our code of conduct, we make Jesus real each day.*

## References

Carlton Latorre, Martha & Winsler, Adam. (1998). Fostering Intrinsic Motivation in Early Childhood Classrooms. *Early Childhood Education Journal*. 25. 159-166.  
10.1023/A:1025601110383.

Catholic Education Western Australia. (2023, March). Student Behaviour. CEWA Policy. <https://policy.cewa.edu.au/executive-directive/student-behaviour/>

Schunk, D., Pintrich, P. & Meece, J. (2002). *Motivation in Education: Theory, research and applications* (3rd edn). Upper Saddle River, NJ: Pearson-Merrill.

Kids Matter- Australian Primary Schools Mental Health Initiative. *Highway Heroes - Smart Skills 4 Life* [ONLINE] Available at:  
<https://www.kidsmatter.edu.au/primary/programs/highway-heroes-smart-skills-4-life>

Valerio, Krystle, Intrinsic motivation in the classroom, *Journal of Student Engagement: Education Matters*, 2(1), 2012, 30-35.  
Available at: <https://ro.uow.edu.au/jseem/vol2/iss1/6>

Authorised by:	Principal	Date:	1997
Review			
Date/s:		2010, 2015, 2023	
Next Review Date: Dec 2026			