

Liwara Catholic School



Student Information

STUDENT BEHAVIOUR

Student behaviour is an area where we see real evidence of students' efforts in development towards living according to Christian values.

Social growth and learning to work as part of a community are crucial elements of the schooling experience. Positive student behaviour is important not just to the school's wellbeing but also for the individual student's achievement of his/her learning outcomes.

- ❑ Consideration, respect, courtesy and self discipline will be fostered and be the expected behaviour of children.
- ❑ The development of self-esteem and Christian values and the use of positive reinforcement will be an essential part of school and classroom discipline.
- ❑ Each classroom teacher, after discussion with the children, will decide on their classroom rules and positive and negative consequences of their behavioural choices.
- ❑ Children will be expected to abide by the school code of behaviour and teachers will work to maintain consistency in regard to the expected behaviour and discipline.
- ❑ Any serious or recurring behavioural problems - such as serious or consistent disruption, bullying, vandalism, theft will be reported to the Principal, then to the parents.
- ❑ A plan will be formulated to ensure the student is committed to appropriate behaviour in keeping with the school's standards and to put in place any supports that may be needed
- ❑ Consistency and mutual support is necessary between home and school. Parental co-operation is necessary in the area of school discipline - especially manners, courtesy respect and the student's acceptance of responsibility for their own actions .

The school Behaviour Management Policy and the Student's Code of Conduct are attached.

STUDENTS CODE OF BEHAVIOUR

We behave in a way that shows respect for our environment, teachers, parents, fellow students, visitors and ourselves.

We aim to live as Jesus taught us.

- We are courteous and polite.
- We participate fully in our school activities.
- We wear the correct school uniform with pride.
- We are reverent at prayer and in church.
- We observe the following rules:

We:

1. Follow instructions immediately
2. Speak in a friendly and polite manner at all times (no swearing or offensive language)
3. Never hurt each other by pushing, hitting, kicking, spitting or other rough behaviour (physical contact is only made in supervised games)
4. Are inside the buildings only when supervised
5. Eat only in eating areas and eat canteen purchases in the canteen area
6. Place all rubbish in bins and pick up any litter we see
7. Walk in passive areas, run only in recreation areas
8. Wear school hats for play outside covered areas
9. Only leave the school grounds with a parent or guardian and with the permission/knowledge of the teacher.
10. Stay away from the car parks (other than play areas), access roads, banks, walls and gardens around the church
11. Behave appropriately in the toilet areas.

MEETING TIMES FOR STAFF

Staff have many educational and professional responsibilities beyond the face-to-face teaching time and lesson preparation in the classroom. Parents' awareness of these may assist them to plan teacher contacts in non-class time.

- ❑ A weekly Staff Meeting takes place on Wednesday afternoon from 3.20pm. This meeting is for planning, coordination of programmes and professional development.
- ❑ Staff Prayer Reflection Time is 8.15 Tuesday Morning
- ❑ Curriculum and Planning Committees meet regularly before and after school and thus some teachers may be committed at these times.
- ❑ Several staff are also committed to regular Professional, Development and Regional group meetings outside of the school which will affect their times of availability to parents.

CURRICULUM and PROFESSIONAL DEVELOPMENT SESSIONS AND MEETINGS

Schools are constantly developing our learning programmes, in keeping with changes in our world and what society demands of us, the changing social and learning needs of students, what we are continually discovering about the intricacies of the learning process and how the brain works, legislative changes and requirements and new mandated programmes and policies.

Research into school improvement and change reinforces that the essential elements of success with school development that directly improve learning outcomes for each child are staff working as a team with clear shared goals, professional development and time.

Our commitment to your child's education for their world, not ours of the past, is to consistently and determinedly work together to keep Liwara's curriculum and supportive environment developing in the 21st century. With daily classes and lesson preparation, school development often feels like trying to change the wheels of a bus full of boisterous passengers while speeding along the freeway. Sometimes we must stop to confer, regroup and plan.

At Liwara we are working toward the implementation of the National Curriculum which will be trialled in 2012. In the learning areas of English, Mathematics, Science and History.

(Our number of school days each year is also set externally, governed by the CEC calendar, with staff starting before and finishing after students and four Professional Development days prescribed during the year.

PASTORAL CARE PROGRAMME

SCHOOL PSYCHOLOGIST

A school psychologist works in the school two days a week to provide assistance with academic, behavioural and emotional difficulties or concerns. The usual procedure of involvement is a referral through your child's teacher when an issue has been identified and strategies that have been put in place may not be working. The teacher or parent may initiate this. The school's Student Welfare Committee discusses the referral and develops an action plan that may or may not involve the school psychologist. A parent's informed consent is required for any involvement by the school psychologist, which means that as a parent you know exactly what the school psychologist's involvement will be. Information that concerns your child's educational achievements are shared with relevant school personnel.

Alternatively, a direct contact can be made when the above procedure is not suitable. Our School Psychologist is currently Samantha Goldberg who works at the school on Wednesdays and Thursdays. She can be contacted via the front office for an appointment.

STUDENT WELFARE

The school provides specific programmes to address the welfare needs of the student. These are **LAP** (Learning Assistance Programme). There are often students in primary school who would benefit from individual time with an adult - students who may need extra support with class work, be shy or disruptive, or just need someone to listen and to show that they care. Others may have a particular interest or talent to be extended, whilst some may need support as they prepare to leave for high school. LAP Volunteers (the title given to parents, grandparents and friends who are trained to work with the children) are given a unique opportunity to work with one student on a one-to-one basis for 1 or 2 sessions each week. This significant individual time creates more opportunities for students to experience success.