



**ST BENEDICT'S**  
PRIMARY SCHOOL EDGEWORTH

Parent Handbook 2024

# From the Principal's Desk

*"A school is not only a place where one is given a choice of intellectual values, but a place where one has presented an array of values which are actively lived. The school must be a community whose values are communicated through the interpersonal and sincere relationships of its members and, through both individual and cooperative adherence, to the outlook on life that permeates the school".*

(The Catholic School p 32)



Dear Parents and Community Members,

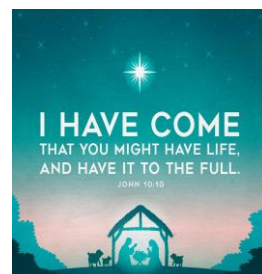
Welcome to St Benedict's Primary School, Edgeworth. I look forward to working with everyone and joining the journey that St Benedict's is already on. I am passionate about the school community to which I belong. I am deeply rooted in the moral purpose of our role as educators – the safety, wellbeing and educational priority of each member of St Benedict's community as a whole person who reflects the Face of God.

I am driven to ensure the best in any given situation and throughout every day. In that way, we live life to the full, just as Jesus gifted us.

As educators we believe that education is a hope filled endeavour. That hope drives us to what may be, and our Faith give us confidence that it will be right and just. Education has the capacity to liberate, empower and guide the adults of tomorrow. It is an absolute privilege to be part of a child's (and even an adult's) journey to become the best version of themselves. Oscar Romero said many things, among which is my favourite as an educator: **"We are prophets of a future, not our own"**. As you set out with your child on their lifelong journey of learning, we want to thank you for the privilege of sharing it with us. We do not underestimate the preciousness of the gift of your child, nor do we undertake the responsibility lightly.

My work as a principal is both an honour and a source of joy. Life is full of ups and downs but St Benedict's is a happy community. In the spirit of the Sisters of St Joseph, we are committed to many hands reaching out to help as we aspire to be people of Faith, Courage and examples of Justice for all.

This handbook is designed to provide parents with information about the way we do things here at St Benedict's and some of the values, traditions and ethos behind why we do them. We welcome all new parents and invite them to use this handbook to become familiar with the overall vision, the various endeavours and the day-to-day procedures that make us St Benedict's Edgeworth.



Thank you again for the gift of choosing our school and welcome to our community.

**JULIE MULHEARN**

PRINCIPAL, ST BENEDICT'S, EDGEWORTH, NSW 2285

P 49581858

Email [julie.mulhearn@mn.catholic.edu.au](mailto:julie.mulhearn@mn.catholic.edu.au)



# CATHOLIC CULTURE AND IDENTITY

A school's culture is not always easy to identify. School culture is the collection of shared values and images which mark out our identity. For us as a community we have a commitment to quality Catholic education. Our Catholic Identity is interwoven into 'the fabric of school life' through curriculum, liturgy, prayer and social justice action. It's the 'hidden curriculum' that permeates through our community. We work in partnership with the Sugarloaf Parish to bring Gospel values into the lives of all, not only through the Key Learning Areas but by embedding it into everything we do.

We take great pride in our Catholic identity. It is who we are and where we come from. We are mindful and ever thankful of the long tradition upon which we are building. A tradition of Catholic education that was commenced through the wonderful work of the Josephite sisters who have laid the foundations of the school as a positive, warm and supportive environment. We truly do stand on the shoulders of giants.

The students are presented with opportunities through the curriculum and the life of the school to engage in religious learnings, celebrations, rituals, and ethics of the Catholic Church.

The person of Jesus is the foundation stone of the Catholic school. His teachings and ministry are the corner stone which give character and focus to the spirit of our school. Our commitment to Gospel values will be evidenced in the various levels of school activity and policies. The school not only presents religious knowledge to the pupils but also witness Gospel values with and for them.

## OUR SCHOOL HISTORY

St Benedict's opened in 1962 and was staffed by Sisters Cabrini and Anne Mary of the Sisters of St Joseph, Lochinvar. Over sixty children were housed in wooden buildings transported to the present Edgeworth sight from the Greta Migrant Camp. When a fifth hut arrived from Greta it was used as the convent. The original school and convent was officially opened and blessed by the Bishop of Maitland J.J Toohey in January 1964. Father Bernard Kennedy, Parish Priest, was also in attendance. As the area developed the school population increased and it became necessary to expand.

By the late 1980's, new facilities were built to accommodate increasing enrolments including a new administration block and two classrooms were built by Fr Peter Rees and blessed and opened by Father Kennedy in 1987, the school's Silver Jubilee. A further two classrooms and modern canteen facilities were added in 1994. In 1997 the old Kindergarten / canteen building was destroyed by fire and was replaced by a new parish building.

St Benedict's School serves an area of continued rapid population growth. In 2007 six new classrooms and a new library were built. In addition, the school's covered outdoor learning area (COLA) was extended, and the administration block was refurbished. The building project was blessed and opened by Father Peter Rees. In 2011, the school moved into three (3) new classrooms and saw the completion of the school hall. An Out Of School Hours (OOSH), St. Nicholas Centre, a much needed facility in the community, is housed within the hall. In 2020, four more temporary classrooms were installed complete with decked outdoor learning areas. The school now has the capacity to house 14 classes, an integrated Learning Support Hub, a specialist teaching room (Music) and an integrated learning hub in the Library. In 2021, the COLA was extended again to provide weather protection for the full student cohort of 360 students.

There are currently 352 children enrolled. Last year we celebrated our Diamond Jubilee (60<sup>th</sup>).

*Sr Cabrini Boyle RSJ accompanies children from St Benedict's across the road (left) in 1962 and again fifty years on (right) in 2012 where she still assists at the school.*



# OUR IDENTITY

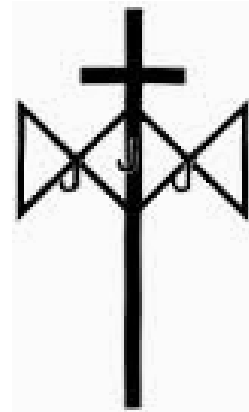
The three symbols below are core to who we are as a school. Each linked inextricably to our identity.



*St Benedict*



*Our School*



*Sisters of St Joseph*

At St Benedict's Primary School, Edgeworth, we have a clear vision and purpose as a school aspiring for high quality teaching and learning. Our core purpose is to provide each student with the best education and equip them with skills to adapt and flourish within a constantly changing world.

## Our Vision Statement

At St. Benedict's Catholic Primary School, we are authentically Josephite and are

- **aspiring to be people of faith, courage and examples of justice for all.**

## Our Mission Statement

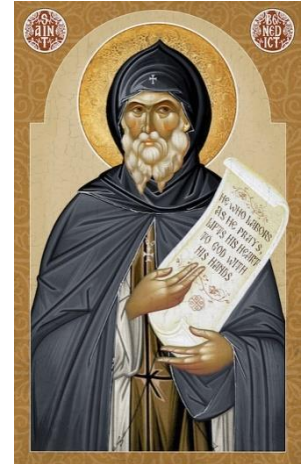
**St Benedict's community will live its mission daily. We will:**

- Grow in our **Catholic faith** and **celebrate God's gifts.**
- Experience a safe and nurturing environment where **educational standards are high.**



# Our School Name

**PATRON SAINT:** Saint Benedict was a simple Italian Monk of the sixth century. He wrote his famous 'Rule of Benedict' that became the blueprint on which thousands of Monasteries were formed, first in Italy, then all over the world. The Benedictines were known as the 'Educators of Europe'. Saint Benedict is the Patron Saint of Students.



At the heart of Benedictine Spirituality is a way of living in the world today by focusing on **how to work, learn, pray and live in community**. It is not a spirituality that requires a departure from everyday life but rather a way that embraces and becomes fully engaged within our daily existence.

**FEAST DAY:** July 11<sup>th</sup>

# Our School Emblem

**EMBLEM:** A shield shape with the school colours and motto wrapped around a sword with a cross shaped handle.

The story of the sword: There once was a sword that hung within the chapel at Monte Cassino when St. Benedict lived and governed.

It is said that the holy St. Benedict would display the sword as a symbol of the war in which monks fight every day.

"This sword," St. Benedict would say, "**Represents the Truth of God which is sharper than any two-edged sword. Look on it every day when you enter the chapel for liturgy and remember the battle (for truth) in which you fight.**" The sword went missing about 40 years after St Benedict's death but remains a reminder to those who follow the traditions and teachings of St Benedict.



# Our School Motto

**MOTTO:** St Benedict's motto was  
**Ora et Labora (prayer and work).**  
**Laborare Est Orare (to work is to pray).**

He was known to say "He who labours while he prays, lifts his heart to God with his hands". Our School Motto was developed from this Benedictine motto, and we live it each day.



# Our Josephite Charism

*Aspiring to people of Faith, Courage, and an example of Justice for all.*



Established by the Josephite sisters in 1962, our school continues to draw its charism from the St of St Joseph.

The staff continue to renew their understanding and commitment to this charism. They visited Mackillop House in Sydney and participated in a retreat grounded in the traditions of the Sisters of St Joseph. As part of this journey the staff developed values that are embedded in the lived experience of our school.

**Our school was built on the shoulders of giants and is deeply rooted in this charism of the Sisters of St Joseph. The 8 core values below form the pillars, the foundations of our school.**

Love & Faith	Compassion & Action	Empowerment & Effort	Courage & Honesty
<p><b>By this all people will know that you are my disciples, if you have love for one another.</b></p> <p style="text-align: right;"><small>John 13:35</small></p>	<p><b>In truth, I tell you, in so far as you did this to one of the least of these people of mine, you did it to me.</b></p> <p style="text-align: right;"><small>Matthew 25:40</small></p>	<p><b>Whatever you do, do from the heart, knowing that from the Lord you will receive your reward.</b></p> <p style="text-align: right;"><small>Colossians 3:23-24</small></p>	<p><b>Be on your guard; stand firm in the faith; be courageous; be strong.</b></p> <p style="text-align: right;"><small>Corinthians 16:13</small></p>
<p>We are a community of <b>love and faith</b>. Our <b>faith</b> gives us strength in <b>love</b> and the presence of <b>love</b> drives our <b>faith</b>. We are the face of God to all and witness Jesus moments in everyday situations.</p> <p>We are proud to belong to and serve our community of <b>love and faith</b>. When we belong, we take pride in ourselves, our school and our community. Belonging builds a sense of dignity for all. Every face has a place at St Benedict's Primary School.</p>	<p>Key to the Josephite charism is the challenge to be people of <b>faith, courage and examples of justice for all</b>. "Never see a need without doing something about it". We are witnesses to the world around us and to the challenges of our world. This drives <b>compassion</b> for those around us and we are driven to act because of it. Our compassion strengthens us to <b>take action</b> with a preference for the poor, isolated and vulnerable, as well as the care of our common home.</p>	<p>In all things in life, we act with the best of intentions and with <b>our full effort</b> and focus. A job worth doing is a job worth doing well. Here at our school, we expect that everyone do <b>their very best</b> and become the <b>best version of themselves</b>. Only then can we live life and live it to the full, just as Jesus showed us. This is <b>empowerment</b> and with it comes strength and hope for a better tomorrow. We are <b>empowered</b> to make a difference and with the strength of faith, we have the courage to do so.</p>	<p>We are <b>honest to who we are</b> and who we are meant to be. It takes <b>courage</b> to become who we are meant to be. We are <b>honest about what is right</b> and what needs to be done about protecting that truth, <b>even when it's hard</b>. This is <b>courage</b>. We have the <b>courage</b> to celebrate our differences and promote proactive solutions to the challenges we witness. We can build <b>honest</b>, positive relationships and understanding between all members of our community.</p>
<p><b>So now faith, hope, and love, abide these three; but the greatest of these is love.</b></p> <p style="text-align: right;"><small>1 Corinthians 13-13</small></p>	<p><b>Blessed are they who hunger and thirst for righteousness, for they will be satisfied.</b></p> <p style="text-align: right;"><small>Matthew 5:6</small></p>	<p><b>I have come so that they may have life and have it to the full.</b></p> <p style="text-align: right;"><small>John 10:10</small></p>	<p><b>So stand your ground, with truth, a belt round your waist.</b></p> <p style="text-align: right;"><small>Ephesians 6:14</small></p>

# Proclaiming our school

## Our School Song

CHORUS    Here in our school  
              We are proud to be called  
              St Benedict's children  
              We'll sing it out loud.  
              Throughout the day  
              May our work and our play  
              Tell of our love for God.

VERSE 1  
              Praying together, working together  
              We will be signs of god's love.  
              Let's make the spirit shine out to all,  
              Let's share the gifts that he brings,  
              Together as we now sing

VERSE 2  
              The smile that we give,  
              The care that we show,  
              The little things that we do,  
              Will tell the whole world that Jesus is here.  
              His spirit lives in us all.  
              Lets answer "Yes" to his call.

## Our School Prayer

This is our school.  
Let peace abide here.  
Let the rooms be full of contentment.  
Let love abide here.  
Love for one another,  
Love of all people,  
Love of life itself and love of God.  
Let us remember, that as many hands  
build a house,  
So many hearts make a school.





# GENERAL INFORMATION

**SCHOOL NAME:** St. Benedict's Catholic Primary School

**ADDRESS:** 839 Main Road PO Box 4063  
Edgeworth. 2285

**TELEPHONE:** (02) 4958 1858

**E MAIL:** [admin@edgeworth.catholic.edu.au](mailto:admin@edgeworth.catholic.edu.au)

**WEBSITE:** [www.edgeworth.catholic.edu.au](http://www.edgeworth.catholic.edu.au)

**FACEBOOK:** <https://www.facebook.com/StBenedictsPrimarySchool/>

**PARISH** Sugarloaf Parish, Catholic Diocese of Maitland-Newcastle

St Benedict's Edgeworth is one of two Catholic Primary Schools in the Sugarloaf Parish. Sugarloaf Parish, serving the communities of Argenton, Barnsley, Cameron Park, Edgeworth, Glendale, Holmesville, Killingworth, Seahampton and West Wallsend, has two churches located at Glendale (Holy Cross) and West Wallsend (Our Lady of Good Counsel).

**PARISH PRIEST:** \_\_\_\_\_ **REV CHRISTIAN ONUKWUGHA SDV**

**TELEPHONE:** \_\_\_\_\_ **Presbytery: (02) 49549714**

**OOSH:** St Nicholas OOSH, Edgeworth

## 2024 Staff

ST BENEDICT'S CATHOLIC PRIMARY SCHOOL



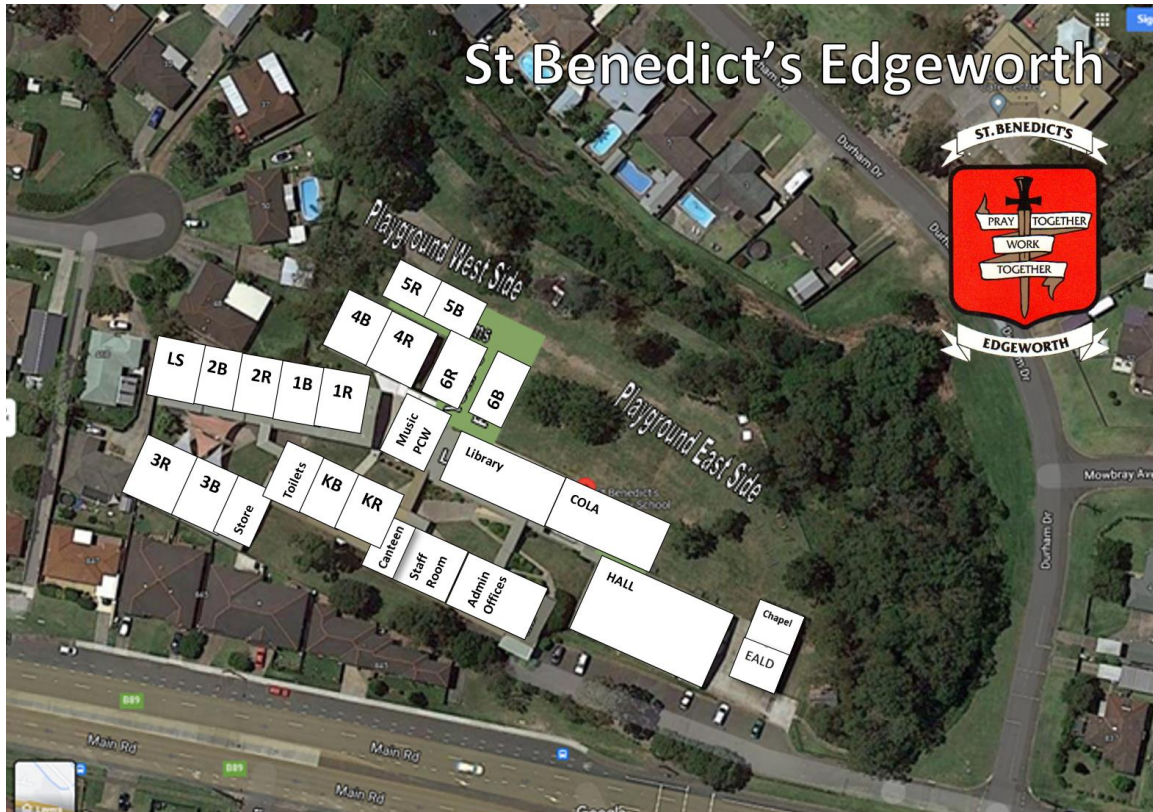
Staff 2023

[www.newcastleschoolportraits.com](http://www.newcastleschoolportraits.com)





# Our School Site



## SCHOOL ORGANISATION

TEACHING STAFF		TEACHING STAFF	
K Red	Jacqui Slade	EALD	Jo Franks, Julie Saperas
K Black	Tegan Sakoff	Specialist RFF Teacher	Ashleigh Garven
1 Red	Lisa Reid		
1 Black	Kareena Coleman, Emily Epis	SUPPORT STAFF	
2 Red	Luke Moore	Counsellor	Gayna Turner
2 Black	Michelle Greaves	Pastoral Care Worker	Deanne March
3 Red	Simone Brazel	Admin Officer	Suzi DiNardo, Tiare Grayson
3 Black	John McGill, Megan McNeely	Library Assistant	Pam Nicolaidis
4 Red	Leah Killen, Teigan Power	LSA	Belinda Goode
4 Black	Teigan Power, Mikhala Jeans	LSA	Jennifer Stewart
5 Red	Amanda Lewis	LSA	Lisa Hingst
5 Black	Wayne Bailey / Kate Wilson	LSA	Susan Rothfield
6 Red	James Morris	LSA	Kelly Cameron
6 Black	Megan Hunt, Des McCosker	LSA	Kylie Bryant
LST	Michelle Collins	LSA/ Kinder Aide	Nicole Kelly
PM	Kate Wilson, Leah Killen	LSA	Kristy Kain
GEM	Megan Hunt	LSA	Jade Skyrms
Teacher Librarian	Ainara Alonso Mateos	School Cleaner	Chris Hicks

# The School Day

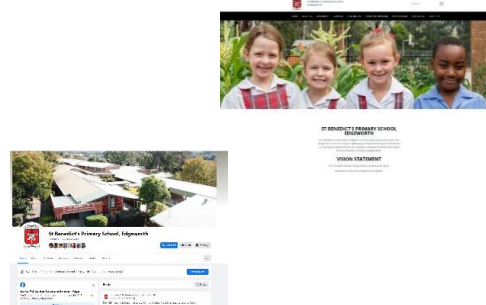
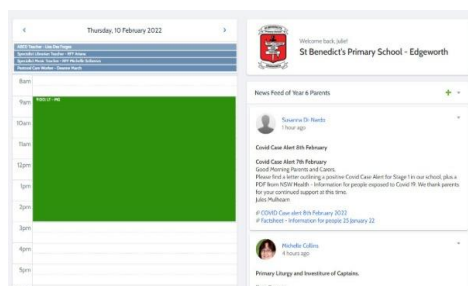
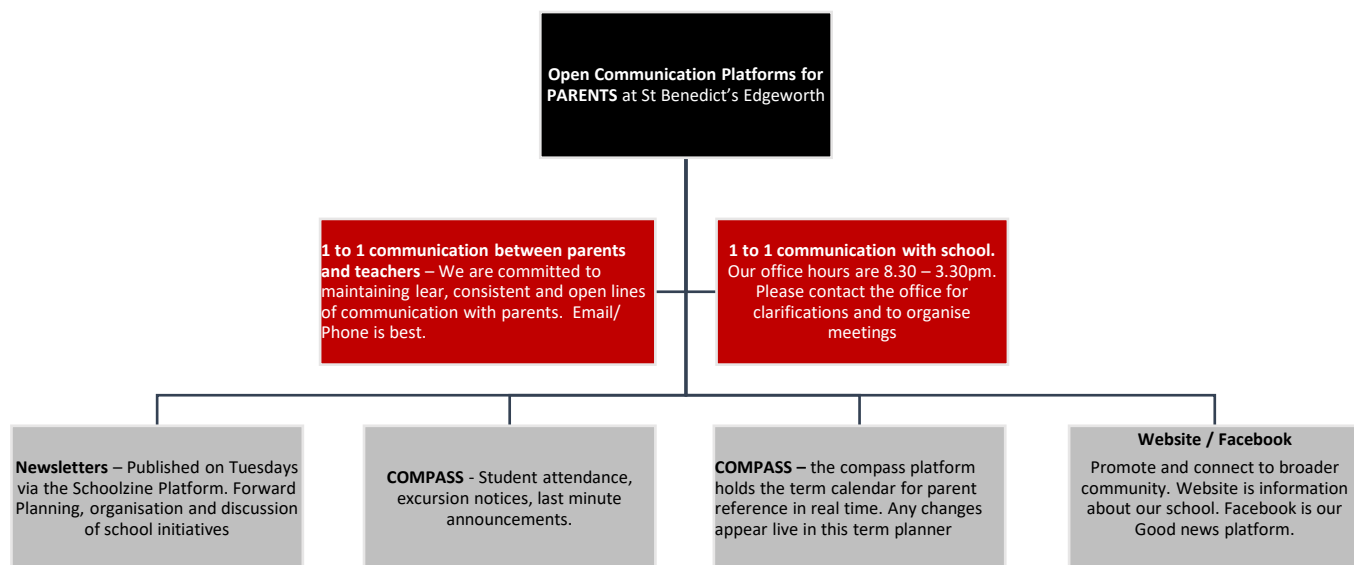
The suggested Key Learning Area (KLA) focus is a guide and may need to be modified to suit language intervention and adapted according to RFF allocations of Library (English Time) and Music/ Dance & Drama lessons (Creative Arts). However, it is noted that Learning Support will focus language intervention for Infants and Primary as noted below.

<b>Monday</b>	9am Start of Week Assembly, Prayer, National Anthem, Birthday Greetings and Awards. Specialist Library Lessons (50 Minutes) – Timetabled Classes Sports Day Primary – Primary Students to wear Sports Uniform
<b>Tuesday</b>	Newsletter Day – Weekly Sports Day Infants – Infant Students to wear Sports Uniform
<b>Wednesday</b>	Specialist Library and RFF (HSIE) Lessons (50 Minutes) Odd Weeks– Timetabled Classes
<b>Thursday</b>	Specialist Library and RFF (HSIE) Lessons (50 Minutes) – Timetabled Classes
<b>Friday</b>	Specialist Library and RFF (HSIE) Lessons (50 Minutes) – Timetabled Classes

Time	Infant Classes	Primary Classes
A Warning bell will sound 5 minutes prior to each main bell		
<b>8.30am</b>	Supervision Begins	Supervision Begins
<b>9.00am</b>	<b>Morning Session</b> <ul style="list-style-type: none"> <li>• 130 minutes – English with a proportion Integrated with afternoon KLA</li> <li>• LSA Reading Intervention and Support</li> <li>• Fruit and Brain break scheduled</li> </ul>	<b>Morning Session</b> <ul style="list-style-type: none"> <li>• 130 minutes – English (100) and RE (30) with Fruit and Brain break scheduled</li> </ul>
<b>11.10am</b>	<b>Lunch (50 Minutes – 2 x 25 mins)</b>	<b>Lunch (50 Minutes – 2 x 25 mins)</b>
<b>12pm</b>	Middle Session	Middle session
<b>1.05pm</b>	90 minutes – Maths / RE	<ul style="list-style-type: none"> <li>• 65 minutes – Maths</li> </ul>
<b>1.30pm</b>	<b>Infant Recess (25 minutes)</b>	<b>Primary Recess (25 minutes)</b>
<b>1.55pm</b>	<b>Afternoon Session</b> <ul style="list-style-type: none"> <li>• 60 minutes – Other KLAs</li> </ul>	<b>Afternoon Session</b> <ul style="list-style-type: none"> <li>• 90 minutes – Other KLAs</li> </ul>
<b>3pm</b>	Afternoon Dismissal	Afternoon Dismissal

# Communication with Parents

At St Benedict's we see communication as a tiered system that allows parents to gain the right information at the right time. In order to really achieve a true partnership in education we are committed to open and honest communication between school and home. Your child's teacher is your first point of reference if you have any questions or queries, so please feel free to contact your child's teacher and make an appointment if you need to discuss anything. The teachers will get back to you within reasonable business hours. Please do not ask the teacher to speak to you during class time or while they are on playground duty. You can call the school or email the class teachers via their email to arrange an appointment: [firstname.lastname@mn.catholic.edu.au](mailto:firstname.lastname@mn.catholic.edu.au) (eg [julie.mulhearn@mn.catholic.edu.au](mailto:julie.mulhearn@mn.catholic.edu.au))



## Weekly Newsletters

- Our school newsletter is published online every Tuesday. Parents can subscribe directly to receive this automatically or they receive a link via email from our office. We promote the link on COMPASS and the school's website.

## COMPASS for Laptops, Tablets and Smartphones

- COMPASS is a student management system that allows connected management of student attendance, excursion activities, school events, student wellbeing and reporting to parents. COMPASS can be accessed via laptop/computer, tablets or smartphones
- **Website and Facebook** ([www.edgeworth.catholic.edu.au](http://www.edgeworth.catholic.edu.au) <https://www.facebook.com/StBenedictsPrimarySchool/>)

We use our school website and Facebook page as a platform to promote St. Benedict's and connect with the broader community.



# Our School Uniform

## Why do we have Uniform?

A school uniform is a visual representation of a school community. Wearing the school uniform or a particular standard of dress is a mark of respect for the community in which one lives, works or plays. St Benedict's school uniform is designed to represent our school and the community it serves. Students are expected to always wear the correct school uniform and to wear it with respect, pride and a sense of community.

## Summer Academic Uniform

	Option 1	Option 2
Top	White short-sleeved shirt with crest	School blue short-sleeved shirt with crest. Untucked style
Bottom	Red checked tunic or skort. Transition to a summer tunic option begins in 2023.	Grey shorts. (No cargo pants – No pockets on the outside)
Footwear	Black shoes, grey ankle socks	Black shoes, grey ankle socks
	Shoes are to be covered, leather like or leather and able to be polished. Shoes must use laces, buckles or velcro. Shoe can only have black branding visible. No slip on or canvas shoes.	

## Winter Academic Uniform

	Option 1	Option 2
Top	White short sleeved or long-sleeved shirt with crest	Blue short sleeved or long-sleeved shirt with crest.
Bottom	Red check pinafore Red check skirt or skort. Long Charcoal pants (female fit)	Long grey pants. No cargo pants, no pockets on the outside or tracksuit style pants. No tracksuit or tights style
Warmth	School jacket with Emblem	
Extra Warmth	Grey jumper/sloppy joe. No hoodies	
Warmth	Must be worn as a middle layer.	

## Sports Uniform - Summer and Winter

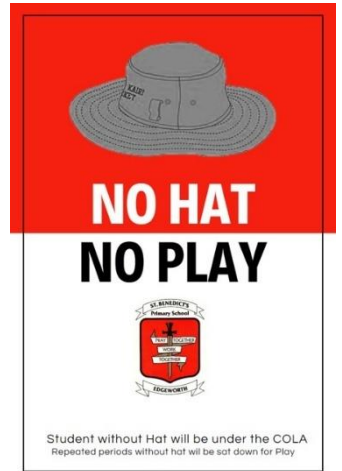
	Gender Neutral
Top	St. Benedict's sports shirt with SBE crest
Bottom	Black sports shorts with SBE Crest and Pinstripe
Winter	Black tracksuit pants Sports shirt as per summer uniform School jacket with emblem.
Extra Warmth	Students may wear a long-sleeved layer underneath the sports shirt in winter, but this must be white or black. Alternatively, they can wear a generic grey jumper/sloppy joe. However, this must be a <b>middle</b> layer. If only one layer is worn, then it must be the school jacket first.
Footwear	Predominately white or black joggers. No highly visible brandings. White socks. No skate shoes or studs of any kind.

## Accessories

	Details
Hat	Grey and red bucket hat with emblem on the front. Hats are to be worn at all times when outdoors. No Hat, No Play!
Hair and Accessories	Hair that is long enough to hang in the eyes must be tied back from the face. Any hair accessories must be in the school colours of red, white, grey or black Natural hair colour only. No patterns or designs to be razored into crew cuts, No rats tails.
Other accessories	Sleepers or studs ONLY to be worn in pierced ears – silver, gold or school colours. A watch may be worn. Fit bits are expensive items and easily broken or lost. Please consider this if you are allowing students to wear them as a watch. Owner's responsibility at all times. Smart Watches (and phones) are not allowed. If a simple necklace is to be worn, then it must be placed beneath the uniform. Any necklace pendant must be smaller than a 10-cent piece. No nail varnish or make up is to be worn at school.

**Where can I purchase the school uniform.**

- School uniforms can be purchased at Lowes, Glendale.
- Second hand uniform uniforms are also available at the school for a gold coin donation per item
- Generic items that can be purchased elsewhere are the grey shorts and pants, middle grey jumper, shoes, socks and hairpieces although all these must be in line with the items described above.







# STUDENT WELFARE AT ST BENNIES

“Pastoral Care is foundational to our catholic faith and tradition and assists in the cultivation of the spiritual, personal, emotional, physical, academic, moral, social and aesthetic development of students.” Pastoral Care Policy


## Student and Community Wellbeing

Student welfare at St Benedict’s Edgeworth is centred on the whole school Wellbeing Framework from which we build several different initiatives designed to promote, encourage and build a deeper understanding of wellbeing, relationships and a safe, supportive environment within a Catholic School. Currently in draft, this whole school Wellbeing Framework is unpacked below.

### WELLBEING FOR LEARNING, WELLBEING FOR LIFE

**Make Jesus REAL**

DISCOVER JESUS MOMENTS EVERYDAY | POSITIVE ATTITUDE, CHANGE OF MINDSET | BE GRATEFUL, CONTRIBUTE AND SERVE



**BEyou**


MENTALLY HEALTHY COMMUNITIES


RESPONDING TOGETHER

LEARNING RESILIENCE, AFFIRM, EMPOWER, EMBED

FAMILY PARTNERSHIPS

EARLY SUPPORT





**S | B | E**

SPEAK | BE LIKE JESUS | EMPOWER

**Student VOICE**

**i Can**

learn, lead & thrive

**i Feel**

safe, supported, included


**i Am**

creative, connected, engaged






**SPEAK**  
with  
**HONESTY  
COURAGE  
RESPECT**



**BE LIKE JESUS**  
be  
**LOVING  
COMPASSIONATE  
RESPONSIBLE**



**EMPOWER**  
empower  
**YOURSELF  
COMMUNITY  
ACTION**

**Our School Rules. Keeping Them Simple**

We have three simple rules for children to reference with ease. Our school matrix allows children to have a more specific focus on how these rules apply in different areas of the school. All rules are in simple, affirming and child centred language so that children come to own and use the language.

Speak with **Honesty** and Integrity no matter how hard.  
Speak up with **Courage**, for yourself and for others.  
Speak with **Respect** - at the right time for the right reason using the right words

Be **Loving** by setting a good example, being a leader, and sharing your gifts.  
Be **Compassionate** to yourself, others, and the environment.  
Be **Responsible** in what you do - with your hands, thoughts, voice, and feet.

Empower **Yourself** by being ready to learn, trying your best and being resilient.  
Empower **Community** by listening to others and respecting everybody's ideas and opinions.  
Empower **Action** by standing up for yourself, being fair and helping those in need.



**Celebrating Positive Behaviours at St Benedict's Edgeworth**

**EVERYONE | EVERY TIME | EVERYWHERE**

**Benedict's Edgeworth**

- Too often we tally up negative behaviours and once a certain number of such behaviours are reached we respond with a standard punishment. While there is nothing technically wrong with this, what if we flipped this practice on its head? What if we tally up the good? What if we focus on the positive?
- Meet Bennie. He is a funny little fellow with a big job to do. Bennie is a "watcher" of appropriate behaviours. He catches children being good, making good decisions and following the rules. Children tally up their Bennies and can cash in on great rewards. When they reach milestones, we celebrate with certificates, ribbons, pins and medallions.



# “When things go wrong, mistakes are made”.

Responding to Inappropriate behaviours at St Benedict’s Edgeworth

Inappropriate behaviour is behaviour that challenges the day to day functioning of our school, impedes on the learning and is contrary to our School Rules and Behavioural Expectations. Procedures for responding to inappropriate behaviours are outlined in the following diagram and explanation. The purpose of this management is to slow students down (orange), and occasionally requiring them to reflect deeply (red) so that they can rethink choices, restore justice and implement strategies to return to positive behaviours (green).

If you make a mistake or just don’t think, You need to slow down and have a think. A “Minor” will remind you of what is right And better choices are soon within sight.

3 Minors in 3 weeks is a bit too much. A “Major” will make you stop during lunch. You will need to take some time to decide How to change, how to make things right.

Restorative justice is the key to our text. We make up for wrongs and plan for what’s next. We share our decisions with our parents at night And begin again, keeping best choices in sight.



More details are available in the PBL procedure document

**BULLYING:** The school’s Anti-Bullying Policy outlines a clear procedure to be followed when dealing with incidents that are clearly identified as bullying. The CSO’s, “Addressing Harassment and Bullying in the Workplace Policy” provide information for staff who encounter issues in this regard. Awareness, understanding and acceptance of responsibilities as outlined in the school’s Anti-Bullying Policy is confirmed annually. The staff is encouraged to do all they can to provide a clear message that bullying is unacceptable and will not be tolerated. The school Anti-Bullying programme is taught annually. A copy of a Key Reference Points sheet is displayed in the staff room. Staff familiarise themselves annually with the school’s Anti-Bullying Policy.

The National Safe School Framework (2011) defines bullying as: Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

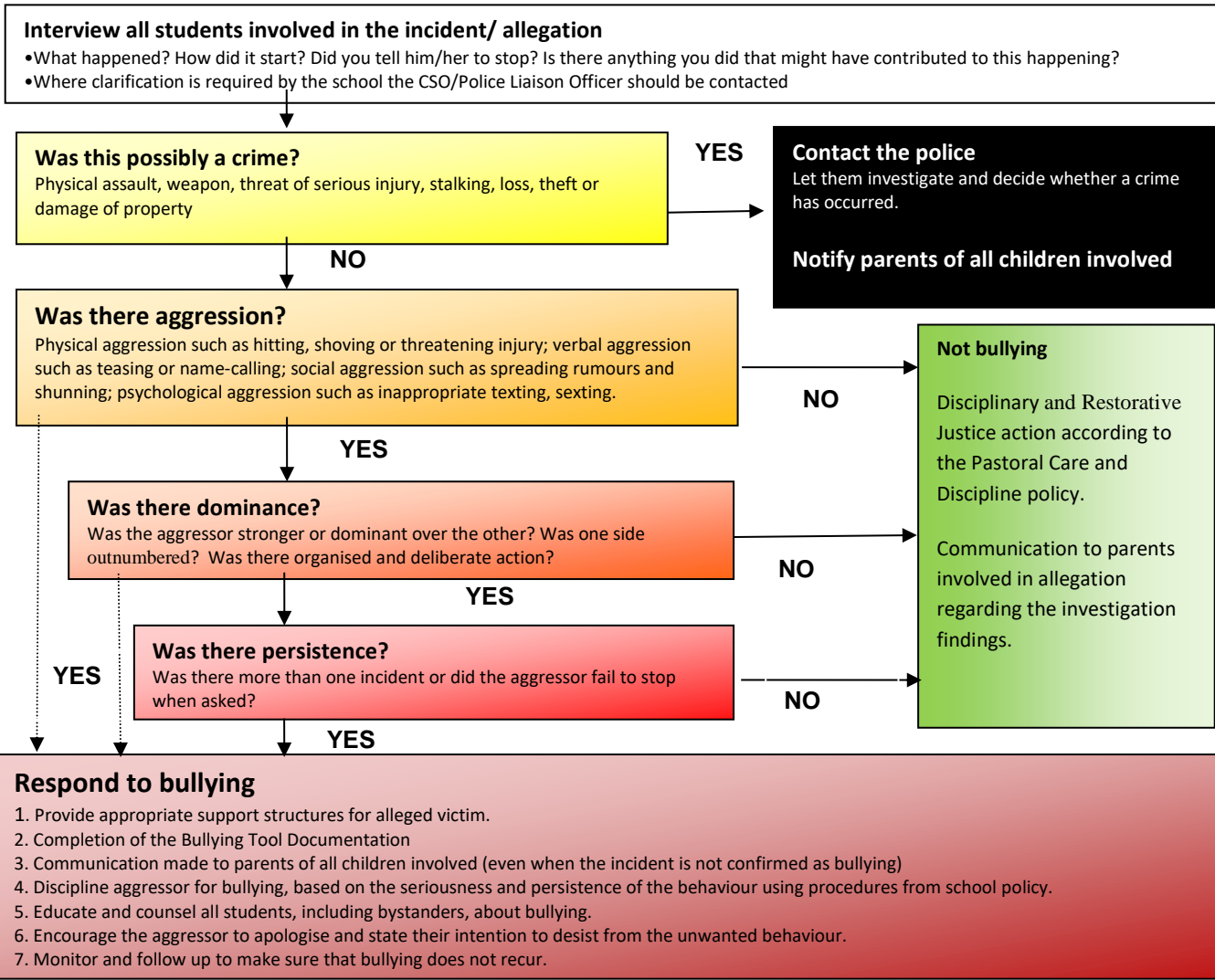
Cyber bullying is defined as “any form of bullying that utilises technology such as instant messaging, online chat rooms, online bulletin boards and email”. It is increasingly complex as it ‘reaches into the students home’ allowing harm to be evidenced “anywhere, anytime and without respite” (Schools and the Law – Des Butler and Ben Matthews p. 46).

One of the tools that we implement at our school when an allegation of bullying is brought to our attention is the Bullying Assessment and Action Flow Chart. It allows us to determine the presence of bullying in any given situation and is outlined below. It is used as a tool to ensure that all possible bullying allegations are treated appropriately in accordance with this definition. The use of this flow chart is invaluable to teachers as



well as for you as a parent and for children themselves as they get older.

# BULLY ASSESSMENT AND ACTION FLOW CHART



After careful investigation, there are times that an incident cannot be confirmed as bullying. Firstly, this does not mean it is not something that needs to be dealt with under the school’s Pastoral Care Policy. Secondly, it does not mean that that incident itself will not necessarily develop into a pattern of behaviour that won’t further constitute bullying.

Ultimately, there are any number of incidences in any given week that constitute the normal social interaction of children that could be perceived as bullying but, in fact, are not. If a child feels overcome while equally contesting a ball, it is not necessarily bullying. A careless comment or crass joke at a time of high energy is not bullying. An incident of anger that results in a negative, random outlet of emotion is not bullying. They most certainly are incidents needing to be dealt with and each is recorded to ensure that repeated incidents are tracked. However, they are dealt with under the Pastoral Care Policy.

And finally, we as a school need to respond to incidents as they occur. It is difficult to address an alleged pattern of behaviour if we only begin to respond to it at the end of that pattern when past incidents are difficult to investigate. To this end, we are committed to hearing, investigating, tracking and responding to any concerns parents have as they arise and continue to invite your vigilance in bringing some of these unseen incidents to our attention.



## Talking things Through – Reflecting on Behaviours

Whether in response to ordinary behaviour management or in response to incidents of bullying, the school implements Restorative Justice Practices. Restorative Justice puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Its key values create an ethos of respect, inclusion, accountability and taking responsibility. Restorative Justice is based on a commitment to relationships, impartiality, being non-

judgmental, collaboration, empowerment and emotional articulation. While Restorative Justice conversations can happen any time, more formal responses to serious behaviour incidents are conducted while students are removed from the playground.

## Child Protection

The Catholic Diocese of Maitland-Newcastle has an absolute and abiding commitment to promote the safety, welfare and wellbeing of children.

### **The Children and Young Person's (Care and Protection) Act 1998**

As workers in child related employment we are Mandatory Reporters. We are required by law to report certain information to Family and Community Services (FaCs) if we have reasonable grounds to suspect that a child or young person is at risk of significant harm and our concerns are current. Risk of significant harm may occur from a single act or omission or a series of acts or omissions. We report our concerns to the FaCs Child Protection Helpline (Ph. 133 627, 24 hours/7 days).

### **Part 3A of the Ombudsman Act 1974**

Part 3A Ombudsman Act 1974, defines Diocesan schools as a 'designated non-government agency' and as such we must have systems for preventing, reporting (to the Ombudsman) and investigating reportable conduct. All volunteers who operate within Diocesan schools fall within the scope of Part 3A and may be investigated for alleged 'reportable conduct' which includes sexual offenses, misconduct, assault, ill-treatment, neglect and behaviour that causes psychological harm to children.

As a volunteer ‘working’ at a Diocesan school, any alleged reportable conduct will be investigated. It doesn’t matter if the conduct is alleged to have happened outside school and in our private lives. Zimmerman Services is the Diocesan specialist child protection service who works with the Ombudsman to ensure the Diocese meets its obligations under Part 3A. Volunteers should cooperate with any investigation conducted by Zimmerman Services.

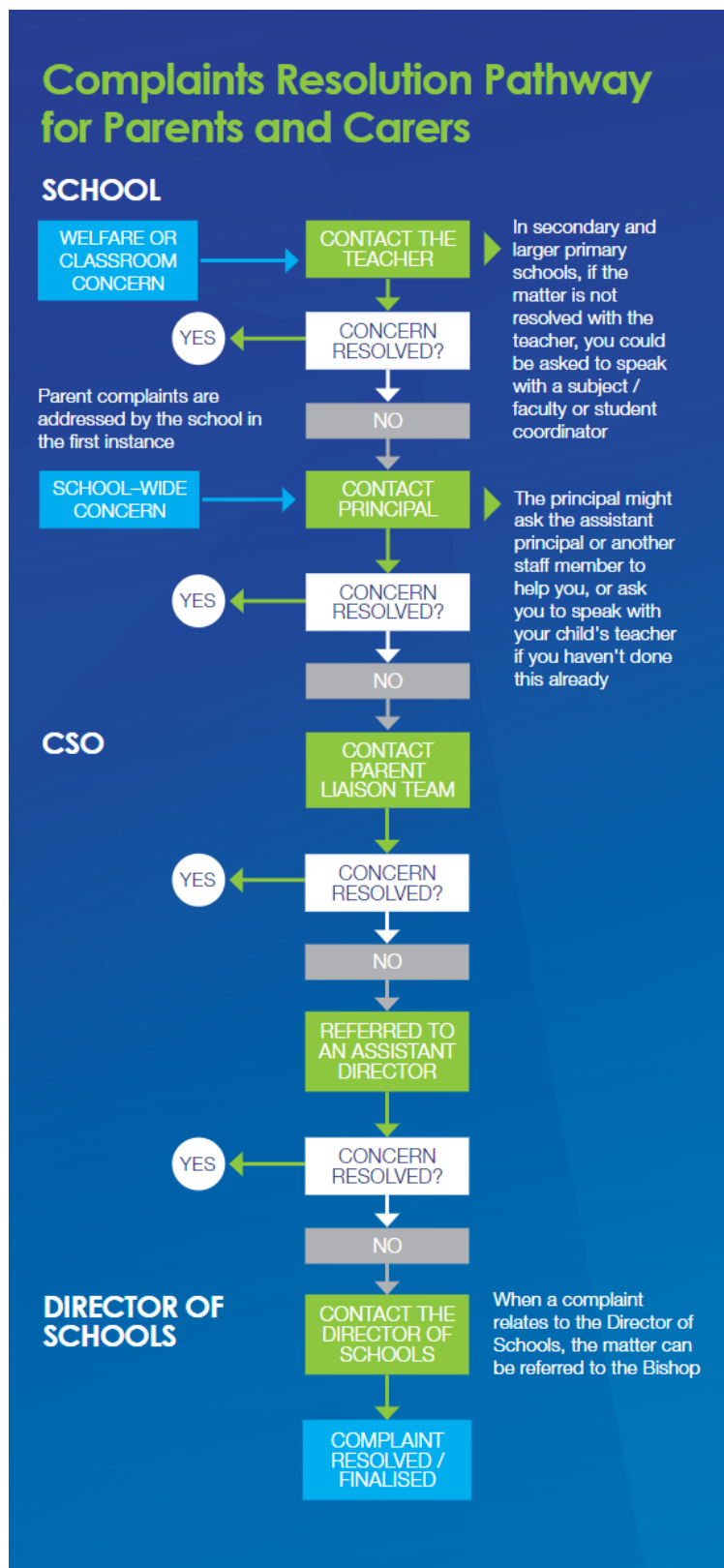
Under this legislation, people who work in a paid or voluntary capacity in the Diocese of Maitland-Newcastle are required by law to have a Working With Children check clearance. This ‘clearance’ can be obtained by applying online at [www.kidsguardian.nsw.gov.au/check](http://www.kidsguardian.nsw.gov.au/check). Once you have received your application number (APP) by email you need to visit the Roads and Maritime Services with proof of identity. You will receive your Working With Children check number (WWC) by email. Volunteers receive a 5-Year clearance free of charge. You will need to bring your Working With Children Check number to the school with 100 points of ID and sign the declaration form, which will then be lodged with Zimmerman Services.

### The Child Protection (Working with Children) Act 2012

#### Complaints & Grievances

Like all schools, St Benedict’s Edgeworth has an agreed process for positively resolving concerns in our community. We have both a desire and a responsibility to ensure that high standards of conduct are maintained by staff and students at all times, and that complaints are managed and resolved fairly, efficiently, promptly and in accordance with relative legislation. For more information, please refer to St Benedict’s Complaint Management Policy available at the school. A copy is included in today’s pack.

# TEACHING AND LEARNING AT ST BENNIES





## What Does Your Child Learn at School?

### Religious Education

Religious Education takes place in both the formal and informal curriculum of the classroom and school. The formal curriculum deals with the knowledge, skills, attitudes and values related to religion and faith. As the students move through their schooling, their capacity to understand concepts and the teachings of Jesus and the Church grows and develops. Religious Education curriculum covers content across four strands.

**JESUS and SCRIPTURE:** God's love is revealed especially in the life, death and resurrection of Jesus and communicated primarily through the Scriptures.

**HISTORY and BELIEFS:** God acts through the church community whose central beliefs are expressed in the Creed.

**CELEBRATION and PRAYER:** The Church community celebrates its relationship with God through the Sacraments and through communal and personal prayer

**JUSTICE and MORALITY:** Christians are called to live just and moral lives and to respect the whole of creation.

The informal curriculum including religious climate, prayer, liturgy, pastoral care, justice and community building, contributes to the development of the whole Christian person. Throughout the year, class groups take turns to attend Parish Masses. These are celebrated at 9.30 am. Parents are always invited to join the children on these occasions. The whole school attends Mass or Liturgies periodically to mark special occasions and Feast Days.

### Other Key Learning Areas

All content from the Key Learning Areas of English, Mathematics, Science, HSIE, Creative Arts and PDHPE is governed by the NSW Education Standards Authority (NESA) and can be found on their website <https://educationstandards.nsw.edu.au>. There is also a booklet included in today's enrolment pack.



**English-** Daily English Blocks of 100 minutes include activities within the strands of Speaking and Listening, Reading and Viewing, Writing and Representing and Grammar, Spelling and Punctuation. English makes up the lion's share of learning in the primary classroom as students to develop their spoken and written English skills for a range of purposes.

**Mathematics** - Daily Math's lessons of 60 minutes include learning focuses across the following strands: Number and Algebra, Measurement and Geometry, Statistics and Probability and Working Mathematically.

**Human Society and Its Environment (90 minutes a week)** - Encourages students to study relationships between people, cultures and languages, with a special focus on civics and citizenship.

**Science and Technology (90 minutes a week)** - Helps students understand their environment, both man-made and natural, by investigating, designing, making and using technology.

**Personal Development, Health and Physical Education (90 Minutes a Week)** - Helps students develop self-esteem, social responsibility, personal fitness, fundamental motor skills and the ability to make informed decisions about health and lifestyle decisions.

**Creative Arts (90 minutes a week)** - Students participate in the art forms of Dance, Drama, Music and Visual Arts through creating and making their own works. St. Benedict's engages a specialist music teacher who delivers the curriculum content in Music, Dance and Drama.

**Library** – Library lessons will be integrated into the English block and some HSIE content. Children will attend library lessons for 50 minutes with our teacher librarian Ms. Mateos. In addition to the lessons, the students visit the library weekly for reading and borrowing books. All students are expected to have a library bag

to carry books to and from the library. Unreasonable damage to books while borrowed will require replacement.

## 21<sup>st</sup> Century Learning

St Benedict's Edgeworth has embarked on a strategic plan to prioritise 21<sup>st</sup> Century learning that connects students' learning context and tools to the world they already know. Although, this journey is still in its infancy, we are deeply committed to providing education that reflects and models the contemporary world in which we live and prepares students for their place within it. Below is an excerpt from a paper; 21<sup>st</sup> Century skills for Australian Children.

*Our students compete on a global stage and they need new skills to prepare them for further study and jobs – many of which have not yet been created. They need skills we call the 4Cs: creativity, communication, collaboration and critical thinking.*

*The rate of change in technology and in society is so rapid that to prepare young people to live, work and be successful in the 21st century, they will need the ability to think both creatively and critically, problem-solve and work collaboratively.*

*Education is no longer about just knowing but about*

1. Ways of thinking
2. Ways of working.
3. Tools for working.
4. Skills for living in the modern world.

*Technology has opened up new forms of learning and creative expression for students. It has allowed them to take greater control of their learning and to personalise it. Technology is breaking down barriers of geography and time zones. Research suggests that one-to-one or paired access to technology increases students' motivation and engagement in learning and support them to see connections to what they are learning and the wider world.*

*Quality teaching still matters. Technology on its own will not deliver an improved learning experience for students. Simply substituting the screen for the page does not enhance outcomes. Across the world it is well recognised that quality teaching is the single most influential factor on student learning. As technology advances further in the future let's not forget that it is the teacher who makes the greatest difference. Technology simply provides a personalised tool of access and connectedness for the teacher and student to optimise.*

*It follows that if learning is off the page and into a creative and connected space then the physical space of the classroom also needs a similar transformation. While the traditional classroom of teacher based instruction has merit, so too do the flexible learning spaces that enhance communication, collaboration, problem solving, critical thinking, inquiry based learning and project based tasks. It is the balance of these learning spaces that will drive the changes in the classrooms of tomorrow.*

*Excerpts from 21st century skills for Australian students*

**DR MICHELE BRUNIGES AM** Director-General of Education and Communities New South Wales, Australia



## Reporting to Parents

An Academic Report is sent home at the end of each semester (Terms 2 & 4). This report provides

achievement and effort grades across all subject areas. Parents are invited to meet with teachers to discuss their child's learning goals and progress in Terms 1 and 3. This then guides the learning for that Semester.

Of course, we encourage every parent wishing to discuss student progress during the year to make an appointment with the class teacher. Similarly, teachers are always vigilant in contacting parents if they have any concerns about a students' experience here at school.

### Homework

Homework is designed to support learning without imposing undue stress on family life. It is hoped that the flexibility provided in our Homework Policy will allow for different levels of engagement with homework. Having said that, we ask that families experiencing significant challenges in completing homework to contact the classroom teacher to negotiate homework levels and expectations.

### Consistent K-6 Core School Expectations

	Recommended times: (should not exceed)	Compulsory Inclusions:
* Kindergarten, Years 1 and 2	15 minutes per day	Daily Reading, Daily Maths
* Years 3 and 4	20 minutes per day	Daily Reading, Daily Maths
* Years 5 and 6	30 minutes per day	Daily Reading, Daily Maths

### Types of Homework to be given:

Each classroom teacher shall determine the type and nature of the homework tasks for their class. The four main types of homework that might be set for students at St. Benedict's are:

- **Practice Homework** - providing students with opportunities to apply knowledge; or to review, revise and reinforce newly acquired skills in **literacy and numeracy** appropriate to grade level. These tasks may include reading, spelling, number sense and multiplication facts. **This encompasses the compulsory inclusions of Reading and Maths mentioned in the table above.**
- **Connecting Homework** – providing opportunities for students to self-select a homework task which connects with the current learning being undertaken in class. These tasks may incorporate learning opportunities involving a variety of learning styles, so that students can select the task/tasks they are motivated to complete.
- **Assignment Homework** - encouraging students to pursue knowledge and learning individually and imaginatively. These assignments can be from any Key Learning Area eg. Speeches for Talking and Listening; Design and Make tasks from Science; Research presentations for HSIE. These are more suited to older grades, when marking criteria is explicit. This also prepares the senior students for assignment work in High School.
- **Life Skills Homework** - providing opportunities to acknowledge the educational value of time spent with family, religious activities, building new friendships, doing chores, learning new skills and in extra-curricular activities so that students see that both home and school value such learning.

### School Pupil Free Days

The school conducts Pupil Free Days for the purpose of professional development of the staff. The first two scheduled days of Term 1 are the first of these and used by all diocesan schools. Similarly, the final two scheduled days of Term 4 are also used as pupil free days. While the state schools schedule the first day of the other terms to make up the other three days, **THIS IS NOT COMMON PRACTICE FOR CATHOLIC SCHOOLS** although we always try to back our days onto weekends and occasionally holidays. The dates for our remaining three pupil free days will be notified in the newsletter and on the website once they are booked in. Students do not attend school on these days.

# BUILDING COMMUNITY AT ST BENNIES

## Connection with Parish

St Benedict's Primary School, Edgeworth is part of the Mt Sugarloaf Parish

Parish Priest: Rev Christian Onukwugha SDV

Phone Number: (02) 4954 9714

Mass times:

#### Holy Cross Glendale

- Thursday 9:00 AM
- Friday 9:00 AM
- Friday 5:00 PM
- Sunday 8:30 AM
- Sunday 9:00 AM

#### St Benedict's Primary School, Edgeworth

- Tuesday 9:15 AM

#### Our Lady of Good Counsel West Wallsend

- Wednesday 9:00 AM
- Saturday 4:30 PM - *Reconciliation*
- Saturday 5:00 PM



#### Sacramental Preparation

The school continues to support the parish and its families as they prepare their children for full membership in the Church community. Commencing in 1996 Sugarloaf Parish implemented the recommendations of the Diocesan Assembly for Sacraments of Initiation.

The Parish Sacramental Program will normally occur in the following manner however this model is under review and may change before our current Kinder enrolment reaches their sacramental years.

Year 2: Preparation for Sacramental Reconciliation (during Advent – November/December)

Year 3: First Eucharist and Confirmation Terms 1 and 2. Dates TBC

The responsibility for preparing young Catholics for the Sacraments rests with the family. Our goal is to be a support along with the whole Parish Community.

#### Parents & Friends Association

This Association meets on the second Monday of every month. We alternate the meetings between ZOOM and Face to Face in the school Admin building at 6pm. Details are confirmed leading up to each meeting.

The Association is involved in fundraising activities, run the canteen and other matters of importance to the school. We are eternally grateful for the support of our parents and friends. New members are always welcome and encouraged. Details of meetings, times and dates are published in the Newsletter and on Compass.

#### Canteen

The canteen opens at lunchtime on Mondays, Wednesday, Thursdays and Fridays. The canteen is mostly staffed by volunteer workers and aims to provide healthy, nutritious food at reasonable prices. Orders are placed using the QKR app. Your assistance in helping this aspect of school is welcomed and appreciated.

While we do have a canteen supervisor every day, with a school our size the daily running of the canteen depends on volunteers and we always need helping hands to serve in the canteen. A monthly roster is drawn up well in advance, so volunteers know what day they are required, which is usually once a month. The "canteen day" starts at 9.00 am and is usually completed by 12 pm.



# ALL THE REST

Updated Day to Day routines are published every 6 months via the following newsletter link.  
<https://sbpsedgeworth.schoolzineplus.com/schoolnews?nid=14>

## Absences

### Full Day Absences—Less than 10 days

How to inform the school: Please advise your child's absence before 9:00 am by one of the following methods:

1. **Use the COMPASS app under your child's own profile to complete an absence notification.** This is the preferred method as your information updates the student management system automatically and the teacher is informed through that same system.
2. Should you be unable to use the preferred COMPASS app, please phone the school and the administration staff will complete it on your behalf. Please do not email the teacher of the absence as they are likely to be teaching and not receive the email until after school, when the day has already passed.
3. If the school does not receive a notification of absence, it will be marked as unexplained after the day has passed. In this case, a phone call or email to admin providing the explanation will allow us to make the adjustment on COMPASS.
4. **If no explanation of your child's absence is received after two weeks, it is archived as an Unexplained Absence.**

### Longer Absences (over 10 days)

The basic premise regarding school attendance is that "It's not ok to be away." However, if you intend to take leave from school for **more than 10 days**, parents are to required to complete an **Application for Extended Leave Form** which can be collected from the office.

### Partial Absences (Arrive Late or Leave Early)

If you arrive after 9am or leave before 3pm you must attend the school office with your child to electronically sign them in or out. This is a requirement **by law**. It is important to stress that **only an adult can complete this process as it a legal document**. We understand that if you are running late, it is tempting to drop children at the gate **BUT** we are required to have an adult sign them in.

Similarly, if you are signing your child out early for the day, please go to the office and **NOT** the classroom. We will contact the classroom and your child will come to you.

## Transport to and from School

### *Bus Passes:*

- (i) All infant students (Kindergarten – Year 2) are eligible for a free school bus pass.
- (ii) Primary pupils who reside greater than 1.6km radial distance from the school attended will also be eligible for free travel. Since the introduction of the OPAL card, passes need to applied for online <https://apps.transport.nsw.gov.au/ssts/applyNow>. Then the passes are sent to the school.

## **Afternoon Dismissal**

Our priority at dismissal every day is the safety of all our children. It is however a very hectic and often stressful time as teachers try to ensure that all children are safely directed to their afternoon routines. We ask parents to familiarise with the different dismissal options outlined below and ensure they are clear in directing their children as to where to go.

**Car Line:** Line up along the wall of the office and get walked out the front gate by the teachers. Parents to wait outside of the school gate. Parents are asked to move away from the entrance/exit gate. Teachers will direct your child to you from that point. A good strategy is to spread out up the hill for that short time so that we can see you. We also ask that parents move off as soon as possible to clear the foot traffic for our pedestrians to come through (see the group below)

**Pedestrians:** Line up at the Canteen and get walked out the front gate and across Main Road. This line will move off after the Car line has dispersed. Parents to wait on the opposite side of the road to the school. We ask that while parents are able to wait with their car (up the hill), they at least stand outside the car and provide a wave to the teacher who will direct your child up to you. IF any secondary road needs to be crossed to where you are parked, the teacher on duty will ensure this is done safely once the main road has been crossed.

**Gate Walkers:** Line up at the back of the COLA and get walked out to Durham Dr. One teacher will stay with children gathered on the western side of the road. A second teacher will cross students at the Pedestrian sign and then direct students from there. Parents can wait on either side of Durham Dr. If you wish to remain with the car it would need to be within sight of the teacher on duty. We ask that you stand outside the car and wave to the teacher who will then direct your child to you,

**West Walkers:** Line up on the deck near Yr 5 and get walked out the West End Gate to Argyll Crescent.

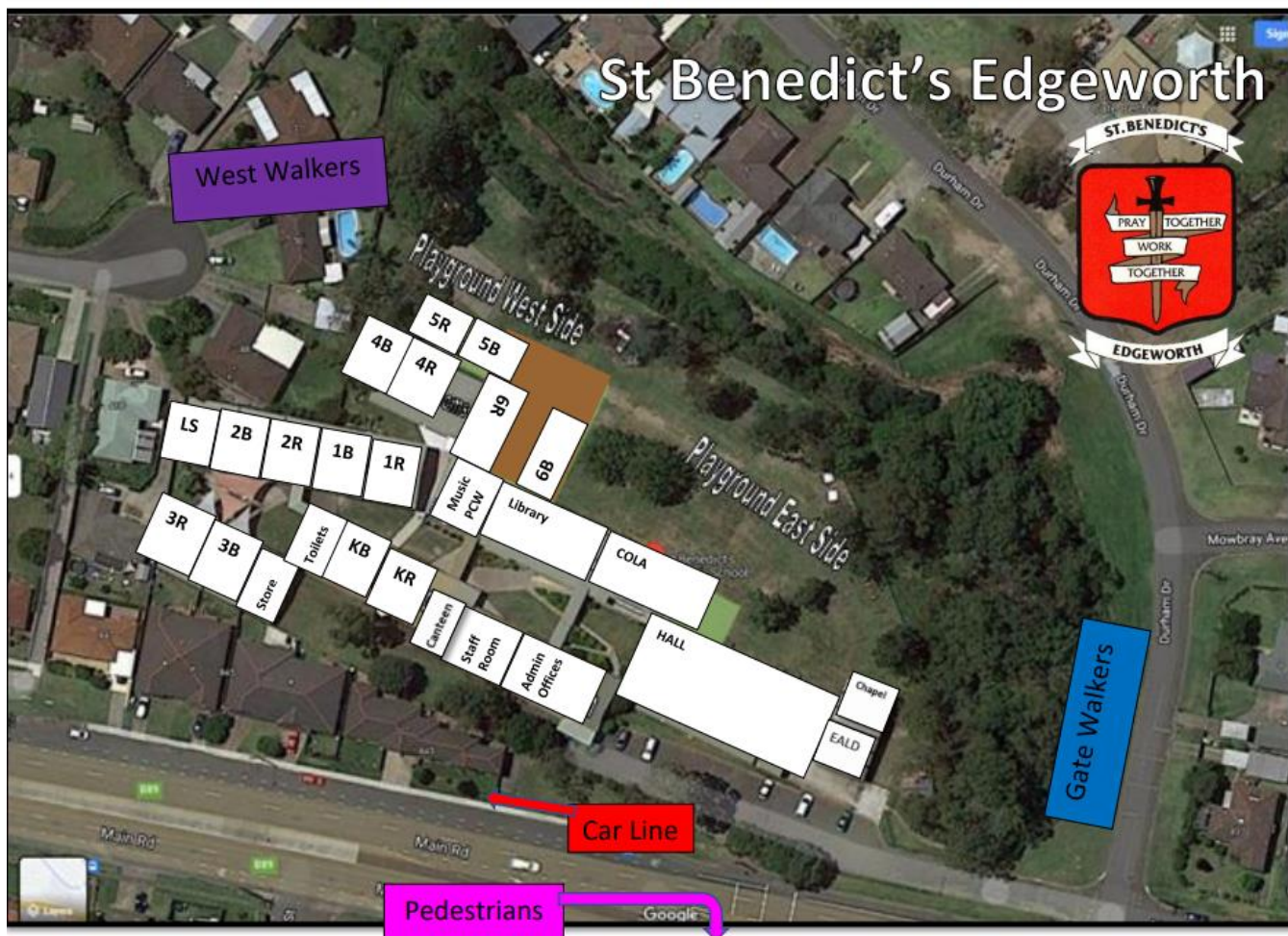
**St Nicholas OOSH:** Go straight to the hall and get their name marked off. We ask that you maintain clear communication with St Nicholas OOSH to ensure your child is **on the St Nicholas OOSH list** as you wish or **removed from the list** that day if you have made that change.

Additionally, if you do book your child into OOSH throughout the day via OOSH app/email (a temporary, last minute booking); you still need to call the school and let us know to get the message to your child that they are to go to the OOSH line and not wherever they would otherwise go for dismissal.

**All bus lines (including Active and Fair Play OOSH):** Line up under the Cola with teachers. A teacher will supervise until the bus arrives and students are safely onto the bus.

# Afternoon Dismissal Points at

## St Benedict's Edgeworth



### Accidents or illness at school

Should an accident occur at school, basic first aid will be administered. In case of a serious injury you will be contacted on the number you have provided. It is important to have more than one contact number. In the case of an emergency the school will seek immediate medical attention and then inform you. Medical records are updated at the beginning of each school year. Parents will be contacted to collect children from school if they become unwell during the day. *Please do not send unwell children to school as it spreads germs and disease.*

### Book Club

The Scholastic Book Club operates within the school. This provides the opportunity for parents to order suitable books for children of all ages. Monthly order forms are sent home and orders should be returned to the school with payment by the date specified. The school receives Bonus Points for all orders which may be used to purchase books and/or equipment for the school. There is no obligation or pressure on parents to purchase these books.

### Code of Conduct

Upon acceptance of enrolment and as a condition of continuing enrolment, all members of the school community are bound by the Diocese of Maitland-Newcastle School Community Code of Conduct. The enclosed Lands Protection Act (1901) makes it an offence for any person to enter school grounds without consent and/or remain in school grounds after being requested to leave.

## **Safety**

In the interest of the everyone's safety, we ask that no metal ring pull or glass containers be sent to school. This type of packaging may be convenient, but it can also prove dangerous. We also ask that children do not bring items of value to school (eg iPods, MP3 players, air pods, Mobile Phones) unless as part of a classroom learning resource and therefore kept in the security of the classroom. If they do need to carry these items for after school travel, we ask they be handed into the office where we can keep them secure.

## **Volunteers**

There are many areas in which voluntary help is always greatly appreciated. These include covering and repairing books in the library, hearing individual children read, helping to prepare and sell lunches in the canteen, assisting teachers in organising and presenting craft activities, attending working bees and assisting with coaching and/or transport.

Parents are also encouraged to be involved in procedure formation and review. As mentioned previously there is Child Protection related legislation that applies specifically to volunteers. All volunteers are required to participate in an Induction Process that includes obtaining a Working with Children's Check clearance.

Volunteers not willing to provide a Working With Children's Check are not permitted to undertake any duties in the school. Contact the school office for details.

All visitors including reading helpers, tradespersons, library helpers and canteen workers need to sign in and out at the kiosk situated in the school office, and wear a visitors badge.



# 2024 Fees Schedule

Fees are billed for the full year in Term 1. Parents are asked to commit to an intended plan to pay these out throughout the year. The preferred option is to set up a Direct Debit. However, If parents choose to pay instalments in full, they need to indicate this to the school office and commit to these on the proposed timeline

The school will send monthly fee statements and follow up on accounts with no apparent payment plan communicated and committed to.

<b>CSO Based Fees</b>	<b>Notes/ Explanations</b>	<b>Per Year</b>	<b>Health Card Discount / Year</b>																														
<b>1 Child</b>	A Family Discount is applied across all Catholics schools. If some siblings are in high school and others are in primary, discounts still apply. See below table	<b>\$1487.00</b>	<b>\$743.50</b>																														
<b>Family Building Levy (Per Family)</b>	Per Family <b>(does not apply to the second child enrolled in a Catholic Schools)</b> . The building levy is pooled to contribute to past, present, and future costs for building projects across all schools in the Diocese. With a robust program of capital works, we aim to ensure our students enjoy the physical facilities to enhance their learning experience.	<b>\$1638.00</b>	<b>\$1638.00</b>																														
<b>School Based Fees Resource Fee</b>	<table border="1"> <thead> <tr> <th colspan="3">Example items covered by this</th> </tr> </thead> <tbody> <tr> <td>Class Based Excursions /Incursions</td> <td>At least one excursion per year</td> <td>\$ 60</td> </tr> <tr> <td>Sports Carnivals – Athletics, Swimming and Cross Country</td> <td>3 per year</td> <td>\$ 40</td> </tr> <tr> <td>Whole School Incursions</td> <td>Up to 2 per year</td> <td>\$ 20</td> </tr> <tr> <td>Gymnastics lessons</td> <td>Term 3</td> <td>\$ 55</td> </tr> <tr> <td>Specialist Sport Program</td> <td>Term 4</td> <td>\$ 55</td> </tr> <tr> <td>EOY Whole School activity – movies or Adventure Incursion</td> <td>Celebration for end of year</td> <td>\$ 20</td> </tr> <tr> <td>Educational Consumables -books, pencils, pens, textbooks, school magazines, glue, scissors, rulers</td> <td>Children provided with a set of relevant text books for the year. Primary grades receive School Magazines once a month and other classroom resources as needed.</td> <td>\$180</td> </tr> <tr> <td>Technology Fee</td> <td>Cover ongoing cost of software licences and hardware maintenance</td> <td>\$75</td> </tr> <tr> <td>Maintenance Fee</td> <td>Cover grounds and minor building maintenance</td> <td>\$70</td> </tr> </tbody> </table>	Example items covered by this			Class Based Excursions /Incursions	At least one excursion per year	\$ 60	Sports Carnivals – Athletics, Swimming and Cross Country	3 per year	\$ 40	Whole School Incursions	Up to 2 per year	\$ 20	Gymnastics lessons	Term 3	\$ 55	Specialist Sport Program	Term 4	\$ 55	EOY Whole School activity – movies or Adventure Incursion	Celebration for end of year	\$ 20	Educational Consumables -books, pencils, pens, textbooks, school magazines, glue, scissors, rulers	Children provided with a set of relevant text books for the year. Primary grades receive School Magazines once a month and other classroom resources as needed.	\$180	Technology Fee	Cover ongoing cost of software licences and hardware maintenance	\$75	Maintenance Fee	Cover grounds and minor building maintenance	\$70	<b>\$585.00</b>	<b>\$585.00</b>
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<b>Fees across 52 weeks</b>		<b>\$71.35</b>	<b>\$57.05</b>																														

<b>Pastoral Levy</b>	Optional contribution per family to the Pastoral works of the Parish and Diocesan. Families to complete a form to declare their intention regarding this payment.	<b>\$300.00</b>	<b>\$300.00</b>
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**For each sibling that attends a Catholic school, an increasing discount is applied to each Family member's TUITION fee**

<b>2 Child family</b>	15% off tuition fee for <b>each</b> child	Applies to children in the same family across all Diocesan schools. Families must ensure both schools are aware of the sibling connection to gain discount and avoid building levy on second child. – School Fee Information Form
<b>3 Child family</b>	25% off tuition fee for <b>each</b> child	
<b>4+ Child family</b>	50% off tuition fee for <b>each</b> child	