



St Andrew's

CATHOLIC PRIMARY SCHOOL

Companions on the Journey

Enrolment Package

RATIONALE

Catholic schools exist to further the mission of the Church. By the Bishops' Mandate letter and the Student Enrolment Policy of the Catholic Education Western Australia, St Andrew's Catholic Primary School, Clarkson, must make Catholic School education available to all Catholic children, insofar as this is possible.

PRINCIPLES

1. St Andrew's Catholic Primary School recognizes the uniqueness of each student.
2. St Andrew's Catholic Primary School works in partnership with the parents who are the first educators of their children.
3. St Andrew's has a responsibility to fulfil the requirements of the Federal Government, the Government of Western Australia and the City of Wanneroo.
4. St Andrew's will operate, abiding by the policies of the Catholic Education Commission of Western Australia. Any exceptions will be sought from the Director of Catholic Education in Western Australia.
5. St Andrew's will accept all applications for enrolment.
6. The acceptance of an *Application for Enrolment Form* does not guarantee an enrolment interview with the Principal or offer of enrolment at St Andrew's.
7. Enrolment at St Andrew's will be offered where and when there is age-appropriate accommodation and the resources to respond to any specific need of the student.
8. The Principal will be aware of the Catholic/non-Catholic enrolment in the school and mindful of the Bishops' parameters concerning this when offering places for enrolment.
9. Enrolment at St Andrew's does not guarantee enrolment in any other Catholic primary or secondary school.

PROCEDURES

1. All applications for enrolment at St Andrew's will be accepted for students born in Australia or covered by an accepted Visa.
2. Anyone inquiring about enrolment at St Andrew's will be offered an *Application for Enrolment Form* (including a Standard Collection Notice) and relevant information covering uniforms, fees schedule and general information.
3. The *Application for Enrolment Form* is to be returned to the school accompanied by a copy of Birth Certificate, Baptism Certificate, Immunisation Record, Parish Priest Reference, Visa/Australian Citizen Papers, any relevant reports regarding individual needs and a most recent school report, if appropriate. When relevant, a copy of any Family Court order pertaining to the child should be included or presented at the interview.
4. Prior to enrolment, the parents and children (where practical) will be asked to attend an interview with the Principal. This provides the opportunity to outline and discuss, the school's RE & religious practices, educational philosophy and organization, the student's needs, school support and expectations. The Fee schedule is presented and payment options offered. It's an opportunity for parents to further their knowledge of the school and voice their concerns and queries.

5. Interviews for Kindergarten will generally be conducted early in the year preceding the student's entry to St Andrew's. All other applicants will be interviewed when a place is available prior to enrolment being offered.
6. Following the interview an offer of a place may be made. Acceptance of the offer is formalised by parents returning the signed Enrolment Acceptance and paying the required deposit which is credited against the first issued School Account. This deposit is only refundable in exceptional circumstances.
7. On enrolling their children, parents undertake to support fully the Catholic philosophy and ethos of the school. Parents are expected to support the work of the school, follow organisational requests and attend parent information meetings, sacramental meetings and other events which are organised to enhance home and school working together for the student.
8. On enrolment, students are expected to abide by School Rules any time they are on school premises or participating in a school organised activity (i.e., activities held at school in the evening or on weekends) and all excursions/incursions
9. On enrolling their children, parents accept to ensure students wear correct school uniform at all times.
10. Parents/Guardians are not permitted to raise issues via social media platforms or allude to the school in anyway, name the school or name staff. This is not best practice for resolving problems/issues. Any persons bringing the school or staff into disrepute on Social Media will not be operating within the school ethos and will be assisted to move to another school.
11. School Fees are issued at the start of the school year and are expected to be completed in full by the end of November.

Priority of Enrolment at St Andrew's based on the *Student Enrolment Policy* of the Catholic Education Commission of Western Australia and in accordance with the directions of the Bishops of Western Australia:

1. Siblings of Catholic Students already in the school with a Parish Priest reference
2. Catholic Students from the Parish with a Parish Priest reference
3. Catholic Students from outside the Parish with a Parish Priest reference
4. Siblings of Catholic students already in the school without a Parish Priest reference
5. Other Catholic Students
6. Siblings of non-Catholic students already in the school
7. Non-Catholic students from other Christian denominations
8. Other non-Catholic students

The date of original application for enrolment at St Andrew's is considered when offering places at St Andrew's within each section of the Enrolment Criteria.



St Andrew's Catholic Primary School

Companions on the Journey

Enrolment Policy

Priority of Enrolment at St Andrew's based on the *Student Enrolment Policy* of the Catholic Education Commission of Western Australia and in accordance with the directions of the Bishops of Western Australia:

1. Siblings of Catholic Students already in the school with a Parish Priest reference.
2. Catholic Students from the Parish with a Parish Priest reference.
3. Catholic Students from outside the Parish with a Parish Priest reference.
4. Siblings of Catholic students already in the school without a Parish Priest reference.
5. Other Catholic Students.
6. Siblings of non-Catholic students already in the school.
7. Non-Catholic students from other Christian denominations.
8. Other non-Catholic students.

The Parish Priest reference form is available on the school website. www.standrews.wa.edu.au
You need to download a copy, complete the form and take it to the parish priest for signing.
Fr Dariusz Basiaga is the St Andrew's Parish Priest. He can be contacted on - 9407 7512.

The date of original Application for Enrolment at St Andrew's is considered when offering places at St Andrew's within each section of the Enrolment Criteria. The \$30.00 enrolment fee and \$200.00 confirmation fee are non-refundable.

We have read and understand the Enrolment Policy and Enrolment information for admission to St Andrew's Catholic Primary School.

_____ Parent or Guardian's signature

_____ (Please print names below in block letters)

_____ Parent or Guardian's signature

_____ (Please print names below in block letters)

Date: _____

ST ANDREW'S CATHOLIC PRIMARY SCHOOL



60 Victorsen Pde, Clarkson WA 6030 Phone 6206 4100, Fax 6206 4101
Email: admin@standrews.wa.edu.au Website: www.standrews.wa.edu.au

APPLICATION FOR ENROLMENT FORM

Companions on the Journey

STUDENT INFORMATION

Student Surname: _____ Preferred Name: _____
Given Names: _____ Year Level: KG, PP, 1, 2, 3, 4, 5, 6 For Year 20.....
Address: _____ State: _____ Postcode: _____
_____ Birth Certificate Attached: Yes/No
Date of Birth: _____ Birthplace: _____ Aboriginal: Yes/No
_____ Torres Strait Islander: Yes/No
Male _____ Female _____ Australian Permanent Resident: Yes/No
Nationality: _____
Is there another language spoken at home other than English, if so what is that language _____
Born outside of Australia. Date of arrival: _____ Number of years in Australia: _____
Country of Citizenship: _____ Copy of Visa Attached: Yes/No
Present School: _____ Visa No: _____ Visa Expiry date: _____

Baptised Catholic: Yes/No _____ Baptism Certificate Attached: Yes/No _____
Parish: _____ Priest: _____ Suburb: _____
Date of Reception of Sacrament: _____
Baptism: _____ Reconciliation: _____ First Communion: _____ Confirmation: _____
Student's Religious Denomination Other Than Catholic: _____

FAMILY INFORMATION

FEMALE PARENT OR GUARDIAN

Title: _____ Surname: _____ First Name: _____
Occupation: _____ Employer: _____
Religious Denomination: _____ Parish: _____
Contact Numbers: (hm) _____ (wk) _____ (Mob) _____
Marital Status: _____ Nationality: _____ Language: _____
Country of Birth: _____ Visa No. _____ Email Address: _____
Home Address: _____ State: _____ Postcode: _____

MALE PARENT OR GUARDIAN

Title: _____ Surname: _____ First Name: _____
Occupation: _____ Employer: _____
Religious Denomination: _____ Parish: _____
Contact Numbers: (hm) _____ (wk) _____ (Mob) _____
Marital Status: _____ Nationality: _____ Language: _____
Country of Birth: _____ Visa No. _____ Email Address: _____
Home Address: _____ State: _____ Postcode: _____

CUSTODY/GUARDIANSHIP

Name of person(s) with legal guardianship of the student: _____
If applicable a copy of any Parenting or Restraint Order is attached. Yes/No
Any other conditions enforced at law? _____

SIBLINGS CURRENTLY ATTENDING ST ANDREW'S CATHOLIC PRIMARY SCHOOL

Name	Year Level	Name	Year Level
_____	_____	_____	_____
_____	_____	_____	_____

SIBLINGS CURRENTLY ATTENDING OTHER SCHOOLS

Name	Year Level	School
_____	_____	_____
_____	_____	_____

YOUNGER SIBLINGS NOT YET ATTENDING SCHOOL

Name	Date of Birth
_____	_____
_____	_____

STUDENT'S INDIVIDUAL NEEDS

The school *Education Act 1999* requires the provision of:
"details of any condition of the enrollee that may call for special steps to be taken for the benefit or protection of the enrollee or other persons in the school" (16G)
To assist the school to respond to individual requirements please detail any special needs your child has in the following area(s) that may affect his/her learning, participation or welfare during school hours.

Medical / Health Care _____

Medication _____

Physical _____
Orthoses/Prostheses _____

Psychological/Cognitive _____
Sensory (eg Vision/Hearing) _____

Behavioural or Safety _____

Communication _____

Allergies _____

If medication or medical/health care services are required during school hours please provide full details, name, contact number and signed authorisation by the relevant practitioner.

Medicare Number: _____ Child's Number: _____ Expiry: _____

EXTERNAL SERVICE PROVISION

Does your child receive any services from an external agency, which may affect educational arrangements?
If so please detail name of Service Provider and Contact No. Yes/No

Please detail _____
Does your child require special Transport arrangements to and from school? Yes/No
Does your child receive Respite Care on a regular basis? Yes/No

EMERGENCY CONTACT DETAILS (OTHER THAN A PARENT/GUARDIAN)

Name: _____ Relation to Student: _____

Address: _____

Contact Numbers: _____

Name: _____ Relation to Student: _____

Address: _____

Contact Numbers: _____

MEDICAL INFORMATION

IMMUNISATION RECORD

F- fully immunised N - not immunised I - incomplete immunisation P - personal objections

Measles Mumps Rubella Diptheria Tetanus

Hepatitis B Pertussis Polio (OPV) Immunisation Record Attached Yes/No

Medical Clinic: _____

Address: _____

Contact Numbers: _____

Dental Clinic: _____

Address: _____

Contact Numbers: _____

Blood Group: _____
(If known)

MEDICAL EMERGENCY AUTHORISATION

I authorise the school/college to seek medical/dental attention, call an ambulance or to hospitalise my son/daughter when considered necessary. I further authorise the school/college that if an emergency occurs requiring surgery, anaesthetic, oxygen, blood transfusion, medication and I am unable to be contacted within a reasonable time, the school has the authority to agree to medically recommended treatment by an accredited medical practitioner on my behalf.

Signature of Parent(s)/Guardian(s): _____ Date: _____
FEMALE PARENT OR GUARDIAN

MALE PARENT OR GUARDIAN Date: _____

DISCLOSURE

Do you agree that the information supplied on the *Student Information* and *Family Information* sections, can be provided to the relevant Parish Priest Yes/No

AGREEMENT

I/we understand and accept that the completion of this application/enrolment form does not guarantee an enrolment interview. Successful applicants will be determined in accordance with the school’s enrolment criteria.

I/we understand and accept that attendance at an interview does not guarantee an enrolment offer being made.

I/we understand that enrolment of a student in one Catholic school does not guarantee the enrolment of that student in any other Catholic school.

I/we have completed this application form fully and to the best of my/our knowledge. Further, I/we acknowledge and accept that if it can be demonstrated that I/we have withheld information relevant to the application/enrolment process, especially in relation to this student’s individual needs, medical conditions, health care requirements and/or Parenting Orders, then the enrolment may be refused or terminated on this ground.

I/We have read and fully understand and agree that enrolment in a Catholic school means that we and our child will participate fully in all required aspects of the educational program of the school including the Religious Education program of the school.

I / we have read and fully understand and agree to the terms and conditions set out in the school fee collection policy.
I / we accept that all administration and debt collection costs incurred in recovering outstanding school fees will be at my / our cost.

I/we agree to abide by the policies and directions of the school and the Catholic Education Commission of Western Australia as they are enacted from time to time.

Signature of Parent(s)/Guardian(s): _____ Date: _____
FEMALE PARENT OR GUARDIAN

_____ Date: _____
MALE PARENT OR GUARDIAN



Companions on the Journey

Data Collection Form

This information is being collected to enable nationally comparable reporting of students' outcomes against the *National Goals for Schooling in the Twenty-First Century*. This information is collected in accordance with the school's Privacy Policy.

Note: If you need help with this form please telephone (6206 4100)

Name of student:

First name

Last name

Date of Birth (dd/mm/yyyy)

Home address of student:

(No. and street name)

Suburb

Postcode

1 Sex

Male

Female

2 Is the student of Aboriginal or Torres Strait Islander origin?

No	<input type="checkbox"/>	4
Yes, Aboriginal	<input type="checkbox"/>	1
Yes, Torres Strait Islander	<input type="checkbox"/>	2
Yes, both Aboriginal and Torres Strait Islander	<input type="checkbox"/>	3

(office use only)

3 In which country was the student born?

Australia	<input type="checkbox"/>	1101
England	<input type="checkbox"/>	2102
South Africa	<input type="checkbox"/>	9225
New Zealand	<input type="checkbox"/>	1201
Singapore	<input type="checkbox"/>	5205
Malaysia	<input type="checkbox"/>	5203
Scotland	<input type="checkbox"/>	2105
Indonesia	<input type="checkbox"/>	5202
United States of America	<input type="checkbox"/>	8104
India	<input type="checkbox"/>	7103

(office use only)

Other – please specify

4 Does the student or their female parent/guardian or their male parent/guardian speak a language other than English at home?

(If more than one language, indicate the one that is spoken most often.)

	stude nt	female parent guardian	Male parent guardian	<i>(office use only)</i>
No, English only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1201
Yes, Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2401
Yes, Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6302
Yes, Cantonese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7101
Yes, Mandarin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7104
Yes, Arabic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4202
Yes, Afrikaans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1403
Yes, Indonesian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6504
Yes, Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2303
Yes, Malay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6505
Yes, Other - please specify				

5 (a) What is the highest year of primary or secondary school the parents/guardians have completed?

(For persons who have never attended school, mark 'Year 9 or equivalent or below.')

	Mark one box only in each column		<i>office use only</i>
	female parent/ guardian	male parent/ guardian	
Year 12 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>	4
Year 11 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>	3
Year 10 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>	2
Year 9 or equivalent or below	<input type="checkbox"/>	<input type="checkbox"/>	1

5 (b) What is the level of the highest qualification the parents/guardians have completed?

	Mark one box only in each column		<i>office use only</i>
	female parent/ guardian	male parent/ guardian	
Bachelor degree or above	<input type="checkbox"/>	<input type="checkbox"/>	7
Advanced diploma/Diploma	<input type="checkbox"/>	<input type="checkbox"/>	6
Certificate I to IV (including trade certificate)	<input type="checkbox"/>	<input type="checkbox"/>	5
No non-school qualification	<input type="checkbox"/>	<input type="checkbox"/>	8

6 (a) What is the occupation group of the female parent/guardian?

6 (b) What is the occupation group of the male parent/guardian?

Please select the appropriate parental occupation group from the attached list.

- *If the person is not currently in paid work but has had a job in the last 12 months or has retired in the last 12 months, please use the person's last occupation.*
- *If the person has not been in paid work in the last 12 months, enter '8' in the box above.*

Thank you for your time.
Please return this form to the school in the enclosed envelope.

List of Parental Occupation Groups (for question 6)

Group 1: Senior management in large business organisation, government administration and defence, and qualified professionals

Senior executive/manager/department head in industry, commerce, media or other large organisation.
Public service manager (Section head or above), regional director, health/education/police/fire services administrator
Other administrator [school principal, faculty head/dean, library/museum/gallery director, research facility director]
Defence Forces Commissioned Officer
Professionals generally have degree or higher qualifications and experience in applying this knowledge to design, develop or operate complex systems; identify, treat and advise on problems; and teach others.
Health, Education, Law, Social Welfare, Engineering, Science, Computing professional
Business [management consultant, business analyst, accountant, auditor, policy analyst, actuary, valuer]
Air/sea transport [aircraft/ship's captain/officer/pilot, flight officer, flying instructor, air traffic controller]

Group 2: Other business managers, arts/media/sportspersons and associate professionals

Owner/manager of farm, construction, import/export, wholesale, manufacturing, transport, real estate business
Specialist manager [finance/engineering/production/personnel/industrial relations/sales/marketing]
Financial services manager [bank branch manager, finance/investment/insurance broker, credit/loans officer]
Retail sales/services manager [shop, petrol station, restaurant, club, hotel/motel, cinema, theatre, agency]
Arts/media/sports [musician, actor, dancer, painter, potter, sculptor, journalist, author, media presenter, photographer, designer, illustrator, proof reader, sportsman/woman, coach, trainer, sports official]
Associate professionals generally have diploma/technical qualifications and support managers and professionals.
Health, Education, Law, Social Welfare, Engineering, Science, Computing technician/associate professional
Business/administration [recruitment/employment/industrial relations/training officer, marketing/advertising specialist, market research analyst, technical sales representative, retail buyer, office/project manager]
Defence Forces senior Non-Commissioned Officer

Group 3: Tradesmen/women, clerks and skilled office, sales and service staff

Tradesmen/women generally have completed a 4 year Trade Certificate, usually by apprenticeship. All tradesmen/women are included in this group.
Clerks [bookkeeper, bank/PO clerk, statistical/actuarial clerk, accounting/claims/audit clerk, payroll clerk, recording/registry/filing clerk, betting clerk, stores/inventory clerk, purchasing/order clerk, freight/transport/shipping clerk, bond clerk, customs agent, customer services clerk, admissions clerk]
Skilled office, sales and service staff.
Office [secretary, personal assistant, desktop publishing operator, switchboard operator]
Sales [company sales representative, auctioneer, insurance agent/assessor/loss adjuster, market researcher]
Service [aged/disabled/refugee/child care worker, nanny, meter reader, parking inspector, postal worker, courier, travel agent, tour guide, flight attendant, fitness instructor, casino dealer/supervisor]

Group 4: Machine operators, hospitality staff, assistants, labourers and related workers

Drivers, mobile plant, production/processing machinery and other machinery operators.
Hospitality staff [hotel service supervisor, receptionist, waiter, bar attendant, kitchenhand, porter, housekeeper]
Office assistants, sales assistants and other assistants.
Office [typist, word processing/data entry/business machine operator, receptionist, office assistant]
Sales [sales assistant, motor vehicle/caravan/parts salesperson, checkout operator, cashier, bus/train conductor, ticket seller, service station attendant, car rental desk staff, street vendor, telemarketer, shelf stacker]
Assistant/aide [trades' assistant, school/teacher's aide, dental assistant, veterinary nurse, nursing assistant, museum/gallery attendant, usher, home helper, salon assistant, animal attendant]
Labourers and related workers
Defence Forces ranks below senior NCO not included above
Agriculture, horticulture, forestry, fishing, mining worker [farm overseer, shearer, wool/hide classer, farm hand, horse trainer, nurseryman, greenkeeper, gardener, tree surgeon, forestry/logging worker, miner, seafarer/fishing hand]
Other worker [labourer, factory hand, storeman, guard, cleaner, caretaker, laundry worker, trolley collector, car park attendant, crossing supervisor.



PARISH PRIEST REFERENCE FORM

Companions on the Journey

To be completed by Parent / Guardian

To the Parish Priest at:

Name of Student:

Address:

Phone Nos: (H)..... (Mobile/s):

Mother/Guardian:Father/Guardian:

Current School:

If not a Catholic School, does the child attend Parish Classes out of school hours? **Yes / No**

In a Catholic School, the Parish and the School work in collaboration with parents in fostering the faith development of the students. How do you see yourselves, as parents/guardians, participating in the life of your parish?

.....
.....
.....

To be completed by Parish Priest or his delegate.

1. Is the family actively involved in the life of the Church?
2. Do you believe the parental attitudes towards the values, beliefs and practices of the Catholic Faith are such that the school and home would be able to work successfully in the areas of Faith Education?

.....
.....
.....

3. Are there any pastoral circumstances you consider need to be taken into account in the decision about this student's enrolment in our school?

.....
.....
.....

4. Any other comments:

.....
.....
.....

Signature of Parish Priest: Date:

To the Parish Priest: Please Fax or send this completed form to: St Andrew's Catholic Primary School
Fax: 6206 4101 or 60 Victorsen Pde, Clarkson 6030

ST ANDREW'S CATHOLIC PRIMARY SCHOOL

UNIFORM LIST

<https://standrewscatholicps.permaleat.com.au/shop/>

BOYS AND GIRLS	SUMMER
	Wide Brim Hat
	Summer Dress from
	Short Sleeve Shirt
	Elastic Back Shorts
	Navy Sock Striped
	Small Back-Pack
or	Large Back-Pack
	Library Bag
BOYS AND GIRLS	WINTER
	Classic Tie from
	Loop Tie from
	Pullover Wool Blend 4-9
or	Pullover Wool Blend 10-16
	Short Sleeve Shirt
	Long Sleeve Shirt
	Winter Short Wool Blend from
or	Winter Trousers Elastic Back from
	Tartan Tunic from
	Navy Sock Striped
or	Navy Tights (2 Pack)
BOYS AND GIRLS	SPORT
	Short Sleeve Polo Shirt
	Zip Jacket Fleece
	Rugby Knit Shorts
	Track Pants Fleece
	White Sports Sock Striped
PRE PRIMARY STUDENTS	Only need to the following
	Short Sleeve Polo Shirt
	Zip Jacket Fleece
	Rugby Knit Shorts
	Track Pants Fleece
	White Sports Sock Striped
	Small Back-Pack
or	Large Back-Pack
	Library Bag
KINDY STUDENTS	Kindy Red T-Shirt (purchase at school)
Optional	Rugby Knit Shorts
Optional	Small Back-Pack
Optional	Large Back-Pack
Optional	Wide Brim Hat
Compulsory	Library Bag



ST ANDREW'S CATHOLIC PRIMARY SCHOOL

ANNUAL FEE SCHEDULE FOR 2022

	TUITION FEES	BUILDING LEVY	TOTAL	ANNUAL TOTAL FOR FAMILIES
1st child	\$1,407.50	\$281.50	\$1,689.00	\$1,689.00
2nd child	\$1,126.00	-	\$1,126.00	\$2,815.00
3rd child	\$844.50	-	\$844.50	\$3,659.50
4th child	No Charge	-	nil	

KINDERGARTEN

	TUITION FEES	BUILDING LEVY	TOTAL
1st child	\$844.50	\$169.00	\$1013.50
2nd child	\$675.50	-	\$675.50
3rd child	\$506.50	-	\$506.50
4th child	No Charge	-	\$0.00

The following charges will also appear on school fee account relevant to the level the student is in:

1	Amenities PP - Year 6	199.00
2	Amenities Kindergarten	158.00
3	Building Supplementation KG - Yr 6	48.50
4	Camp (\$350) and Graduation (\$160) (including Tshirt)	510.00
5	Cooking charges - KG	10.00
6	ICT PP - Year 6	46.00
7	Insurance - KG - Yr 6	18.50
8	Footsteps Program PP - Y6	20.00
9	Family Life Program Yrs 5 & 6	10.00
10	Language Assessment - KG	85.00
11	OT Assessment PP	85.00
12	P & F Family Contribution PP - Year 6	100.00
13	P & F Family Contribution KG	60.00
14	Site Licences (Mathletics; Reading Eggs; Lexile)	55.00
15	Spelling Year 1 - 6	5.00
16	Sacramental Programme Year 3, 4, 6	15.00
17	Swimming - Yr 1 - Yr 5 (Buses and entry to pool)	105.00

1. Fees will be issued February
2. Families will receive 5% discount off Tuition Fees if paid within 14 days.

There are a few payment facilities available.

- (i) Cash;
- (ii) Cheque to St Andrew's Catholic Primary School;
- (iii) Direct Debit (forms available from the office);
- (iv) B-Pay;
- (v) EFTPOS (No American Express or Diners Cards);



**ST ANDREW'S CATHOLIC PRIMARY SCHOOL
HEALTH CARE CARD
ANNUAL FEE SCHEDULE FOR 2022**

	TUITION FEES	BUILDING LEVY	TOTAL	ANNUAL TOTAL FOR FAMILIES
1st child	\$300.00	\$90.00	\$390.00	\$390.00
2nd child	\$240.00	-	\$240.00	\$630.00
3rd child	\$180.00	-	\$180.00	\$810.00
4th child	No Charge	-	nil	

KINDERGARTEN

	TUITION FEES	BUILDING LEVY	TOTAL
1st child	\$300.00	\$90.00	\$390.00
2nd child	\$240.00	-	\$240.00
3rd child	\$180.00	-	\$180.00
4th child	No Charge	-	\$0.00

1	Amenities PP - Year 6	199.00
2	Amenities Kindergarten	158.00
3	Building Supplementation KG - Yr 6	48.50
4	Camp (\$350) and Graduation (\$160) (including Tshirt)	510.00
5	Cooking charges - KG	10.00
6	ICT PP - Year 6	46.00
7	Insurance - KG - Yr 6	18.50
8	Footsteps Program PP - Y6	20.00
9	Family Life Program Yrs 5 & 6	10.00
10	Language Assessment - KG	85.00
11	OT Assessment PP	85.00
12	P & F Family Contribution PP - Year 6	100.00
13	P & F Family Contribution KG	60.00
14	Site Licences (Mathletics; Reading Eggs; Lexile)	55.00
15	Spelling Year 1 - 6	5.00
16	Sacramental Programme Year 3, 4, 6	15.00
17	Swimming - Yr 1 - Yr 5 (Buses and entry to pool)	105.00

The following charges will also appear on school fee account relevant to the level the student is in:

1. Fees will be issued February
2. Families will receive 5% discount off Tuition Fees if paid within 14 days.

There are a few payment facilities available.

- (i) Cash;
- (ii) Cheque to St Andrew's Catholic Primary School;
- (iii) Direct Debit (forms available from the office);
- (iv) B-Pay;
- (v) EFTPOS (No American Express or Diners Cards);



St Andrew's Catholic Primary School

Companions on the Journey

60 Victorsen Parade, Clarkson WA 6030
Phone: (08) 6206 4100 Fax: (08) 6206 4101
admin@standrews.wa.edu.au
www.standrews.wa.edu.au

Standard Collection Notice: publicity and the use of student images

Dear Parent/Guardian

As part of the school's activities there may, on occasion, arise the situation whereby St Andrew's Catholic Primary School, Catholic Education Western Australia (CEWA) or local media will need to take photographs and/or video footage of your child/ren for publication in classrooms, newspapers, school newsletters, CEWA documents, training videos, the St. Andrew's CPS/CEWA website and/or St. Andrew's CPS social media. An agreement giving parental permission is required for the publishing of these.

Should you wish to alter this agreement at any time, please let the school office know in writing.

Please complete the information below and return it to the school office, via the classroom teacher. Please complete a form for each child.

I, _____

Parent/Guardian of

Do hereby give permission for the use of my son's/daughter's photo/video image in the above listed activities.

Signed: _____ Date: _____

Child's class: Year _____

Saint Andrew's Catholic Primary School Code of Conduct

Purpose

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.

Application

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

Introduction

You acknowledge the inherent vulnerability of the students in your care.

You recognise that the safety and well-being of students depends upon your vigilance and diligence and the vigilance and diligence of all adults.

The Code does not give you detailed professional advice on specific behaviour. Rather, it describes the minimum requirements expected of you.

The Guidelines are illustrative and not an exhaustive list of the behaviours covered by the Code.

If your behaviour varies from the standards described in this Code and Guidelines, you should be prepared to explain and justify your decisions and actions.

While mandatory language such as 'must', 'shall' and 'will' is not used throughout the Code, there is a presumption the conduct described is mandatory and therefore not discretionary.

The Principal expects you to conduct yourself personally and professionally in a way that maintains public trust and confidence in your school and the Church.

You have a responsibility to students and their family, other members of the school community and the wider community to provide and support safe and competent education and care of students.

You will do your best to support other members of the school community to comply with the Code.

In cases of conflict between parts of the Code, between the Code and other school policies, or in any decision making choices, you give priority to the outcome that will be in the best interests of the safety and well-being of the child.

Breaches

Breaches of the Code must be notified to the Principal and it is a breach of the Code not to do so.

A breach of the Code may constitute a failure to follow a lawful direction from the Principal and therefore the Principal will have the discretion as to what action to take, which may include counselling, professional development or sanctions under any agreement between you and the Principal. If you are a parent, volunteer or visitor, the Principal may take such action as is appropriate in your circumstances to maintain the safety and well-being of students.

The Principal must notify the appropriate authorities of any breach of the Code that was grooming behaviour: ie. deliberately undertaken with the aim of befriending and establishing an emotional connection with a student, to lower the student's inhibitions in preparation for engaging in sexual activity with the student. Examples include:

- developing relationships that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students)
- being alone with a student in circumstances where you are unseen or unlikely to be randomly interrupted
- initiating unnecessary physical contact with students or doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes
- engaging in personal disclosures (including personal contact details), or exchanges containing sexual content with or in the presence of a student
- organising contact with a student or their family outside of school without the Principal's knowledge and/or consent (e.g. tutoring, sport coaching).
- having any non-curriculum related online contact with a student (including via digital media) or their family
- using any personal digital media account to contact students or their family
- photographing or videoing a student without the consent of the parent
- being in the presence of a student whilst under the influence of alcohol or non-medically prescribed drugs or offering either to a student

The Principal must notify the appropriate authorities of any breach of the Code that was sexual abuse of a child: ie sexual behaviour in circumstances where:

- the student is the subject of bribery, coercion, a threat, exploitation or violence;
- the student has less power than another person involved in the behaviour; or
- there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

Conduct Statements

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

Conduct Statement 1

You act safely and competently.

Guidelines

1. You are expected to put the safety of students ahead of every other relevant but secondary consideration.
2. In doing so, you are expected to act within the scope of your expertise and role within the school community.
3. If the safety and well-being of a student requires skills and experience outside your core competency, you must refer the student to the appropriate expert.
4. You are personally responsible within the context of your position in the school community for the provision of safe and competent student education. It is your responsibility to maintain the competence necessary to fulfil your role. Maintenance of competence includes participation in ongoing professional development to maintain and improve knowledge, skills and attitudes relevant to your role in your school.
5. You recognise that the Principal, staff, parents and students assess your ability to act safely and competently based on your behaviour and decision making, and you do likewise in your assessment of them. You are responsible for conducting yourself in all things such that there is no speculation, doubt or ambiguity that you do so in the best interests of students. You must take reasonable steps to avoid situations where your decisions or behaviour could be interpreted as putting students at risk. You must also notify the Principal as soon as possible if you found yourself in such a position of ambiguity so that you can explain the circumstances.
6. You recognise each student's and their parents' right to receive accurate information; be protected against foreseeable risk of harm; and be involved in and informed about decisions in relation to their education.
7. You perform your role in the school within your professional or industry competency and according to school policies and any standards or codes applicable to your profession or industry.
8. You notify an appropriate person or the Principal of any information relevant to maintaining student safety and well-being, or any observation of questionable, unethical or unlawful behaviour, including breaches of this Code, and intervene to safeguard the student if the circumstances require it.
9. You ensure that any information you receive relevant to the safety and well-being of students is either acted upon by you in the best interests of the student if you are the relevant decision maker, or passed to the relevant decision maker for them to act.
10. You perform your work in a safe and competent manner that is not compromised by personal health limitations, including the use of alcohol or other substances that may alter your capacity to act safely. If your health threatens your ability to work safely and competently, you have a responsibility to seek assistance to address your health needs. This may include making a confidential report to an appropriate authority.

11. You perform duties in partnership with parents and school staff and in accordance with the standards of your profession or industry (e.g. Teachers Registration Board).

12. You perform duties in accordance with wider standards relating to safety and quality in education and student care and responsibility for a safe school, such as those relating to occupational health and safety, mandatory and critical incident reporting, and participation in incident analysis and formal open disclosure procedures.

13. You make decisions about students based on their age, ability, and in the best interests of the student's sense of security, and physical, social, emotional and mental safety.

14. You seek advice, assistance and second opinions from experts and Principal as necessary.

Conduct statement 2

You give priority to students' safety and well-being in all your behaviour and decision making.

Guidelines

1. You accept that you and all adults have individual and joint responsibility for the safety and well-being of students.
2. You ensure the safety and well-being of students are the primary focus of your actions and decisions and take precedence over any other considerations including the reputation of the school and your own needs.
3. You support the safety, health and well-being of each student, promoting and supporting decisions and behaviour that contribute to the student's self-confidence, safety and well-being.
4. You do not behave in any way that risks creating ambiguity about whether you are acting in the best interests of a student.
5. You respectfully communicate in plain language and in a way the student and those supporting their education can understand so they may fully participate in that education.
6. You support informed decision making by advising the student as appropriate and those supporting their education about education options and assist the student and their supporters to make informed decisions about that education.
7. You endeavour to ensure the voice of the student is heard as appropriate, taking into account age and circumstances.
8. You seek out, welcome, and learn from information relevant to the safety and well-being of students in any form, including advice, disclosures, complaints, criticisms, feedback and performance reviews. You look for opportunities to engage in formal and informal group and self-reflection and professional development about your own and others' decisions so that you and the school can learn and continuously improve.
9. You recognise that all information about students collected by school staff is done so on behalf of the Principal and for the benefit of the student. Therefore, all information is disclosed to and accessible by all who have a need to know it in order to support the education, safety and well-being of the student.
10. You respectfully advocate for the safety and well-being of students above all other considerations.
11. You recognise the importance that students' education continues without interruption or disturbance.

12. You disclose to the Principal any information that a reasonable person would recognise may be relevant to the safety and well-being of students so that the Principal may make appropriate decisions to manage any risk to them. This includes any relationship with any person who may have been accused of harming children or acting unsafely towards them.

13. You recognise that students and their parents are entitled to assume that the sole focus of your engagements with students is to educate them within a safe environment that puts their well-being above all else. You understand that this trust by parents and students puts the onus on you to use your relationship with students solely for their education. You use all engagements with students and their parents, whether in person, through a third party, or via digital media for the purpose of teaching the curriculum.

14. You do not accept gifts or benefits that could be viewed as a means of influencing your objective decision making.

Conduct statement 3

3. You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.

Guidelines

1. You are mindful that your decisions and behaviour are opportunities for students and others to see Gospel values in action and how faith integrates with life. Therefore, you are responsible for educating yourself and anyone you lead on the content of those values, and their practical application in your decision making.

2. You acknowledge that as a member of a Catholic school community, you are required to strive to develop and live out your relationships with all people in a manner that is based on Gospel values as defined in the CECWA Code of Ethical Conduct.

3. You accept that as a member of a Catholic school community, your conduct reflects on Catholic Education and the Church, and therefore you must strive to uphold the letter and spirit of the Code of Ethical Conduct.

4. You are called upon by the Code of Ethical Conduct act in a manner that is:

- Based on Christian ethics
- Professional
- Timely
- Contextually appropriate

5. The Code of Ethical Conduct requires you to take an ethical approach based on the living out of Gospel values which find expression in:

- Respect for the dignity of each person
- Acknowledgment of the giftedness of each person
- Commitment to building positive relationships
- Confidentiality
- Accountability

6. Respecting dignity is based on:

- A conscious appreciation of the sacredness of the individual's creation
- A sensitivity to the fact that everyone has emotions, fears, hopes and an innate goodness which flows from creation in the image of God

7. Recognising the giftedness of others involves:

- Discerning these gifts
- Naming and acknowledging these gifts
- Empowering individuals and groups to use their gifts

8. Fostering positive relationships which flow from being:

- Welcoming and open
- Honest and loyal
- Trusting and trustworthy
- Willing to share knowledge, skills, resources and insights

9. Committing to appropriate confidentiality based on:

- Respect for others
- Professionalism

10. Committing to:

- The Mandate of the Bishops of Western Australia
 - The acceptance of responsibility for any action or initiative at a personal and professional level.
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Conduct statement 4

You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.

Guidelines

1. Your relationship with other members of the school community is defined by whatever written or verbal agreement has given rise to that relationship. If you are a member of staff, it is your employment agreement. If you are a parent or acting in a parental capacity, it is the student's enrolment agreement. If you are a member of the school board, it is your school board constitution. If you are a visitor, it is in accordance with the permission of the Principal to be on school grounds on condition that you act safely and competently.
 2. If you witness the unlawful or unsafe conduct of any other member of the school community, or breaches of policy or this Code, whether in teaching, administration, school support services, or while engaging with students in person or via digital or other media, you have both a responsibility and an obligation to notify such conduct to the Principal or an appropriate authority and take other action as necessary to protect students.
 3. Where you notify the Principal or a delegate of unsafe conduct, including breaches of this Code, and that notification fails to produce an appropriate response in the circumstances, you may take the matter to an appropriate external authority.
 4. You respect both the person and property of students and their families, and of other members of the school community, and the property and finances of the school.
 5. You use school property and resources responsibly and for the purposes of the school.
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Conduct statement 5

You respect the dignity, culture, values and beliefs of each member of the school community.

Guidelines

1. You respect both the person and capacity of each member of the school community, treat them with dignity, show respect for their culture, values, and beliefs.
 2. You interact with members of your school community in an honest and respectful manner.
 3. You perform your duties and conduct your relations with students and members of the school community with fairness and justice. This includes taking appropriate action to ensure the safety and quality of the education and care of students are not compromised because of harmful or prejudicial attitudes about culture, ethnicity, gender, sexuality, age, religion, disability, spirituality, political, social or health status.
 4. In planning and providing education and school support services, you uphold the standards of culturally safe and competent care. This includes according due respect and consideration to the cultural knowledge, values, beliefs, personal wishes and decisions of each member of the school community. You acknowledge the changing nature of families and recognise that families can be constituted in a variety of ways.
 5. You do not express racist, sexist, homophobic, ageist and other prejudicial and discriminatory attitudes and behaviours toward any member of the school community. You take appropriate action when observing any such prejudicial and discriminatory attitudes and behaviours.
 6. In making professional judgements in relation to the interests and rights of a member of the school community, you do not contravene the law or breach the human rights of any person.
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Conduct statement 6

You treat personal information about members of the school community as private and confidential.

Guidelines

1. You use personal information in accordance with your school Privacy Policy.
 2. You have ethical and legal obligations to treat personal information as confidential. You protect the privacy of each member of the school community by treating the information gained in the relationship as confidential, restricting its use and disclosure to the purposes defined in your school Privacy Policy.
 3. If a third party asks for access to personal information, you must take reasonable steps to confirm the identity of the third party, and that it is lawful to disclose the information to them. You must inform the member of the school community that you have disclosed their personal information unless you are satisfied that there are legal reasons for not doing so.
 4. You seek advice if you identify a conflict between protecting personal information and any resulting risk to the safety and well-being of a student.
 5. You create and keep accurate records of conversations about significant decisions involving the safety and well-being of students.
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Conduct statement 7

You give and seek the best, honest and most accurate information about the education and care of students.

Guidelines

1. You give and seek accurate advice relevant to the education, safety and well-being of students, based on primary rather than secondary sources.
 2. You fully explain the advantages and disadvantages of any options so all involved can participate constructively in decision making to deliver the best results for the student.
 3. You accurately represent the role you play in the education, safety and well-being of students.
 4. Where the education, safety or well-being of a student requires expert knowledge or experience, you seek these out for the benefit of the student.
 5. You seek out firsthand sources of information directly from parents, colleagues and experts, or in documents and policies when making decisions or giving advice rather than relying on hearsay, opinion, rumour or assumptions.
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Conduct Statement 8

You support all members of the school community in making informed decisions about students.

Guidelines

1. You recognise that parents are the first educators of their children and equal partners in the education of students.
 2. You understand that each member of the school community has skills, experience and knowledge that may be a unique resource that can be directed to towards the safety and well-being of students.
 3. You actively share information about students with their parents and the Principal so that they may make informed decisions about students. You listen to everyone with courtesy and respect.
 4. You treat the opinions of parents and school staff about the education and well-being of students with respect and dignity, even if you do not agree with it or believe it is misinformed or misguided.
 5. You use plain language with appropriate style, tone and level in your written or verbal communication, particularly when expressing technical or expert advice, and you actively seek confirmation that you have been understood.
 6. You engage with all parents equally and fairly, regardless of their relationship status, mindful that, in the absence of court orders to the contrary, each parent has equal and joint parental responsibility for their child. You do not allow your opinion about the behaviour of parents to prevent you from engaging openly and honestly with each of them about their child's education.
 7. You continue to inform and engage with a parent about the education and well-being of their child on the assumption that it is in the student's best interests to do so, regardless of the parent's level of engagement with you or the child. You respect any decision by a parent to disengage with you or their child, and you remain open to re-engage in the future.
 8. You act to strengthen, preserve, restore and promote positive relationships between the student and their parents, family members, and those significant to the student, regardless of any breakdown in these relationships.
 9. You do not use the behaviour of either parent as a reason for denying them or their child access to information or support from the school that are in the best interests of the student, unless doing so would place the student or school community at risk of harm.
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Conduct statement 9

You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.

Guidelines

1. You promote and preserve the trust inherent in your relationship with students and with their parents.
2. You recognise that an inherent power imbalance exists within your relationship with students that may make the students and their family vulnerable and open to exploitation. You actively preserve the dignity of all people through practised kindness and by recognising the potential vulnerability and powerlessness of each student and their family. You recognise that the power relativities between you and a student can be significant, particularly where the student is very young, has a disability, a difficult family background, has cultural differences, or experiencing emotional turmoil. This vulnerability creates a power differential in your relationship with students that must be recognised and managed with care.
3. You take reasonable measures to establish a sense of trust to protect the physical, psychological, emotional, social and cultural well-being of each student. You protect students who are vulnerable, including but not limited to students with disability, from exploitation and harm.
4. You have a responsibility to maintain appropriate boundaries with students and to actively support other adults to do likewise, including bringing to their attention any failure to do so.
5. You may have personal or recreational relationships outside your school role with students' families and friends, or with school staff. You are aware that dual relationships may compromise student care and well-being. In cases of overlap or conflict between your dual relationships, you act with the primary intent of the safety and well-being of the student, which may require you to withdraw from a social relationship.
6. You do not engage in any behaviour with a student that could be interpreted by a reasonable person as being a friendship.
7. You do not engage in any behaviour with a student that a reasonable person could interpret as creating an opportunity to engage in emotional, physical or sexual intimacy with a student.
8. You recognise that the power imbalance between you and students means that the onus is on you to avoid any ambiguity or misunderstanding by a student or third party about your intent in your behaviour towards them.
9. You understand that the power imbalance between you and students means a student is unable to give their consent to engaging in emotional, physical or sexual intimacy with you, regardless of the legal age of consent, or the student's age or maturity. You must therefore not seek nor rely on such express or implied consent from a student to engage in an intimate relationship.

10. You understand that the power imbalance between you and students may continue to influence students' choices beyond the date when they cease to be students at your school. You must therefore not engage in emotional, physical or sexual intimacy with a former student within two years of them ceasing enrolment at your school, or them turning 21, whichever occurs latest.

11. You take all reasonable steps to ensure the safety and security of the possessions and property of students and their families that are in your care.

12. You do not knowingly mislead parents or make misrepresenting statements to them or withhold information relevant to their ability to make informed decisions about their children unless required by law.

13. You recognise that there may be rare exceptions to full disclosure to parents. Such disclosure of information may compromise law enforcement or other risk management processes, or the privacy and reputation of those involved. You seek legal or other expert advice in resolving such situations, recognising that parents have the right to know about any risk to their children.

Conduct statement 10

You maintain and build on the community's trust and confidence in Catholic schools and the Church.

Guidelines

1. Your conduct maintains and builds public trust and confidence in your school, other members of the school community, and the Church.
 2. Any unlawful and unethical actions in your personal life risk adversely affecting both your own and the school's reputation in the eyes of the public. If the good standing of either you or the school was to diminish, this might jeopardise the inherent trust between the school and parents, as well as the community more generally, necessary for effective relationships and the best education of students.
 3. You notify the Principal of your involvement in any criminal investigation or other legal process that may undermine trust and confidence in your judgement or care of students.
 4. You consider the interests of the school and the Church when exercising your right to freedom of speech and participating in public, political and academic debate, including publication.
 5. You never place the reputation of the school above the safety and well-being of students.
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Conduct statement 11

You act reflectively and ethically.

Guidelines

1. You engage with the school reflectively and ethically to ensure that you consciously put student safety and well-being at the forefront of your behaviour and decisions.
 2. You develop and maintain appropriate and best practice advice, support and care for each student and their family.
 3. You evaluate your conduct and competency according to this Code, the terms and conditions of your relationship with the school, and school policies.
 4. You contribute to the professional development of school staff as appropriate.
 5. You contribute to continuous improvement by supporting opportunities to record, assess and learn from incidents involving student safety and well-being.
 6. You advise the Principal of any reduction in your capacity to act in the best interests of the safety and well-being of students due to health, social or other factors, while you seek ways of addressing the deficiency.
 7. You take care of the safety and well-being of all members of the school community so that you all may fully contribute and cooperate in providing for the safety and well-being of students.
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Conduct Statement 12

You allow students to have a voice in their education, safety and well-being.

Guidelines

1. You recognise that while you and all adults have responsibility for the safety and well-being of students, students have opinions and ideas about their education and well-being.
 2. You allow age-appropriate opportunities and forums for students to reflect on and express their opinions and ideas and you treat those expressions with respect and care.
 3. You regularly invite students to participate in decision making about their education and well-being and offer them constructive feedback on their ideas and opinions.
 4. You encourage students to inform you or the Principal of any concerns they have about their own or other students' education, safety or well-being. You follow up those concerns and keep students informed of how they are resolved.
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Specifically, to follow this Code of Conduct at St Andrew's School as a staff member, parent, visitor or student, you need to abide by everything outlined in this document, particularly the following points:

1. The safety and protection of students in every way is the ultimate purpose of this Code.
2. Parent volunteers need to respect confidentiality. For example, if you listen to a child read, you should not be commenting on their reading level to other parents. Each child's academic achievement will be at their own rate. Privacy and respect is paramount.
3. Parents/Guardians are not permitted to raise issues via social media platforms or allude to the school in any way, name the school or name staff. This is not best practise for resolving problems/issues. Any persons bringing the school/staff into disrepute on Social media will not be operating within the school ethos or this Code of Conduct and will be assisted to move to another school.

Staff/ Volunteer/ Tutor Declaration

Date: _____

I have read and understood all 20 pages of this Code of Conduct and agree to uphold the intentions of this Code.

Name: _____

Signed: _____

Class volunteering in (if applicable): _____