



Immaculate Heart of Mary School

Parent Handbook 2025



IHM Year of Hope

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Welcome to our School

Principal's Welcome



Welcome to Immaculate Heart of Mary School. We are a nurturing, inclusive and family-oriented school united in faith, learning and culture.

We are proud of the strong academic outcomes we deliver and are committed to high quality teaching and learning. In 2024 IHM was the best performing catholic primary school in Adelaide, based on the latest NAPLAN results. We have a highly personalised approach, using data we ensure every child experiences success on their learning path.

Positive wellbeing is vital for engaged learning. A whole-school community approach to fostering wellbeing at IHM enables children to strengthen their sense of connectedness and build their capacity to learn in a safe, respectful and supportive environment. Our newly built wellbeing hub will support strong social and emotional learning.

IHM's strong Catholic identity is founded on the Sacred Heart spirituality and underpinned by our five pillars of 'love, hope, connectedness, inclusivity and justice'. We build strong relationships between the school, families, parish, and the local and wider community, living out our school mission together of 'striving to be God's heart here on Earth'. In 2024 we celebrate the Catholic Church jubilee "Year of Hope".

Our professional, motivated and caring staff deliver evidence-based teaching resulting in high impact learning and are focussed on individual student engagement, progress, and achievement.

At IHM each student is at the heart of all we do. They are both encouraged and challenged to do their best, to develop their individual strengths and talents and a love of learning. Our commitment to you is to nurture them as thriving people, capable learners and leaders for the world God desires.

We look forward to partnering with you to ensure your child will flourish today and into the future.

Kind regards,

Julie Hancock
PRINCIPAL

MEdL, BEd, GradCertEd

Our Vision and Mission Statement

INSPIRED BY OUR MOTTO

STRIVING TO BE GOD'S HEART HERE ON EARTH

WE ARE COMMITTED TO:

OUR VISION:
Building an inspiring
learning community
where every child will
flourish, today and
in the future.

**High Quality
Learning**
Personalised
Inspiring
Creative
Critical
Life long

Well Being
Resilient
Confident
Positive
Relational

**A Heart
Spirituality**
Love
Hope
Justice
Connectedness
Inclusivity

USING OUR MINDS, HEARTS AND HANDS

TO MAKE THE WORLD A BETTER PLACE



Immaculate Heart of Mary School
"Striving to be God's Heart here on Earth"

High Quality Learning

Our Curriculum

Catholic Education Curriculum Focus Areas

IHM has a strong focus on the capabilities shown in the diagram. These capabilities provide students with relevant skills for learning and actively participating in today's world and the future.



Curriculum Areas

We offer a varied and challenging curriculum based on the Australian Curriculum, offering study within nine key learning areas:

Religious Education
English
Mathematics

Science
The Arts
Health and Physical Education

Humanities and Social Sciences
Languages
Technologies

Specialist Areas

We have 5 specialist teachers and programs for:

Music
Auslan
Physical Education
STEM (Science, Tech, Engineering, Maths)
Student Wellbeing

Diverse Learning

Every child at IHM deserves high quality learning and we are committed to all students having access to and participation in learning.

Some students require personalised plans for learning where, in partnership with parents, specific goals are identified, adjustments and modifications implemented and measured, and success is celebrated. We value a wrap-around approach where parents, allied health professionals, outside agencies and the school, work together.

Intervention, Extension and Support Programs

Literacy

Playberry Laser - Tier 2 & 3

Playberry Tier 2 & 3 is a highly structured phonetic-instruction program that uses multi-sensory methods to help anchor verbal information through non-language mental representations, supporting students who need extra help with reading and spelling. The program incorporates features of an explicit, systematic literacy approach: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Students are withdrawn from class and work in targeted small groups where they learn strategies to become capable, independent readers.

Literacy Pro - Primary Years

Literacy Pro is an online reading resource that promotes reading engagement and success. This resource aims to match, motivate and monitor independent reading in Years 3 to 6. It supports reading comprehension, fluency, vocabulary, writing skills, and differentiation.



Student reading ability is measured using the Lexile Framework. Students are assigned a Lexile guide to search for 'good fit' reading material, from the school library, across an extensive range of interest areas. This match is designed to increase students' motivation to read more and consequently increase their reading mileage. Online quizzes attached to books provide additional information for both students and teachers on reading comprehension.

Teachers monitor progress, provide differentiated instruction, and tailor learning to meet individual needs through meaningful discussions about book choice and aspects of reading to enhance students' literacy skills.

Numeracy

Mathletics



Mathletics is an award-winning interactive numeracy website that aims to improve children's numeracy skills. Every student at IHM has access to the website. Teachers use this resource to extend and reinforce students' mathematical learning through personalised planned tasks and fun activities, such as Mathletics Live.

Teachers highly encourage home access for the practice of taught concepts and building fluency in mathematical learning.

Bond Blocks

Bond Blocks is a system of sequenced activities that help comprehensively teach Addition and Subtraction, including application to word problems and related algebra. Bond Blocks has two targeted uses; Mental Maths for Years 1 to 3, linking part-part-whole understanding with basic addition and subtraction fact fluency and associated word problems, and is used to help students move on from counting to add and subtract.

The program is based on research which discovered that children in Years 1-3 tend to rely on their fingers to count, have difficulty recalling basic facts and don't always use the best strategy to work out number problems. Students are tested prior to using Bond Blocks and are tested again at the end.

Times Table Rock Stars

Times Table Rock Stars is a times tables program for students in Years 2 to 6 designed to help children remember the multiplication tables. Children learn the tables in a sequence that builds up their ability and skill to recall times tables. Teachers use this resource to extend and reinforce students learning through personalised times table activities. Students have access to using this program at home to help build times table fluency.



Number Ninjas

In 2025 we are excited to introduce Number Ninja, a new early intervention program designed to strengthen maths fact fluency for Year 2 students. This program specifically supports students who need extra help with number recognition, recall, and basic arithmetic skills, ensuring they build a strong foundation in numeracy from an early stage.

As an intervention program, Number Ninja provides targeted support to help students develop fluency in basic number facts, which is essential for solving problems efficiently and building confidence in maths. Using a combination of explicit instruction, guided practice, and interactive games, students engage in fun, hands-on activities that reinforce key concepts while making learning enjoyable.

Social and Emotional Well-being

What's the Buzz?

What's the Buzz? is delivered as a targeted intervention program in small group settings. Students who need additional support in developing their social and emotional skills participate in structured sessions led by trained staff.

Working in small groups allows students to engage in interactive learning experiences, such as role-playing, guided discussions, and problem-solving activities, in a safe and supportive environment. The small group setting encourages collaboration, providing opportunities for students to practice social interactions, build confidence, and receive immediate feedback.

Each session focuses on key skills such as emotional regulation, effective communication, empathy, and conflict resolution. The structured nature of the program ensures that students have the time and space to develop these skills at their own pace, with the guidance of an educator who can tailor support to their individual needs.

By working in small groups, students not only learn essential social skills but also build connections with peers, fostering a sense of belonging and positive engagement within the school community.

Typing Tournament

Typing Tournament is a fun, educational app that helps students in Years 3-6 develop fast and accurate typing skills. Schools use it to build essential digital skills, making it easier for students to complete assignments, engage with technology, and prepare for future learning and work. Strong typing skills free up students to focus on their ideas rather than the keyboard.



The program is structured and adaptive, allowing students to learn at their own pace while mastering proper finger placement. It uses clear, step-by-step teaching and game-like challenges, rewards, and a medieval adventure to keep students engaged.

Teachers track progress with regular assessments, monitoring speed and accuracy to give extra support when needed. Since it's cloud-based, students can practice anytime, both at school and home, reinforcing their learning in a fun and effective way.

Co-ordination Program - Jumping Hearts

The purpose of this program is to support children in Reception who have challenges with gross motor and fine motor skills. Developmental delays occur when a child does not meet developmental milestones within the expected age range. Our screening assessment and program is designed by an Occupational Therapist and designed to improve outcomes. Children will participate in specific activities in a small group once per week which will enhance their coordination.

Aims of the program are:

- Developing the underlying skills necessary to support whole body (gross motor) and hand dexterity (fine motor) skills, such as providing activities to support:
- balance and coordination
- strength and endurance
- attention and alertness
- body awareness
- movement planning



You will be advised if your child meets the criteria to be in the program.

Physical Education

At IHM all children participate in a Physical Education lesson once per week plus daily class fitness activities.

Children are encouraged to participate in sport for enjoyment, to get a sense of team play and to develop their skill level and maintain a good level of fitness and health.

Various sporting organisations are invited to the school each year to conduct specialist clinics. Children also have the opportunity to take part in interschool sport in soccer, netball, basketball, cross-country, touch football, hockey, swimming and athletics.

A school Sports Day is held annually to allow children to display their skills and to allow parents to see their children compete in a relaxed and friendly atmosphere.

All Reception to Year 5 students participate in a week-long aquatics program at the Thebarton Aquatic Centre. The senior students take part in an Aquatic Safety Program in Term 4.

At IHM we believe sport contributes positively to the health and wellbeing of children.



Music and the Arts



Music lessons are taught by a specialist teacher and all classes have a 45-minute lesson per week.

The school music program also includes the Catholic Schools Festival Choir for Years 5 and 6 and a Junior Choir for Years 1 and 2.

We have a ukulele program which begins in Year 3 where all Year 3 students learn the ukulele once a week.

Instrumental Lessons

Instrumental lessons are offered at the school for all students from Reception to Year 6. Guitar, piano, drums and singing, are currently being taught, but other instruments can be arranged if there is interest. These programs are an additional cost and families are invoiced by the tutors directly.

If your child is interested in any of the offered instrumental programs please contact the Office and we will forward a program specific application form and relevant information. Tutors will then strive to accommodate all expressions of interest.

Dance

Every year level benefits from specialist dance classes in the second semester, including learning various dance styles with specialist dance teachers from Ground Force Performing Arts.

Movement and play have the capacity to improve brain functioning and cognition, so it is an important part of our school life. The children proudly present their skills and talents at the end of year concert.

Drama

Drama is also taught for a term by a specialist drama teacher. In Term 1 this year, Chris Asimos will be teaching drama to all our students from Reception to Year 6.

Languages - Auslan

Auslan (Australian Sign Language) is the language of the Deaf community of Australia. Auslan and other signed languages around the world are full-fledged languages that are visual-gestural in nature. They have a complete set of linguistic structures and are complex and highly nuanced.

For our IHM students, the benefits of learning sign language go beyond supporting communication with those who are hearing impaired or speak other languages: there are personal and developmental gains to be had, too.



Research has shown that Auslan develops students' literacy capabilities, increases memory retention and improves gross motor skills as they are using their hands, which stimulates brain development and mental flexibility.

Home Learning

At IHM we believe that a student's after school time is best spent with their families or pursuing individual hobbies and interests. However, we recognise that it can be beneficial for students to consolidate their learning and build on their personal responsibility and organisational skills by practising some skills at home. Outlined below is some general information relating to home learning expectations at IHM.

General Guidelines

- Students are encouraged to read every day of the week.
- Completion of class learning support activities will generally only be set for Monday to Thursday.
- Class Learning Support Tasks include practising times tables and number facts, completion of learning begun in class or not completed in class, problem solving tasks, ongoing learning, literacy/numeracy games, research, sight words, and consolidation activities such as practising letter sounds.

Completion of Home Learning

It is an expectation that students complete the home learning set by the due date provided by the classroom teacher, and therefore appreciate the time invested by parents at home to help students complete their home learning. If home learning is not completed on time, and teachers have not received a note from families, students will be expected to complete home learning at school. We work in partnership with families and understand that sometimes home learning cannot be completed due to unforeseen circumstances, so a note via See Saw or email to the teacher to explain is appreciated. If you have any questions or concerns about home learning, please reach out to your child's classroom teacher.

Home Learning Year Level Guidelines

Reception - Year 2 (*Max 20 minutes per night*)

Reading: Maximum 15 minutes

Decodable texts, connected texts, heart words, or other texts as advised by the teacher.

Class Learning Reinforcement Tasks: Letter sounds, heart words, connected texts, number fact fluency, Mathletics etc.

Additional Tasks: Students may occasionally need to prepare for an oral presentation.

Year 3 – Year 4 (*approx. 30 minutes per night*)

Reading: Minimum 15 minutes

Decodable, Lexile or other texts as advised by the teacher including 1 Lexile quiz per fortnight (approx.) to be completed either at home or at school.

Class Learning Reinforcement Tasks: approx. 15 minutes

Letter sounds/blends, morphology, heart words, connected texts, number fact fluency, TT Rockstars, Mathletics, contracts or other activities set by teacher.

Additional Tasks: Students may need to work on occasional set projects or investigations.

Year 5 - Year 6 (*approx. 45 minutes per night*)

Reading: Minimum 20 minutes

Decodable, Lexile or other texts as advised by teacher including 1 Lexile quiz per fortnight (approx.) to be completed either at home or at school.

Class Learning Reinforcement Tasks: approx. 25 minutes

Letter sounds/blends, morphology, heart words, connected texts, number fact fluency, TT Rockstars, Mathletics, contracts or other activities set by teacher.

Additional Tasks: Students may need to work on occasional set projects or investigations.



Excursions and Incursions

Excursions and Incursions form a very important part of the overall learning program at IHM. School excursions are a common way for schools to enhance children's learning experiences. They offer a break from the routine of the classroom and allow children to explore new places and ideas within the wider community.

During the year students take part in various excursions and incursions in both year levels and/or classes. Parents will always receive detailed information about these excursions, which also seek parent/caregiver consent. Excursion notes and consent forms, and any other associated information are sent home well in advance of the activity. All consent forms must be returned by 9.00 am two days before the activity to enable staff to be organised.

Volunteers for Excursions

If volunteers are required to assist with the activity, numbers and names must be finalised one to two days before the activity date. If by this date we are unable to confirm volunteer numbers and names and no other alternatives are available, unfortunately the activity may need to be cancelled.

- In accordance with Catholic Education and National Child Protection Policies, all volunteers must have a current Police Clearance (Working with Children Check - WWCC), complete a volunteer induction session and a compulsory online Reporting Abuse and Neglect (RAN) course.

School Camps

Camps and led outdoor experiences focus on building interpersonal and intrapersonal skills such as independence, resilience, leadership, communication and respect for others. We aim to provide maximum opportunities for the children to have varied and rich experiences and learning opportunities which build their capabilities, knowledge, resilience and important social skills. Camps and outdoor experiences have been designed to meet the developmental needs of students in age appropriate ways.

Yearly Overview:

- Reception/Year 1/Year 2 - Excursions only
- Year 3 - Overnight camp at school and excursions
- Year 4 - Overnight camp off site or at school and excursions
- Years 5 and 6 - 2 night 3 day camp off site and excursions.

You will be notified of your child's excursions and camps as the year progresses.



Catholic Identity and Heart Spirituality

Overview

At IHM, we are inspired by Jesus through the story and charism of the Missionaries of the Sacred Heart (MSC). In 1951, the school began under the auspices of the Daughters of Our Lady of the Sacred Heart (OLSH) and we have carried the Heart Spirituality as a central part of our Catholic Identity since then.

Our charism is that of Heart Spirituality “Striving to be God’s Heart here on Earth”. We have five pillars which enliven our heart spirituality and help us make sense of the Jesus story in a contemporary and meaningful way. They are:

- **Love**
- **Hope**
- **Justice**
- **Connectedness**
- **Inclusivity.**

Each year, we focus on one of our pillars, to deepen our understanding of the concept in relation to scripture and insights from His Holiness Pope Francis, helping us to connect our lives today with our Catholic Tradition. This year Pope Francis has declared a Jubilee Year of Hope. A Jubilee Year occurs every 25 years.



As a school community will be unpacking and living out our Hope pillar through the following scripture:

Hebrews 6:19: We have this hope as an anchor for the soul, firm and secure

What will this look like in the classroom? Teachers will work with students to unpack the Jubilee symbol through visible thinking strategies and thinking routines. Students will also discuss works of mercy through Project Compassion activities and discuss how we can be champions of justice, fairness and solidarity in the spirit of Jubilee 2025.

Within our Catholic tradition and heart spirituality there are five broad headings:

1. Sustainability and Ecological Conversion

In recent times, Pope Francis has called us to ... care for people, care for creation and share the surplus. At IHM our students, staff and families are active agents of ecological sustainability, motivated by faith and a strong sense of connectedness to the natural world and our global family.

The Australian Curriculum Cross Curricula Priority of ‘Sustainability’ informs teaching, learning, and decision making. It supports learning about collective wellbeing, guides us in determining individual and community actions and supports the building of capacity to think and act in ways that lead to a more equitable and sustainable future.

We live this each day through:

- Composting of food and green waste
- Diligent recycling - paper/cardboard, bottle top lids
- Reducing waste sent to landfill
- Active promotion of 'Nude Food' through 'Wipe Out Waste'
- Vegetable and herb gardens
- Worm farms
- Creation of butterfly gardens
- Green Hearts – student environmental group
- Rainwater collection
- Regular information regarding sustainability shared with families through the school newsletter
- Partnerships with outside agencies – KESAB, Landcare, Nature Play Australia.



2. Family Centred Church

It is within the family that each person's religious sensitivities are first called to life. Love, trust, wonder, reassurance, belonging, gratitude, sense of mystery, a growing sense of responsibility and commitment – all of these set the foundations for a religious experience that will, hopefully, continue throughout life. It is as families that you are invited into the life of the Church. This invitation is through prayer, liturgies and masses as well as our Sacramental program.

Children from Year 3 have the opportunity with their family, within the Parish and with the support of the school, to prepare your children for full initiation into our faith community. We focus on God's love for each person and a deepening of the understanding of our faith traditions to receive the Sacraments.



Once per term we have our Family Sunday Mass celebrations – Missioning Mass in Term 1, Parish Mass Terms 2 and 3 and our End of Year Mass in Term 4 and no matter what faith background, all are warmly invited to attend.

3. Faith Formation and Religious Education

Faith formation and religious education supports the integration of faith, life and culture provides a clear curriculum framework for the development of teaching and learning within Religious Education.

The purpose of Religious Education is the deepening of students' understanding of the Catholic Tradition, to develop an appreciation of its significance in their lives, so that they may participate in the life of the Church and wider society.

As a Catholic school today, we invite you to enter into a dialogue to understand each other's beliefs and practices. This provides us all with an opportunity to respect and 'be with' each other no matter what a person believes.

Our theology is a contemporary one and we help children to explore faith, life and culture in a way that builds on the current context of the world.

Prayer is an important element of the opportunities we provide for children to come to know God. Daily class prayer, assembly prayer, celebrations and special events create a culture of prayer and connection to God, self, others and creation.

4. Social Justice

Social justice is the action resulting from our heart spirituality. It is our call to act with courage to help other people in our community, our city and our world. We participate in the Church's mission, "to bring Good News to the poor" (Luke 4:18), forming students' minds, hearts and consciences to give witness to a faith which does justice with love.

We implement the Catholic Social teaching principles to understand why this is important. A process called 'See, Judge, Act', helps the children to determine what is going on, what our faith tells us should be happening and also how to make decisions about what action should take place.

The community of IHM participate in a range of social justice initiatives. The aim of these initiatives is to empower the students to give something of themselves in the service of others in preference to charitable donations.

We support the following Charities:

- Caritas - Project Compassion
- Catholic Charities
- Welcoming Centre
- Adelaide Day Centre for the Homeless (Moore Street)
- St Vincent de Paul.



5. Celebrations of Faith and Family

During the year we have many celebrations that we interweave our faith traditions into. Some of these include fortnightly assembly, Mother's Day, Father's Day, VIP Day, Easter, End of Year Mass and Graduation. Your family is pivotal to your child's beliefs and practices and so all these celebrations are with family at the heart.

Student Leadership

If your actions inspire others to dream more, learn more, do more and become more, you are a leader!



IHM offers the opportunity for students to be involved in decision making and leadership through a variety of opportunities such as Student Representative Council, House Leadership, Green Hearts and Heart Clubs.

House meetings occur twice per term where houses gather with their leaders for team building and cross age collaboration activities. Students are asked to wear house tops on these days. House tops can be ordered from the office in 2025. An order will be placed termly through the uniform shop.

The House names are:

Chevalier (Red) is named after the founder (Jules Chevalier) of the Missionaries of the Sacred Heart priests and Our Lady of the Sacred Heart sisters who supported the opening of our school.

Hartzer (Green) - Marie Louise Hartzer was the first Superior General for the congregation of the Daughters of our Lady of the Sacred Heart. This congregation of sisters were asked to administer IHM from 1951.

Beovich (Yellow) was the name of the Archbishop who opened our school. He was appointed Archbishop in 1939; Matthew Beovich's appointment was hailed as the beginning of a new era because he was the first Archbishop of Adelaide who had been born in Australia, rather than Ireland.

All students are expected to be heart centred leaders, but our formal roles allow students to participate in and share leadership in a way that helps others here in our school community, our parish and our global world.

Community

School Board

On behalf of the School Board, I extend a very genuine and warm welcome to you and your family as you begin or are continuing your journey with IHM. The School Board consists of; parents, staff, Parish Priest and our Principal Julie Hancock. As a team we meet regularly throughout the year to discuss, consult and make decisions in the best interest of the school as it relates to crucial areas such as teaching and learning, staff and student wellbeing, fiscal matters, strategic planning and parish and community development.

IHM values and acknowledges the important role community plays in the holistic development of students. Serving on the School Board is one way you can contribute to developing the life of the school and play an important role in helping to shape its future. The School Board values your feedback and relies on it to help meet the needs of our vibrant and dynamic community. Please feel free to make contact with the school or any of the Board members with suggestions, ideas or comments you may have as we support the overall mission of the school in *"Striving to be God's Heart here on Earth."*

Michelle Wilson SCHOOL BOARD CHAIR

Parent Involvement

Parent involvement is warmly welcomed and encouraged.

As a parent, you are the most influential factor in how your child views school and its community. Your involvement with their learning goes a long way towards your child becoming a capable, resilient and happy adult.

Parents can support their child's education in a multitude of ways. Currently parents can participate in the following ways:

- Heart Centred outreach fundraising program such as Caritas and St Vincent de Paul
- Assist in the classroom helping with reading, spelling, design and cooking
- Inter-school sport
- Parents and Friends Committee
- Breakfast Club
- Excursions
- Special Days – Shrove Tuesday, Harmony Day, VIP Day etc
- School Board
- Sacramental celebrations and Religious Education programs working with the Parish
- After school sports coaching
- Working Bees

We are always looking for new ways to engage parents, caregivers and families. The school recognises that you are a valuable resource and we welcome your participation. Please talk to your child's class teacher, Leadership Team members or office staff to offer your support or seek more information.



Flourishing Hearts



In 2025, IHM is excited to launch Flourishing Hearts, an enrichment program designed to challenge and inspire highly able students. This initiative fosters creativity, critical thinking, and problem-solving, helping students reach their full potential.

We are working closely with system coaches in Learning, Assessment, and Curriculum from Catholic Education South Australia to develop this program, ensuring it is grounded in best practice, research, and effective strategies for gifted education.

Starting with Years 4-6, students are selected based on assessment data, teacher observations, and family input. This includes results from the AGAT (ACER General Ability Test), assessing abstract, kinetic, numerical, spatial, and verbal reasoning. As the program grows, younger year levels will also take part.

Beyond academic success, Flourishing Hearts promotes teamwork and leadership, engaging students in collaborative projects that build confidence and resilience. Led by our STEM teacher, the program offers hands-on challenges in science, maths, and the arts, encouraging students to explore new ideas and develop innovative solutions.

Our approach is supported by the work of François Gagné, a leading educational psychologist known for his Differentiated Model of Giftedness and Talent (DMGT). Gagné highlights that giftedness is a natural ability, but talent develops through opportunities, practice, and support. He states, "Giftedness needs to be nurtured and cultivated; without the right environment, it may never transform into fully developed talent." This philosophy underpins Flourishing Minds, ensuring that our highly able students receive the enrichment and challenges they need to thrive.

With a focus on holistic growth, Flourishing Hearts equips students with the skills, mindset, and confidence to excel in an evolving world.

Gateways

G.A.T.E.WAYS is a highly regarded enrichment program designed to extend and challenge highly able primary school students through engaging, hands-on learning experiences. The program offers workshops in a range of subjects, encouraging creativity, critical thinking, and problem-solving beyond the standard curriculum.

At IHM, we have proudly supported this initiative by sending students to G.A.T.E.WAYS and we are now looking forward to hosting G.A.T.E.WAYS workshops at our own school in the near future. We value this program because it provides students with opportunities to explore their passions, develop new skills, and collaborate with like-minded peers.

Enrichment programs like G.A.T.E.WAYS are essential for highly able students, as they provide the advanced challenge and depth these learners need to stay engaged. Without appropriate stimulation, gifted students can become disengaged, under-stimulated, or even reluctant learners in a traditional classroom setting. These programs allow students to work at their own pace, tackle complex problems, and develop their talents in ways that standard curriculum alone cannot provide.

Aligned with François Gagné's Differentiated Model of Giftedness and Talent (DMGT), which emphasises the need for "appropriate stimulation, motivation, and practice," programs like G.A.T.E.WAYS foster talent development by providing depth, complexity, and real-world challenges that extend students beyond their comfort zones.

With a strong focus on deep learning and intellectual challenge, G.A.T.E.WAYS helps students build confidence, curiosity, and a love for learning. By bringing this program to IHM, we aim to provide even more enriching experiences that empower our students to develop their talents, thrive academically, and reach their full potential.

Children's University

IHM is a Children's University accredited school. This offers superior educational experiences for children aged between 7 and 14 years outside of school and recognises their achievements through the award of formal certificates and graduations. The Children's University has a strong emphasis on experience as a significant learning tool, acknowledging the value of the range of different learning experiences and environments in which children engage.



Each child is issued with a Passport to Learning in which the hours of each validated activity is recorded. Once they have reached the required number of hours children are presented with certificates at graduation ceremonies held in Bonython Hall, Adelaide University.

Children's University is child led, meaning that children choose what activities they would like to participate in, and participation occurs on a voluntary basis. Information on how to join Children's University is distributed in Term 1 each year.

Learning destinations in SA include:

Adelaide Botanic Garden, Adelaide Festival Centre, Adelaide Gaol, Adelaide Symphony Orchestra, Art Gallery of South Australia, Australian Red Cross, Adelaide Science and Maths School, Bright Sparks Science Club, Carclew, Kids Camera Action, Little Picassos, SA Maritime Museum, South Australian Museum and many more.

Check the website (www.childrensuniversity.com.au) for further details.



OSHC (Before & After School Care) - Camp Australia

Before and after school care promotes a healthy and active lifestyle, encourages friendships and supports children to develop new skills – all while having fun.

IHM has partnered with Camp Australia, the leading provider of Out of School Hours Care (OSHC) in Australia and will continue to provide onsite before and after school care in 2025. This high quality program embraces the school's values and builds on your child's educational experiences and individual interests.



The program runs from **6:30 – 8:30am** and **3:00 – 6:00pm** daily and combines active games with planned and unplanned play, quiet time, homework time and a healthy snack. Every day is an adventure led by enthusiastic Camp Australia staff who are on a mission to bring smiles to children's faces. As trained educators, we know lots of different ways to help your child get the most out of their day and feel good about themselves.

For more information, fees and details on how to make bookings please visit the Camp Australia website: www.campastralia.com.au and enter the school name in the school finder

Playgroup

Little Hearts Playgroup is held here at IHM every Friday morning during school terms for all children under five years of age. Come and join the fun or let your friends know about our playgroup.

When:	Friday mornings	Playgroup SA family membership (Payable on third visit)	
Time:	9:30 - 11:00 am	Full Year Early bird Fee:	\$35-00 (Paid before 31/03/2025)
Where:	Cuskelly Cottages	Full Year Fee:	\$40-00
	IHM School grounds	Full Year Concession:	\$20-00
What to Bring:	A piece of fruit/vegetable to share	Half Year:	\$25-00
Cost:	Donation of \$2-00 per week	Term Fee:	\$15-00



Communication

At IHM we believe that open, respectful and frequent communication between school and home is of great importance. We offer a number of ways to keep you informed and provide opportunities for you to communicate with your child's teacher and staff. We strongly encourage you to use the school app to keep up with school activities and news.

Website

For any information relating to our school visit our website www.ihm.catholic.edu.au . This site is updated on a regular basis to ensure the latest information is available.

School App - School Stream

Families can download a free school app to receive school information and notifications, instantly and directly to their mobile device.



How to download the School Stream app and set up a School Stream Account:

1. From your mobile device go to the **App Store (iPhone/iPad)** or **Google Play (Android)** search for **School Stream** and download the app to your phone. Make sure you agree to **push notifications**.
2. Once School Stream has finished installing, open the app, type Immaculate Heart of Mary into the search **THEN** select our school.
3. Tap **Account** in the menu (top left) then follow the prompts to create an account using your mobile or email. Once you enter your details, School Stream will either email or SMS you a 5-digit code.
4. Enter the code into School Stream once received and add your First and Last Name to the fields.

Facebook



On our Facebook page you can find stories, information and photos relating to the everyday events and important moments of IHM. The purpose for a Facebook page is to build greater connection with our families and community, as well as to advertise events, and increase awareness of our school. It complements our school website and school app communication.

Rules of Engagement

Please read the Rules of Engagement which appear on our website under the Community tab. These rules support our Social Media Policy and reflect our school personal responsibility guidelines of showing respect, keeping safe and building community.

Newsletters

Newsletters are published every fortnight on Mondays and can be accessed via our website or School Stream app.

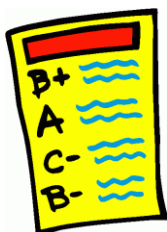
Parent - Teacher Communication

Parents are encouraged to support their children and the school through positive involvement in the learning program. Hence, two way, regular communication about student progress is essential. This occurs through:

- **Class newsletters** - are sent home at the beginning of each term. The purpose of the newsletter is to inform the parents of the learning planned, including particular routines, topics and expectations, inviting opportunities for partnership in supporting the child and further involvement whether at home or school.
- **Seesaw** - all classes from Reception to Year 6 will use Seesaw. Parents can message teachers through Seesaw.
- **Email** - all staff can be contacted via email and this is often the most convenient and time efficient method, particularly if there is a concern. Staff will read emails during working hours 8.00pm -5.00pm and respond within 48 hours. If urgent please contact the Office.

Formal Reporting Practice

Our formal reports and conversations are scheduled for all students as indicated in the table below.



When	What
Term 1	Book-a-Chat with Information Sheet from Parents (Weeks 1-3)
Term 2	End of Semester Reports
Term 3	Student Centred Conferences
Term 4	End of Year Reports

Meeting with Teachers or Principal

We encourage positive relationship building and teachers and leadership are available to discuss children's progress, problems or other matters at a mutually agreed time. We encourage you to make an appointment time to discuss specific issues. This avoids class interruptions and ensures issues can be discussed appropriately.

Change of Address, Telephone Numbers or Emergency Contacts

It is **essential** that the school be notified of any change of address, telephone and mobile numbers or family arrangements of students so that parents and caregivers can be contacted easily in an emergency.

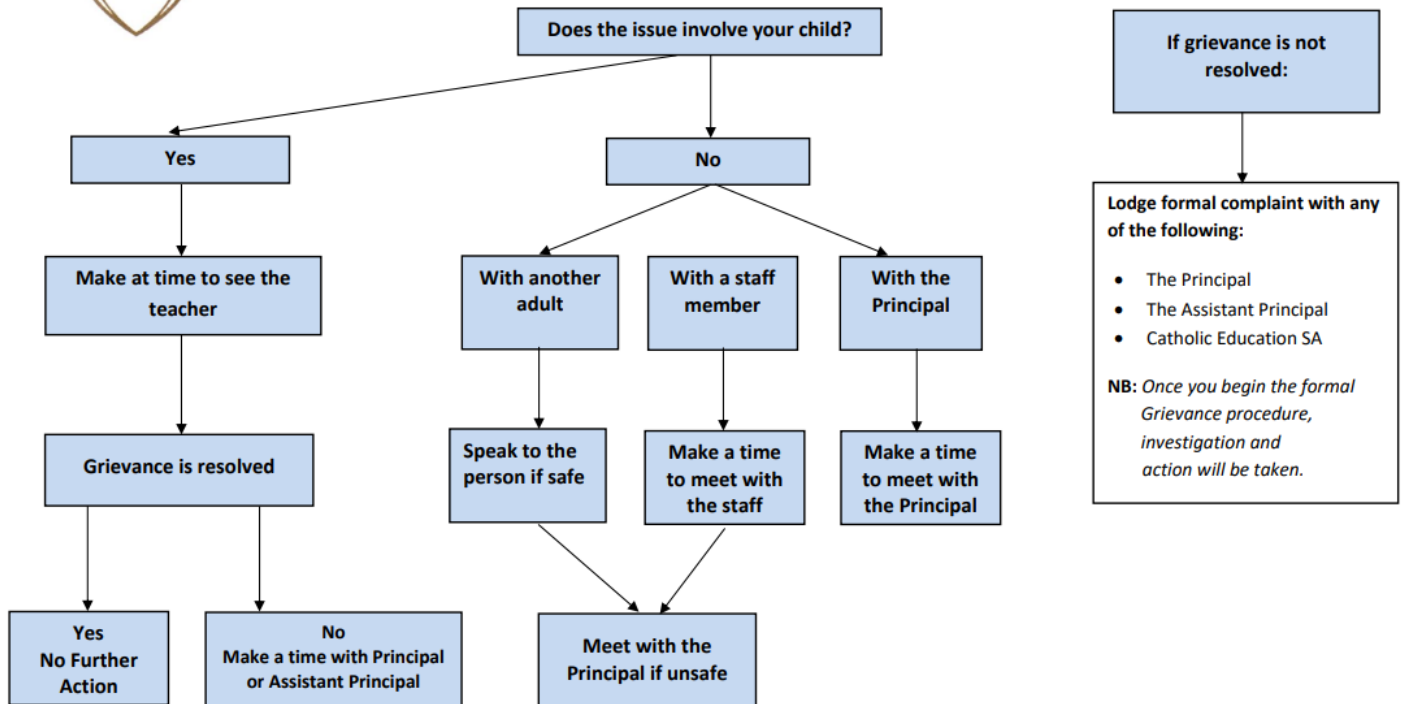


Grievance Procedure



Immaculate Heart of Mary School

GRIEVANCE FLOWCHART



To be reviewed November 2025

NB: THIS AND FURTHER INFORMATION IS AVAILABLE ONLINE AT THE CESA WEBSITE UNDER W H & S

General Information

2025 Term Dates

Term 1: Tuesday 29th January to Friday 11th April (Adelaide Cup Public Holiday 10/3/25)

Term 2: Tuesday 29th April to Friday 4th July (King's Birthday Public Holiday 9/6/25)

Term 3: Tuesday 22nd July to Friday 26th September

Term 4: Monday 13th October to Wednesday 10th December

Please Note - Pupil Free Days

- **Friday 7th March** (Week 6, Term 1)
- **Monday 28th April** (Week 1, Term 2)
- **Friday 6th June** (Week 6, Term 2)
- **Monday 21st July** (Week 1, Term 3)
- **Friday 14th November** (Week 5, Term 4)

DATES TO REMEMBER

School Hours and Supervision

- School commences at **8:45 am** and finishes at **3:00 pm**.
- Gates open at 8.30am and close at 8.50am, open 2.50pm and close 3.15pm.
- Teachers are on duty between: **8:30 - 8:45 am** and **3:00 - 3:15 pm**.
- **Playground Rules** – As a matter of safety **no students or siblings are to play on the playgrounds before and after school**.
- Children are not to leave the school grounds during school hours unless written authorisation is given by parents and caregivers and the Principal is notified.
- All children are expected to arrive between **8:30 and 8:45 am**. This ensures they are only on the school grounds during supervised times and are here in time for the start of the school day.

It is extremely important that student safety is not compromised by them arriving early when they are not able to be supervised. OSHC is available before 8.30am and after 3.15pm.

It is also important that students arrive to begin their day by **8:45 am** so that they are able to organise themselves and be a part of the beginning of day activities. This is an integral part of their education program.

School gates will be locked at **8.50 am** to ensure student safety and children arriving after this time must be signed in at the front office. Adults are asked to drop students at the office and collect from the office between 8.50 and 2.50pm.

All schools have child safeguarding measures that include adults not being in school grounds during the school day unless they are signed in as an organised volunteer. Students are capable of independently getting to and from class to the office.

ESO and leadership can assist with support if necessary.

We thank you in anticipation of your support of these guidelines.

Day Times

Students in Class:	8:45 am
Recess:	11:00 am - 11:30 am
Lunch:	1:00 pm - 1:10 pm (Eating) / 1:10 pm - 1:40 pm (Lunch Play)
School Finishes:	3:00 pm



Access to School Grounds

- **Before school** - gates adjacent to the Office and the back gate are open from **8:30 - 8.50 am**.
- **During the day** - access is only available via the Office.
- **After school** - gates adjacent to the Office and the back gate are open from **2.50 pm - 3:15 pm**.

These arrangements are in place to promote connections to key drop off and pick up zones and support student safety.

2025 Class Teachers

Year Rec	-	Ms Sophie Mihelios
Year Rec	-	Ms Tanya Papayianis
Year 1/2 K	-	Ms Kyra Karagiannidis
Year 1/2 H	-	Ms Catherine Hulley
Year 3 P	-	Ms Antonia Papazaharoudakis
Year 4/5 F	-	Mr Alex Ferrier
Year 5/6 L	-	Mr Isaac Landolfi

2025 Staff

LEADERSHIP TEAM:

Principal	-	Mrs Julie Hancock
Assistant Principal: Religious Identity & Mission (APRIM)	-	Mrs Jhovana Fenu
Leader of Learning & Data Coordinator	-	Mrs Sonia Bianco
Leader of Learning	-	Ms Catherine Hulley

SPECIALIST TEACHERS:

Music, Choir, Ukulele	-	Mrs Kristine Rebeiro
Physical Education / STEM	-	Ms Trish Jauncey
Auslan	-	Ms Mary Mellon
Inclusive Education Coordinator	-	Mrs Jhovana Fenu
EAL Coordinator	-	Ms Catherine Hulley
Student Wellbeing Officer	-	Mrs Suzie Wallace

PARISH PRIEST:

-	Fr Santhosh CSC
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EDUCATION SUPPORT OFFICER TEAM:

Administration:

Office Manager	-	Mrs Julie Hansen
Finance Manager	-	Mrs Kristina Neumann
Enrolment and Admin officer	-	Ms Sheridan Morgan
Marketing Officer	-	Ms Maree Mayer
Resource Centre	-	- Ms Carmel Johnston
WHS	-	Mrs Doris Patini

Classroom / Student Support:

-	Ms Carmel Johnston
-	Mrs Angela Vagionas
-	Mrs Rachel Belperio
-	Mrs Doris Patini
-	Miss Nicoletta Mihelios
-	Miss Teagan Lypsys
-	Miss Jessica Fulford
-	Mr Joseph Bianco

General Routines and Expectations

Absences

Parents and caregivers are asked to notify the school before 9:30am by phone, email or through the School Stream app when absences occur. This is a duty of care matter – the school needs to know children are safe if they have not arrived at school. Families will receive a message by 10.00am if they have not notified the school about their child's absence.

Healthy Habits at IHM

In line with our Health and Physical Curriculum, families are reminded to encourage healthy eating habits for their children when preparing lunches and provide 'Nude Food' - the less packaging the better! No lollies, chocolate bars, soft drinks/energy drinks etc. to be brought to school.



Birthday Treats



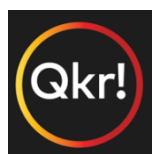
There is no requirement or obligation for parents to provide food or treats to the class when it is their child's birthday. If you do feel you need to bring something for the class please consider non-food items such as a pencil, note pad or eraser. If it is food, please try to keep it simple (only 1 thing) and relatively healthy if possible, rather than junk food. We appreciate your consideration and promotion of healthy eating with our children.

Fruit Snack

Every morning at approximately 10:00 am all classes participate in a fresh fruit/vegetable snack. We ask that all families provide a piece of fresh fruit or vegetable for their children to be eaten at this time.



Lunches



Our school lunches are supplied through the local IGA at Bowden.

Lunches can be ordered using the **QKR App**, which is a secure and easy way to order and pay for lunches from your phone at a time, and place that suits you using your credit card. No cash needed. Simply download the Qkr App on your Android phone or iPhone.

Please Note: Orders must be placed by 8:30pm the evening before.

Children should bring recess from home as only lunches can be ordered.

Naming of Personal Property/Lost Property

All students' personal property items **should be clearly named** so that there will be no confusion as to who is the owner of the goods. Lost property is stored in containers in the Admin building and is accessible daily between 8:30am and 3:30pm. The school is not responsible for loss/damage to students' personal property, however all possible care is taken.

Mobile Phones, iPads and Personal Technology

Students are not permitted to have mobile phones or personal technology in the classrooms (unless at times, teachers have requested their use for educational purposes). If students bring these to school they are to be handed in at the Office and will be kept safely there, until the end of the day.



Wellbeing

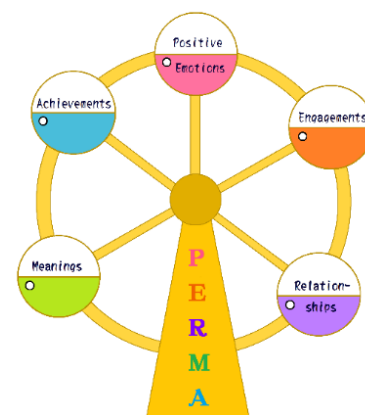
Programs

At IHM we have a strong focus on Wellbeing. We use the PERMA framework from Positive Psychology to ensure that all factors are present.

We use the Mind Up Curriculum, Zones of Regulation and the Concept of Connected Communities to support each child's wellbeing and create a positive and inclusive whole school culture.

Mind Up is a classroom-based social and emotional learning program (SEL) designed to enhance self-awareness, social awareness, attention, self-regulation, problem solving, and pro-social behaviour (helping, sharing, and cooperating etc).

Connected Communities and Circle Time are whole class community, teacher led activities, such as discussion prompts and conversation, role play, teamwork, meditation and movement e.g. Tai Chi and Yoga.



The activities teach students to:

- develop positive social behaviours
- recognise their own and others' feelings
- implement positive strategies to deal with and manage feelings
- listen and respond to others thoughtfully
- show empathy, kindness and respect.
- be a good team member e.g. take turns, share thoughts or ideas, include others
- implement a Growth Mindset
- be mindful
- get involved, have a go and have a voice

Connected Communities and Circle Time teaches and reinforces healthy and positive messages and strategies for taking care of and being mindful about our brain, body and relationships with others.

The Zones of Regulation - helping children manage emotions

In 2022 we partnered with *Motivate Kids Occupational Therapy* to introduce the Zones of Regulation throughout the whole school and this will continue in 2024. This is because we want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings it can support them at tackling learning challenges and build better resilience so they do not give up so easily when faced with difficulty.

The Zones of Regulation is internationally renowned in helping children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when they were working in a library. From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn.

What are the different Zones?

- Blue Zone:** Low level of energy; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- Green Zone:** Calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
- Yellow Zone:** Heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- Red Zone:** Heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

Peaceful Kids Program

IHM is a 'Peaceful Kids' School. 'Peaceful Kids' is a Positive Psychology and Mindfulness program which is designed to lessen anxiety and stress and increase resilience in children.

Our Wellbeing Leader, **Suzie Wallace**, takes small groups of students for an eight session program to build a reservoir of strength to enable children to cope with life more effectively.

Class teachers also include aspects of the program in their Wellbeing curriculum. Children learn lifelong coping skills including mindfulness meditations, positive psychology exercises, techniques to lessen worrying, problem solving strategies and understanding and recognising their own feelings.



Safety

Visitors Sign in Register and Students Leaving School Grounds

At IHM we welcome all parents and visitors as we work in partnership. When visiting or collecting children during the day, assisting in class, assemblies etc., **ALL PARENTS, CAREGIVERS AND VISITORS** must report to the Office.

The procedures are as follows:

- Report to the Office to sign in and collect a Visitors or Volunteers badge.
- If you are collecting a child during the day, you must sign your child out in the Office. Students will be sent to the office for collection.
- Upon your return to school, report to the Office to sign your child back in. Students will return to class independently.
- Children will not be allowed to leave the school grounds unless this procedure has taken place.
- Adults are not permitted to enter school grounds during the school day unless volunteering. This is a procedure in all schools and systems to comply with student safeguarding policy.

By registering your presence on the school grounds it assists us in complying with WH&S regulations and will enable us to account for visitors/students should an evacuation, lock-in or critical incident occur.

Parking

Parents are required to park their vehicles in the street. Council laws in relation to parking restrictions apply and are enforced by the Council. Parents are asked to consider residents, other parents and the **SAFETY OF ALL, ESPECIALLY CHILDREN**, when parking.



Kiss & Drop Zone

At the front of the school is the Kiss-and-Drop zone where parents can drop off and pick up their children before and after school. Parents **MUST NOT** park and leave their vehicle. Please observe the parking sign which indicates the following:

- **NO PARKING ON SCHOOL DAYS BETWEEN 8:00 - 9:00am and 2:30 - 3:30pm**
- **2 MINUTES MAXIMUM - DROP OFF AND PICK UP ONLY**
- **DRIVER MUST REMAIN WITH VEHICLE.**



The effort of all is necessary to ensure that parking is hassle free. Council inspectors regularly patrol the area, issuing parking fines for non-compliance.

Health and Wellbeing

Hot Weather Policy

Children will remain at school for the normal school hours during hot weather as all learning areas are air-conditioned. If the temperature forecast by the Bureau of Meteorology on the day is **36°C or more**, most excursions, sporting events and practices will be cancelled or rescheduled.



Sun Protection Policy

From **1st September to 31st May** children must wear an IHM hat whilst outside. It is advisable that children wear sunscreen protection and parents should provide appropriate sunscreen lotion to be applied at home or kept in student's bag for re-application.

Medical/First Aid/Illness

All staff hold a current first aid certificate and senior first aid is held by office staff.

Sickness - students are taken to the sickroom/office and parents will be called if it is deemed necessary for them to go home. Parents are asked to make arrangements to collect children as soon as possible. If parents are not contactable, emergency contacts will be called.



Injuries - minor injuries will be treated at school. Depending on the nature of the injury parents may be called to collect their child. For emergencies an ambulance will be called and parents will be notified immediately. Depending on the emergency we will try to contact parents first.

Ambulance Cover

The school subscribes to St John Ambulance. The cost per child is included in the Resource Levy each year. In the event of serious accidents at school, on excursions or during sport this service can be used to transport children to hospital.

Administering Medication to Students

A qualified medical practitioner must prescribe any medication administered at school. To administer medication at school, parents must issue **full instructions in writing** in the **Medication Log** kept in the Office. No other medication e.g. Panadol etc. can be administered by school staff.

Medication is kept in the 1st Aid Room in the Office and must not be kept in the classroom or the child's school bag. Specific Medical Action Plans must be completed by a doctor and parents for specific medical condition management.

Dental Care

All babies, children and young people under 18 years, can attend a School Dental Service clinic.

There are no out of pocket costs for children not yet at school, under 18 years, and eligible for the Medicare Child Dental Benefits Schedule (CDBS) or covered by Pensioner Concession Card, Health Care Card or School Card Scheme.

There is a School Dental Service located at Prospect Primary School, Burrage Place, Prospect and appointments are made between the Dental Clinic and each family directly by phoning **8269 4579**.

Allergy Awareness Policy

IHM is an **ALLERGY AWARE SCHOOL**.

As an **ALLERGY AWARE SCHOOL** we are trying to:

- Educate staff, students and families about how allergies can cause a severe reaction for some people.
- Build awareness about how staff, students and families can ensure safety at school for students with allergies by being cautious and aware of the dangers.

In response to specific student allergies we have explicit guidelines in place. For these students exposure to their triggers can cause a life threatening allergic reaction (anaphylaxis) requiring emergency medical intervention.

To reduce the chance of this occurring we ask that you adhere to the following guidelines:

- Limit any potential exposure to nuts.
- Remind your child NOT to share any food with other students – this is not being unkind – this is being sensible and supports every parent in knowing what their child is eating.
- Check the labels of food being brought to school.
- When sending food for class/group parties be aware of the ingredients.
- If you are volunteering at the school we ask that you also limit any potential exposure to nuts.
- Do not send anything which may contain nuts for sharing.

We appreciate your support with these procedures.

Allergy Aware School



Behaviour Guidelines

At IHM we implement Positive Behaviour Intervention and Supports. This is an evidence-based, tiered framework for supporting students' behavioural, academic, social, emotional learning. With the implementation of PBIS school-wide, we aim to build a consistent approach to managing behaviour and supporting wellbeing, informed by data.

When students make an error in behaviour, it is important as a school we are consistent in our approach. If a student spells a word wrong, we teach them how to spell the word correctly, we do not punish them. PBIS approaches behaviour errors with that mindset. Rather than punishing a student for their behaviour we teach the student the expected behaviour. This can be through restorative conversations, reflections with the student and most importantly teaching students expected behaviours and having logical consequences.

There are two types of behaviour errors – minor and major. Minor behaviour errors are dealt with by the classroom teacher and quickly solved. Major behaviour errors are dealt with by the teacher and leadership. These major behaviour errors are communicated home to families to ensure we can work together to take the necessary steps to improve behaviour.

This is a whole school approach for building a school community based on cooperation, mutual understanding and respect. Restorative Practices includes processes for holding students accountable for their choices, actions and behaviour while at the same time building and repairing relationships within a nurturing school environment.

Whole School Expectations

A behaviour matrix outlines the expectations of behaviour at school for staff and the community. This is unpacked with students in a student friendly way and the expectations are explicitly taught. Each fortnight there is a focus behaviour which all staff are teaching, reinforcing and rewarding. This is rewarded in class with a House counter to contribute towards the whole house team tally. Principals' awards are given fortnightly at assembly to reward the focus behavior.

At IHM we believe that school should be a positive and enjoyable experience for all. We use our Positive Behaviour Guidelines across the school with 3 simple expectations,

**Be: Respectful
 Safe
 Responsible**

Class Expectations

Each class will have their own rules and expectations based on the school's behavior matrix. Each class will have a reward system to recognize the positive choices students make.

Common and Consistent Practices

- Before and after school there is no play on the playground or court and students are not allowed upstairs. Students can join the walk club doing laps around the oval or greet friends on the grassed area. Downstairs classes may put bags in their bag boxes. When the bell goes students line up in designated area. Upstairs classes then take bags upstairs and unpack.
- Year levels are rostered onto the various areas of the playground to ensure equity in the playground and on the basketball court.
- Ball games are on the oval and basketball court only. Not to be played on the grass area.
- Students must get permission from a teacher on duty before going into an area that is out of bounds (e.g. upstairs, garden etc.).
- Hats must be worn from **1st September to 31st May**. Children without a hat must remain in the designated area - under the main verandah or hall - Heart Club activity - **NO HAT = NO PLAY**.
- Eating is whilst seated with the class.
- Walking on hard surfaces
- Students line up in one line and move quietly around the school.
- Toys, balls, collector cards or other games should not be brought to school for general play. School will provide these resources or create clubs for special group interests.

Parent Concerns

If parents/caregivers have concerns in relation to behaviour issues we encourage you to speak to staff about these, initially with the class teacher, so that they are aware and, if needed, to Leadership. It is expected that parents/caregivers address issues in this manner and do not try to resolve any matters by speaking to other children or their parents. We believe adverse situations can be prevented and resolved with good communication.

Unacceptable Behaviours

If yard or class expectations are not met then an appropriate response or consequence is undertaken. These may include:

Reminder of Expectation
Warning

Alternate Play Area
Redirect Behaviour

Walk with the Teacher
Removal from the Area

Sit Out
Time Out

In the case of serious unacceptable behaviours, parents will be contacted by the Principal or Assistant Principal.

Anti-Bullying and Anti-Harassment Policy

Your Rights and Responsibilities

Everyone has the right to be safe, happy and free from any bullying or harassment at this school.

- We believe that:**
- **We all have the right to be treated as a worthwhile person.**
 - **We all have the right to feel safe.**

Rationale

In keeping with our Vision and Mission Statement we believe that all members of the school community (staff, children and families) have the right to a learning and working environment free from intimidation, humiliation and hurt. We all share a responsibility to create a culture of caring which will not tolerate bullying. This policy builds on our schools and diocesan pastoral care policies and practices to provide clear and agreed procedures and strategies for ensuring bullying and harassment is at a minimum and support is provided for all involved.

Definition of Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts are obviously addressed and resolved.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.



The nature of bullying behaviour and harassment can be characterised by the following acts:

- **Verbal** - put downs, name calling, teasing, gossiping
- **Physical** - actual contact (hitting, tripping, pushing, holding, spitting)
- **Social** - exclusion (isolating, hiding, ignoring, lying)
- **Psychological** - interference with property of others (hiding, damaging, stealing), extortion (demanding favours or money), threats or intimidation (repeated staring, mouthing of words, gestures with hands, facial expressions)
- **Written** - writing about someone, graffiti or sending notes that are derogatory (including the misuse of e-mail, social media, etc.).

Definition of Harassment

Harassment is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- sexual orientation
- religion
- marital, parenting or economic status
- physical characteristics
- age
- gender
- ability or disability



It offends, humiliates, intimidates or creates a hostile environment. It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

School Uniform and Price List

School uniform plays an important part in the engagement of students with school, in promoting a sense of identity, belonging and connectedness.

Our uniform enables active participation, maintains a clear dress standard and creates a sense of personal pride in being a student at IHM.

- **Full uniform** must always be worn unless instructed otherwise by the Principal.
- An explanation should be communicated to the class teacher, from parents or caregivers, if a student is not in correct uniform.
- **Sneakers** must be **predominately black or white**. Must be a cross trainer style sport shoe. Hi-tops or any footwear with flat soles, e.g. skate shoes, street wear, Converse, Vans or Volleys **are not permitted**.
- **All the uniform items** listed below are available from the Office at any time and can be paid for at time of purchase. Uniform can also be purchased via the **Qkr!** app. Purchases will be sent home with children the following day.
- **Jewellery** - If children have pierced ears only one plain gold/silver or small birth-stone studs (maximum diameter 4mm) or plain or gold standard sleepers (10mm) may be worn.

Children are not permitted to wear chains and medals to schools as they present a safety risk. Should you wish your child to wear such items for religious reasons, they must be worn out of sight inside clothing. No responsibility is taken by the school if such items are broken or lost.

- **Long hair must be tied back** with scrunchies/ribbons/headbands in school colours **ONLY**.
- **Cultural or religious headwear** may be navy or black.
- **Extreme hairstyles** and/or colours are not permitted.
- **Nail polish and make-up** are not to be worn. Students will be asked to remove nail polish and make-up if worn to school.

Summer Uniform	Item	Price	Sizes
Navy and gold short sleeve polo top with school emblem	Short Sleeve Polo Top	\$36-00	2 - 22
Navy shorts with school emblem	Long Sleeve Polo Top	\$39-00	2 - 18
Navy skort with school emblem	Shorts	\$25-00	2 - 24
Socks - plain white ankle height or IHM school socks	Skorts	\$25-00	4 - 14
Sneakers - predominantly black or white	Track Pants	\$39-00	2 - 20
Sports Style Sandals – black/brown/navy and to be worn without socks. Dress sandals are not part of our uniform. If unsure about the appropriateness of particular sandals please check with the Office.	Windcheater	\$52-00	2 - 22
	Jacket (Bomber style)	\$40-00	4 - 16
	Rain Jacket (Polar Fleece Lined)	\$45-00	6 - Large
	Knitted Beanie	\$12-00	One Size Fits All
	Legionnaire Cap	\$7-00	One Size Fits All
	Brimmed Hat	\$12-00	One Size Fits All
	School Bag	\$50-00	One Size
	School Library Bag	\$12-00	One Size
	School Socks	\$10-00	9–12, 13–3, 2–8
	School Hat Policy		
	NO HAT = NO PLAY		
	The wearing of an IHM hat is compulsory and must be worn during all outdoor activities between		
	1st September and 31st May		
	Hats		
Legionnaire cap with school emblem (adjustable)			
Brimmed hat with school emblem (adjustable)			
Knitted Beanie			

Financial Information

2025 Fee Schedule

Our commitment to our school families is to offer a high quality Catholic Education that is accessible and affordable.

Annual School Fees 2025

Full Fee	\$2,990
Lower Income Fee	\$1,794

What is Included:

The tuition fee above covers all tuition, levies and charges for each child's education.

Extracurricular activities such as sporting carnivals, choir, after school sport, camps and uniforms are excluded and will be charged separately.

Full Fee 2025

No. of Children	Fee	Total
1st Child	\$2,990	\$2,990
2nd Child	\$1,794	\$4,784
3rd Child	\$1,196	\$5,980
4th Child	\$0	\$5,980

Lower Income Fee 2025

No. of Children	Fee	Total
1st Child	\$1,794	\$1,794
2nd Child	\$1,076	\$2,870
3rd Child	\$718	\$3,588
4th Child	\$0	\$3,588

Payment Options

Payments can be made in full or by an approved payment plan. We encourage all families to set up weekly, fortnightly or monthly direct debit payments.

Payment options include:

- **Direct Debit** Deductions from your bank account (forms available from the Office)
- **BPay or EFT** Reference numbers are printed on invoices and statements
- **Credit Card** Visa or MasterCard
- **Centrepay** A deduction from Centrelink payments
- **Qkr!** Download the application (instructions available from the Office)
- **Cash or Cheque**

Frequency of Payment - You can choose to make your payments weekly, fortnightly, monthly or termly.

Early Payment Discount - A 5% discount applies to all Tuition Fees paid in full by **Friday 14th March 2025**.

Billing Cycle

School Fees will be invoiced in full at the beginning of the year and statement of accounts will be issued at the beginning of Term 1. Fees will be payable in three instalments by the end of each term, unless negotiated otherwise.

The due dates are as follows:

- First instalment: 11th April 2025
- Second instalment: 4th July 2025
- Third instalment: 26th September 2025.

Financial Information

Who is eligible for the lower-income fee?

To be eligible for the lower income fee, you need to qualify as a low income family. This is determined by your family's gross income and is a dollar value set by the State Government, and is assessed via the School Card Scheme.

School Card

School Card provides support to families that hold a Health Care Card or a Pension Card. It is a minimal amount to assist families in paying costs associated with stationery and curriculum costs.

Parents who are in receipt of a pension, unemployment benefits, low income or hold a Centrelink Concession Card (i.e. Health Care Card / Parenting Payment Card) with the appropriate code are encouraged to apply for School Card.

Applications must be made annually, whether or not you have been approved in previous years. Forms are available at the Office and must be completed and returned to the school for processing at the beginning of each year; applications can also be done online. We can assist you with your application if required.

For further information, income thresholds and to apply online, please visit the link below:

<http://www.sa.gov.au/topics/education-skills-and-learning/financial-help-scholarships-and-grants/school-card-scheme>

A 40% discount on Tuition Fees applies to all eligible School Card holders.

Need help with School Fees?

If you are concerned about your ability to pay school fees, we strongly encourage you to have a discussion with us. We believe a family's financial circumstances should not be a barrier to a student accessing a Catholic education.

If you need assistance meeting payments or have any questions, please contact our Finance Manager, Kristina Neumann via the Office on 8115 7600 or kneumann@ihm.catholic.edu.au

Students Leaving/Commencing part way through the School Year

- One term's written notice must be given for students leaving permanently part way through the year. Students taking holidays during school term do not attract a reduction in fees.
- Students leaving part way through the year will not receive a refund for any fees. All accounts are to be settled prior to leaving the school.
- Students commencing part way through the year will be charged pro-rata tuition fees.

We encourage families to discuss any concerns they have regarding school fees with the Principal or Finance Manager.

Unpaid School Fees

In the event that fees remain outstanding the school will take action as per the school's Fee Recovery Policy.



Immaculate Heart of Mary School

95 East Street

Brompton SA 5007

Reception – Year 6

Co-educational Catholic School

(08) 8115 7600

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