INFORMATION BOOKLET

2 Taylors Lane, Rowville 3178

Phone:  9755 4222
Fax:    9755 4255

Email: principal@ssrowville.catholic.edu.au
      www.ssrowville.catholic.edu.au
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>1</td>
</tr>
<tr>
<td>Letter from the Principal</td>
<td>2</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>3</td>
</tr>
<tr>
<td>St Simon the Apostle School</td>
<td>4</td>
</tr>
<tr>
<td>Staff Organisation for 2016</td>
<td>5</td>
</tr>
<tr>
<td>Curriculum</td>
<td>6</td>
</tr>
<tr>
<td>Religious Education</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Arts</td>
<td>9</td>
</tr>
<tr>
<td>Information &amp; Communications Technology</td>
<td>9</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>Camp Program</td>
<td>10</td>
</tr>
<tr>
<td>St Simon's Library and Resource Centre</td>
<td>11</td>
</tr>
<tr>
<td>Special Education</td>
<td>11</td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td>11</td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td>12</td>
</tr>
<tr>
<td>Homework</td>
<td>13</td>
</tr>
<tr>
<td>Enrolment Policy</td>
<td>14</td>
</tr>
<tr>
<td>School Finance - School Fees</td>
<td>14</td>
</tr>
<tr>
<td>Educational Costs</td>
<td>15</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>15</td>
</tr>
<tr>
<td>School Levies 2016</td>
<td>15</td>
</tr>
<tr>
<td>Other Charges</td>
<td>15</td>
</tr>
<tr>
<td>St Simon’s Outside School Hours Care (OSHC)</td>
<td>16</td>
</tr>
<tr>
<td>Enrolment Process</td>
<td>17</td>
</tr>
</tbody>
</table>
Letter from the Principal

9th May 2016

Dear Parents,

On behalf of the St. Simon's School Community, I would like to welcome you and your child to St. Simon's Parish School. This is an exciting time in your child's life and we hope that over the next seven years of primary school your child will have an enjoyable and rewarding time.

It is important for teachers and parents to work together, and if this can be achieved then it is the children who benefit. Too often the school is spoken of as the provider of education and the important role and contributions of other institutions are minimised in the process. The three main contexts in which students learn and grow are the family, the school and the community. As this is where learning and growth takes place we can assert that the more these groups work together on education, then the more effective the learning outcomes will be. A school community partnership is a collaborative relationship among the family, school and Parish community designed to produce positive educational and social outcomes for our children.

St. Simon's School is a Catholic Parish School, and by this we aim for all families to grow in the parish community and to experience the guidance and joy of the Catholic Faith. Once again it is essential that growth in faith is a team effort of the school, the family and the Parish community. Our Parish Sacramental Programme sees this as the basis for growth in faith. As a result of our combined efforts we believe our children develop a positive love of their Catholic Faith, their Parish community and their primary school.

I would like to welcome all parents into a long and happy relationship with St. Simon's Primary School and Parish Community.

Yours sincerely,

Phil Hesse
Principal
Vision Statement

JESUS IS THE HEART OF A CHRISTIAN COMMUNITY

St Simon the Apostle School, as part of the Catholic Parish Community follows the teachings of Jesus and strives to be a community of faith, sustained by the word of God and the Sacraments of the Church: a meeting place with Christ in communion with the people.

The school aims to provide an environment where all members feel happy, secure and part of a loving, caring community.

Positive attitudes towards learning are encouraged through an inquiry based curriculum which fosters the development of faith, gospel values and the attainment of skills and knowledge which equip children for a lifetime of learning.
We believe St Simon’s offers the families and children in our care:

- A warm, friendly and welcoming environment.
- Encouragement and opportunity for parental involvement and participation in the Religious and Academic Education of their children.
- Sensitivity to the talents and needs of the individual child.
- A dedicated professional staff, committed to offering a combination of integrated curriculum and best teaching practice.

St Simon’s Pastoral Care Policy aims to:

- Give positive reinforcement.
- Stress positive behaviour in individuals.
- Foster self discipline and empower children to make appropriate choices.
- Promote self esteem and help children develop a sense of self-worth.
- Encourage sharing, tolerance and compassion among all children.
- Build a climate of trust and mutual respect.
- Develop a warm productive teacher/pupil relationship.
- Display sensitivity to the home environment and the ways in which it changes.

The key elements of the curriculum at St Simon’s are as follows:

- Religious Education
- English (Literacy)
- Mathematics (Numeracy)
- Inquiry Learning
  > Civics & Citizenship
  > Humanities
  > Science
  > Health & Physical Education
  > Information and Communication Technology
  > Interpersonal Development
  > Personal Learning
- The Arts
- Languages - Japanese

We use an integrated inquiry learning approach when planning teaching and learning activities. This approach is designed to make learning relevant, meaningful and related to real-life situations. Our curriculum is modelled on the AUSVELS (Australian Curriculum in Victoria), the state government mandated curriculum structure. This divides the curriculum as follows:

- Interdisciplinary Learning includes Thinking Processes, Design Creativity and Technology, Communication and Information and Communications Technology.
- Physical, Personal and Social Learning includes Health and Physical Education, Interpersonal Development, Personal Learning and Civics and Citizenship.
- Discipline Based Learning includes English, Mathematics, The Arts, The Humanities (economics, geography & history), Languages and Science.
<table>
<thead>
<tr>
<th>Staff Organisation for 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish Priest</td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Deputy Principal</td>
</tr>
<tr>
<td>I.T. Leader/Teaching &amp; Learning</td>
</tr>
<tr>
<td>R.E Leader</td>
</tr>
<tr>
<td>Literacy Leader/Teaching &amp; Learning</td>
</tr>
<tr>
<td>Student Services/Student Wellbeing</td>
</tr>
<tr>
<td>Teaching &amp; Learning</td>
</tr>
<tr>
<td>Maths Leader/Special Needs Support</td>
</tr>
<tr>
<td>School Review/Teaching &amp; Learning</td>
</tr>
<tr>
<td>Administrative Officer</td>
</tr>
<tr>
<td>Administrative Officer</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Interschool Sport/Outdoor Education Leader</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Japanese</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Library Teacher</td>
</tr>
<tr>
<td>Library Assistant</td>
</tr>
<tr>
<td>Reading Recovery</td>
</tr>
<tr>
<td>Literacy Intervention</td>
</tr>
<tr>
<td>Classroom Support</td>
</tr>
<tr>
<td>Prep Blue</td>
</tr>
<tr>
<td>Prep Green</td>
</tr>
<tr>
<td>Prep Red</td>
</tr>
<tr>
<td>Prep Yellow</td>
</tr>
<tr>
<td>Grade 1 Blue</td>
</tr>
<tr>
<td>Grade 1 Green</td>
</tr>
<tr>
<td>Grade 1 Red</td>
</tr>
<tr>
<td>Grade 1 Yellow</td>
</tr>
<tr>
<td>Grade 2 Blue</td>
</tr>
<tr>
<td>Grade 2 Green</td>
</tr>
<tr>
<td>Grade 2 Red</td>
</tr>
<tr>
<td>Grade 2 Yellow</td>
</tr>
<tr>
<td>Grade 3 Blue</td>
</tr>
<tr>
<td>Grade 3 Green</td>
</tr>
<tr>
<td>Grade 3 Red</td>
</tr>
<tr>
<td>Grade 3 Yellow</td>
</tr>
<tr>
<td>Grade 4 Blue</td>
</tr>
<tr>
<td>Grade 4 Green</td>
</tr>
<tr>
<td>Grade 4 Red</td>
</tr>
<tr>
<td>Grade 5 Blue</td>
</tr>
<tr>
<td>Grade 5 Green</td>
</tr>
<tr>
<td>Grade 5 Red</td>
</tr>
<tr>
<td>Grade 5 Yellow</td>
</tr>
<tr>
<td>Grade 6 Blue</td>
</tr>
<tr>
<td>Grade 6 Green</td>
</tr>
<tr>
<td>Grade 6 Green Support Teacher</td>
</tr>
<tr>
<td>Grade 6 Red</td>
</tr>
<tr>
<td>Grade 6 Yellow</td>
</tr>
</tbody>
</table>
Curriculum

Religious Education

Christian faith develops through being part of a community whose life, values and aims are centred upon Jesus Christ.

Children's faith formation begins during infancy. Their initial formative experiences of faith and God happen at home where they form their first concepts of God from the loving, protective, unconditional love of parents. A child's journey in faith is first given public expression when parents present their child to receive the Sacrament of Baptism.

At St Simon the Apostle School, Religious Education forms the underlying philosophy of our school environment, including our curriculum. The basic goal of our St Simon’s Religious Education Program is to develop in our children an understanding of what being a Catholic in today’s world means. How we do this can be described in terms of developing an awareness of, understanding of, response to, the celebration of:

THE CHILD IN RELATIONSHIP

- to God the Father
- to Jesus
- to the Holy Spirit
- to the Church
- to the world

While Baptism is the first Sacrament of Initiation, Eucharist, Confirmation and the sacrament of Reconciliation occur during the primary school life of the child. The preparation of these sacraments takes place continuously in a co-operative way between parents, school and the Parish community. A Parish based, family centred program is held for the preparation of each sacrament during the year the child receives the sacrament.

The formal Religious Education Program in the classroom, teaches the knowledge content of the Catholic faith. It concentrates on the facts, formal prayers and the story of God and Jesus. It also supports and enhances the sacramental program of the Parish by teaching the concepts related to each of the sacraments at each level of the child's schooling in ways that take into account their intellectual and emotional development. The assessment of RE is related to this knowledge content as we cannot and do not assess children's faith. Each year the children are involved in various liturgical celebrations. These often take place in the Parish Church however they also happen in the individual classroom.
**English**

English is the study of language in the variety of texts and contexts in which it is spoken, read, viewed and written. The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching, and talking about a range of material from the very simple to complex.

Students learn to appreciate, enjoy and use language. They develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. This is addressed, modelled and practised across all curriculum areas to develop and communicate ideas.

At St Simon’s we use a variety of strategies to teach specific skills. We also provide opportunities for the development of specific literacy skills during a child’s schooling.

From Prep to Year 6, a carefully integrated and balanced program is documented, monitored and reviewed. This ensures students are continually challenged to use English appropriately and to increasingly take more responsibility for their own learning.

**LITERACY PROGRAMS AT ST SIMON’S PRIMARY SCHOOL ARE COMMITTED TO MAXIMISING THE LITERACY ACHIEVEMENTS OF ALL CHILDREN.**

Literacy is foundational to all learning and as such is integrated throughout the school day. The teaching of specific Literacy skills is the focus of our Literacy Block which will usually occur in classrooms prior to the lunch break.

Reading Recovery, an early intervention program, is an integral part of the literacy program. This program supports students who after one year of schooling are not developing effective reading and writing processes. We also offer a program of Levelled Literacy Intervention to support reading and comprehension development in Years 2 and 3.

The ongoing commitment to the literacy teaching block has proven to be extremely beneficial in terms of literacy learning outcomes for all students at St Simon’s.

The commitment to improving student literacy learning is further supported in years 3 to 6 through St. Simon's involvement in the following programs: In Years 3-6, the Literacy Assessment Project which focuses on the use of appropriate assessments to inform the teaching of reading and comprehension through the use of a progression of reading development; students in Years 5 and 6 engage with the Scholastic Learning Zone which assesses individual student reading levels and suggests appropriate reading material based on abilities and individual student preferences.

In addition we employ the use of a range of computer/iPad based technologies to support our traditional book stock.
Mathematics

Approaches to the teaching of Mathematics at St Simon’s share the following characteristics.

Teaching from a base of concrete experience:
Especially in the early years, manipulation of concrete materials provides a base upon which children can actively build mathematical ideas.

Recognising mathematics as involving visualization, processes & abstract thinking:
Well chosen discussion, activities and reflection strengthen the acquisition of shared understandings.

Variety of classroom activities:
Real world problems and intriguing situations motivate mathematical thinking.
- Practical activities are essential to develop some skills.
- Concentrated skill practice with immediate feedback.
- Opportunities to work both co-operatively and individually.
- Group discussion and reflective writing.

Mathematics for all:
By using AUSVELS we can choose areas of application of mathematical ideas that are appropriate for our students in order that Maths is fun, challenging & achievable at their level & need.

The development of concepts occur across the levels in the following areas:
- Number and algebra.
- Measurement and geometry.
- Statistics and probability.

The students are engaged in a variety of activities to assist them in developing proficiency in
- Understanding.
- Fluency.
- Problem solving.
- Reasoning.

Individual differences:
It is understood that in each class of children, the learning outcomes will be achieved at different rates and in different ways. It is our aim to allow children to develop at their own rate while still providing a rich variety of experiences to enhance this development and growth in confidence.

CTLM (Contemporary Teaching and Learning in Mathematics):
The CTLM initiative helps to structure the mathematics program at St. Simon’s. It aims to drive the curriculum from a student need’s basis and as such, offers a variety of tools to determine individual requirements.
Arts

The Arts Program at St Simon’s consists of the following areas:

- Drama
- Media
- Music
- Visual Arts

The children experience The Arts through creating and making, exploring and responding. Students learn to take risks, be engaged in art criticism, invention, practice and refine techniques and share opinions. Each of the arts areas is incorporated within an integrated curriculum, as well as the school having a specialist music and visual arts teacher on our teaching staff.

Information & Communications Technology

Information & Communications Technology (ICT) is an integral part of the learning and teaching process at St Simon’s. In our increasing technological society it is important children see ICT as a practical tool which aids their learning and performs worthwhile and beneficial functions.

ICT, incorporating access to internet, email and network facilities, is currently used across all grade levels to enhance the learning and teaching in most learning areas. The learning strategies and skills introduced in the junior levels are continued and extended into middle and senior levels using additional resources that enable more complex and sophisticated projects.

Utilisation of ICT provides:

- Wider opportunities of learning and teaching experiences.
- The ability to access, integrate and present information from a global source.
- Opportunities for problem solving and creativity.
- Learning opportunities that respond to individual student needs.
- Fun learning and teaching projects.

ICT Resources and equipment available:

- Interactive whiteboards in all classrooms.
- Portable tablet devices including iPads.
- Digital camera.
- Video camera.
- Desktop computers (3 or 4 per class).
- Laptop computers.
- Library computers.
- Extensive networked software programs.
- E-mail.
- Internet.
- Wifi.
- Data Show.

These are available if and when appropriate.
Health and Physical Education

The principle aim of the program is to develop in children an enthusiasm for physical activity and to maintain and encourage that enthusiasm so that they may become committed to pursuing an active lifestyle.

The program is divided into the following components: fitness, dance, games and sports, swimming and water safety, outdoor adventure, athletics and ball skills.

The children experience a balance of enjoyable hard work and play; co-operation and competition; individual and group involvement; relaxation and adventure.

Camp Program

St Simon’s Camp Program provides a range of school and outside school based experiences for students from prep to year 6. The Camp Program provides all students with experiences that strengthen social development, independence as well as developing leadership & outdoor skills.

In Year 6 our students participate in a five day camp in Canberra exploring the social, cultural and political development of Australia.
St Simon’s Library and Resource Centre

Picture Fiction, Fiction and Non-Fiction books form the basis of our collection. These areas are being renewed continually in order to meet the needs of our ever changing school population.

The Teacher Resources also form an integral part of our collection. These resources support staff as they design relevant, contextual curriculum with stimulating delivery methods.

Up to date materials are purchased in every subject area to support our programs.

The children have access on a regular basis to lessons, borrowing and for research opportunities.

Special Education

A Special Education Leader has been appointed at St. Simon’s to support teachers, parents and students through the facilitation of processes that assist students with Special Learning Needs, Gifted and Talented, New Arrivals, Physical Disability or those who may have an ongoing illness or allergy, within our school community. This may involve initiating referral processes, assisting teachers to develop and implement individual learning programs for their students, assisting with policy development and facilitating professional development for staff. Liaison with specialists such as Speech Pathologist, Psychologist, Occupational Therapists and the effective use of resources ensures that we provide a range of strategies and programs to cater for the needs and interests of all students.

Student Wellbeing

St Simon’s aims to foster the overall development of all students through provision of appropriate support that will facilitate growth and development in knowledge and skills.

St Simon’s School Policy emphasises the uniqueness and individual worth of each student. It endeavours to address the academic, social, spiritual, behavioural, emotional and physical needs of students through processes and programs that are proactive and inclusive.

St Simon’s Student Wellbeing Leader collaborates with teachers, parents and professionals to provide appropriate support for all students at our school.
Student Wellbeing

Personal Development

Utilizing various program and resources we aim to lead the children to:

- assist them in developing attitudes and values that will enable them to enjoy inner security and to relate comfortably with other persons.
- be at peace with themselves.
- be positive members of society.
- be resilient
- know themselves – strengths/challenges.

To achieve this the children will be given the opportunity to:

- develop skills needed for engaging in relationships, making decisions and taking action in everyday life within society.
- deal with disappointments and acknowledge that someone may have more skills in an area.
- learn knowledge useful in everyday life.
- understand and value themselves, others and the environment.

The various programs include:

- Anti Bullying Programs
- Buddy Program
- Camps
- Chess Club
- Circle Time
- Counselling Services
- Cross Country – Year 3 to 6
- Environmental Education
- Extension Opportunities
- Games Club
- Gardening Group
- Health Education
- Interschool Sports – Year 5 & 6 – District & Zone Level
- Leadership Program
- Lego Club
- Outdoor Ed Program – Year 5 & 6
- Personal Safety
- Resilience Building
- School Sports
- SEL – Social/Emotional Literacy
- Self-Esteem Programs
- Social Justice Initiatives
- Student Action Team Leaders – Year 6
- Student Initiated Clubs
- Student Representative Council – Year 1 to 6
- Swimming – Water Safety
- Traffic Safety/Road Safety

Excursions/Incursions

- Designed to enhance learning outcomes through a variety of experiences, e.g. visit to the zoo, puppet show held at the school.

Seasons Program – Year 1 to 6

- A program supporting children experiencing grief or loss in their lives. The program runs over a ten week period on a weekly basis, usually commencing mid year. The program operates under the direction of our Student Welfare Leader and is supported by adult group leaders who have undertaken the compulsory training program provided by the Catholic Family Services – Centacare.
**Homework**

We believe the best homework of all to be family living – talking, listening, playing and sharing interests. The value of the small things like meal times, children helping adults around the home, going for walks and talking about the world around us cannot be underestimated in their value towards educating children.

Homework tasks are an extension of the classroom with increasingly more ownership for tasks being given to the individual child. Homework is to reinforce skills and concepts taught, develop responsibility for learning and foster organizational skills. Parents are required to take a reasonable interest in home/school tasks and are asked to make adjustments to it in regards to other family commitments. An email, a note on paper or in the diary is very helpful in informing classroom teachers as to how children are coping with homework tasks.

**YEAR LEVEL EXPECTATIONS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep and Year 1</td>
<td>Reading and words only.</td>
</tr>
<tr>
<td>Year 2</td>
<td>Reading/Words/Spelling/Religious Education.</td>
</tr>
<tr>
<td></td>
<td>Home tasks, e.g. collecting, gathering information.</td>
</tr>
<tr>
<td>Year 3 and 4</td>
<td>Reading/Spelling/Tables/Religious Education.</td>
</tr>
<tr>
<td></td>
<td>Small amount of graduated tasks related to literacy/numeracy/topic.</td>
</tr>
<tr>
<td>Year 5 and 6</td>
<td>Reading/Spelling/Tables/Religious Education.</td>
</tr>
<tr>
<td></td>
<td>Activities related to literacy/numeracy/topic that are a continuation from classroom work.</td>
</tr>
<tr>
<td></td>
<td>- There is a maths toolkit containing various activities which will be sent out according to individual grade levels as part of maths homework.</td>
</tr>
</tbody>
</table>
Enrolment Policy

The Enrolment Policy at St Simon’s Parish Primary School is based on the Archdiocese of Melbourne Enrolment Policy for Catholic Schools.

All Catholic children living within the Parish of St Simon’s, Rowville will be considered with priority.

Directorate of School Education School Entry Age Policy - All children must reach the school entry age of 5 years by 30th April.

Exceptions to this Policy need to be addressed to the Principal in consultation with the Parish Priest.

School Finance - School Fees

Catholic Primary Schools are conducted like any other non-profit organisation. We aim to provide the best possible education in a Catholic environment at a cost affordable to all families.

In formulating budgets we are given a formula which is used to calculate the level of Government funding we can expect.

Based on the enrolment of the school and staffing levels we can then determine the cost - both Recurrent and Capital - of operating the School per year.

As the Government funding does not totally cover the operating costs of a school, we must charge school fees, in order to balance the school budget.

In summary, Government funding which accounts for approximately 80% of school income is a guaranteed amount. The 20% collectable in school fees is critical in balancing the budget and as such we are dependent on ALL families honouring their commitment.

We believe this to be a matter of justice to all families that any fees and charges are payable by all when they fall due.
Educational Costs

Tuition Fees
All fees listed below are at 2016 level. 2017 fees and charges may be subject to increase.

Accounts will be issued once per year. Fees for 2016 are $1500.00 per family. (May be paid in three instalments of $500.00 in Term 1, $500.00 in Term 2 and $500.00 in Term 3.)

These fees are used for
- Capital repayments
- Recurrent payments of all utilities, e.g. heating, cleaning, maintenance.

Cash payment may be made in person at the office or if you are paying by cheque or credit card, complete tear off slip at bottom of statement, put in a clearly marked envelope and send through tub system to office. EFTPOS facilities are also available. Another option is automatic monthly credit card deductions, please contact the office for further information. Computerised receipts will also be issued through the class tub system. Fees may be paid in instalments throughout the year.

School Levies 2017
Levies for 2017 will be payable in December 2016. These are used for:
- Day to day school running costs, e.g. postage, school stationery, fee statements, etc.
- Resources for classroom use in various curricular areas e.g. Religious Education, Literacy and Numeracy, Information Technology, Physical Education Equipment, Library Materials, etc.
- Excursions.
- Photocopying/paper costs for class materials, etc......

| LEVY CHARGES PER YEAR LEVEL FOR 2016 (THIS LEVY CHARGE MAY INCREASE FOR 2017) |
| Prep to Year 5 | $300.00 per child |
| Year 6         | $320.00 per child |

Other Charges
Swimming Program - Prep to Year 4
- 10 lessons of 3/4 hour plus pool entrance fees and transport costs.

Outdoor Education Program - Year 5 to 6
- Invoices will be distributed at the beginning of the year.

Paid in full prior to commencement of Swimming Program.

| Sports Fee          | Year 1 to Year 4 | $5.00 per child |
|                     | Year 5          | $25.00 per child |
|                     | Year 6          | $35.00 per child |

Used for transport costs to various venues.

| School Camp          | Year 6 (5 day trip to Canberra) | $510.00 per child |
|                     | Year 5 (3 day camp)             | $345.00 per child |
|                     | Year 4 (2 day camp)             | $140.00 per child |
|                     | Year 3 Sleepover (overnight)    | $35.00 per child |
- Invoices will be distributed at the beginning of the year.

Must be paid in full by the Monday prior to the departure for camp.

The School Finance Committee is mindful of the current economic conditions and so urges all parents to contact the school if the fees/levies present a major financial burden.
St Simon’s Outside School Hours Care (OSHC)

The program provides supervised care for primary aged children both before and after school attending St Simon's School and is operated by the above group on the school premises.

**Hours of Operation:**
- Before Care: 7.15am to 8.30am Monday to Friday
- After Care: 3.15pm to 6.00pm Monday to Friday

**Pupil Free Days Care:**
- 8.00 am to 6.00pm

**Venue:**
- St Simon’s School

**Contact:**
- 9764 4101 (7.15am to 8.30am and 3.00pm to 6.00pm)
- 9763 0136 (9.00pm to 6.00pm)

**OSHC Co-ordinator:**
- Mr Selwyn Henri
- Mrs Ruwayda Henri

Due to restrictions on the number of children enrolled, a waiting list may exist at times therefore it is advisable to register your interest immediately. Please note the OSHC Program operates independently of the school but uses school premises. Application Forms may be obtained by contacting staff on the above telephone numbers or at the school office.
Enrolment Process

May/June
- Complete Application Folder
- Apply for Immunisation Record.
- Return completed folder to the school office.

CLOSING DATE FOR APPLICATION FOR PREP 2017
FRIDAY 17th JUNE, 2016

July/August
- As part of our process of welcoming families to our community, families enrolling for the first time at St Simon’s are invited to attend an interview.
- Dates and times to be advised.
- All applications will be confirmed in writing.

November
- Booklists for 2017 will be mailed out.
- Children are invited to attend two transition sessions on
  Thursday 3rd November from 11.30am to 1.00pm
  Wednesday 16th November from 11.30am to 1.00pm.
- Prep Information Night
  Wednesday 30th November at 7.00pm

December
- Levy Accounts will be issued. Levy accounts due and payable by Wednesday 7th December, 2016. PAYMENT OF THIS LEVY CONFIRMS YOUR ACCEPTANCE OF A PLACE AT ST SIMON’S FOR 2017.
- All children are to attend school for an “Orientation Session” on Wednesday 7th December from 9.00am to 10.30am.
- Parents are invited to stay and enjoy a cuppa during this time.