



Catholic Education
Diocese of Rockhampton

ST THERESE'S
CATHOLIC PRIMARY SCHOOL,
MONTO



ST THERESE'S CATHOLIC PRIMARY SCHOOL, MONTO

UNIFORM & BEHAVIOUR POLICY GUIDELINES



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St Therese's Catholic Primary School, Monto

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Principal

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2-10 Rayleigh St,
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Policy

Current - Version 1.1

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Monday, 27th May 2024

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Monday, 8th July 2024



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School Overview

St Therese's Catholic Primary School is a small, co-educational, Prep to Year Six school in the rural community of Monto. The school is situated beside St Therese's Church and students attend mass and participate in school-led liturgies and feast day celebrations with the wider parish community. Founded in 1940 by the Presentation Sisters, we look towards Nano Nagle for inspiration on how to be the best version of ourselves through the decisions we make every day. Specialist lessons are offered in health and physical education, music, drama and Japanese.

Our school prides itself on being a family community. We focus on continuing this tradition by reflecting on and living out our values and helping those in need. The school is known for the family atmosphere it has created and continues to nurture. The strength of St Therese's School is our community spirit and the way we support each other. This is due to the smaller size of the school, the welcoming nature of the students, parents and staff, and the fact that we emphasise the importance of family and Christian values. We celebrate the lives of all of those in our school community - not just the children! St Therese's caters for students with learning difficulties with individual and small group support.

Rationale for Behaviour, Uniform and Appearance Guidelines at St Therese's Catholic Primary School, Monto

At St Therese's Catholic Primary School, we are dedicated to creating an educational environment that respects the dignity of each individual, upholds our community and Catholic values, and aligns with the Australian Curriculum. We promoted that both students and staff enjoy a safe and optimal setting for everyone. The belief that each person is made in the image and likeness of God, recognises the inherent dignity and worth of every individual, which forms the foundation of our respect for all. Our approach to school presentation, conduct and behaviour is guided by our school motto "All deeds for God" and influenced by the Berry street Model which emphasises the importance of a nurturing, structured, and engaging learning environment.

Goals of St Therese's Catholic School

Create a Positive and Caring School Environment

We aim to cultivate a school atmosphere that is both warm and welcoming. The Berry Street Education Model highlights the significance of relationships and setting a tone of positive expectations and mutual respect.

Recognise Exemplary Behaviour

By recognising positive behaviours and contributions, we promote a culture of acknowledgement and celebration of individuals who exemplify our school values.

Clear Rules and Consequences

By recognising positive behaviours and contributions, we promote a culture of acknowledgement and celebration of individuals who exemplify our school values.

Conflict Resolution

We are committed to resolving conflicts through positive and non-violent means, using strategies from the Berry Street Education Model that provide students with the tools to manage their emotions and actions constructively.

RESPECT - MANNERS - KINDNESS - NICENESS - LEARNING



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Goals of St Therese's Catholic School (Cont.)

Pride in Appearance

Maintaining consistency in uniform and appearance helps students feel an integral part of the school community, fostering a sense of belonging and pride which is essential in the Berry Street approach to building a positive school culture.

Holistic and Inclusive Education

Our curriculum and school practices are tailored to include all students, offering them opportunities to succeed academically, socially, and emotionally. This approach resonates with the inclusive and holistic strategies promoted by the Berry Street Education Model.

These guidelines, along with the Berry Street Education Model aim to nurture a respectful, inclusive, and engaging learning environment where every student is supported to reach their full potential.

Rights & Commitments

As students, you are valued members of our community, and you are entitled to

- Learn in an environment free from disruptions.
- Have your voice heard and valued.
- Thrive in a safe, welcoming, and clean setting.
- Be treated with respect, courtesy, and honesty.
- Seek help and speak up if you feel unsafe.

As students, you are called to uphold the values of our community by

- Treating everyone with kindness and respect, avoiding behaviours that disrupt learning, engaging in conflict, using hurtful language, or excluding others.
- Respecting both your own education and those of others.
- Being prepared and on time for your classes as a sign of respect for yourself and others.
- Respecting both your own belongings and those of others.
- Wearing your uniform with pride as a symbol of our shared identity.
- Following safety rules to ensure a safe play environment for yourself and your mates.
- Striving to do your best in all your endeavours, recognising that your efforts contribute to both your growth and our community's wellbeing.

All Parents Have the Right to

- Be treated with respect, courtesy, and honesty.
- Be listened to.
- Receive updates on their child's progress and behaviour.
- Expect their child to fully engage in their educational program.
- Communicate issues related to their child in an appropriate forum and at a suitable time.
- Have their personal information handled confidentially and their privacy respected.

As Parents, You Are Invited to Embrace These Commitments

- Treat all members of our school community, including staff and students, with respect, courtesy, and honesty.
- Maintain open and effective communication between home and school.
- Support your child's learning at home by ensuring homework is completed to a satisfactory standard.

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Rights & Commitments (Cont.)

As Parents, You Are Invited to Embrace These Commitments (Cont.)

- Ensure your child attends school regularly, arrives on time, and is picked up promptly at the end of the school day.
- Support the school's pastoral care initiatives by partnering with the school to address and reinforce behaviour – acknowledging areas for improvement and celebrating positive actions.
- Adhere to the school's processes and procedures to safeguard everyone in the school community.
- Follow the Parent Code of Conduct for your engagement with the school community.

All Staff Have the Right to

- Teach without disruption, fostering a focused and engaging learning environment.
- Work in an environment that is clean, safe, and conducive to both teaching and learning.
- Be treated with respect, courtesy, and honesty by all members of the school community.
- Receive comprehensive support from the entire school community, including parents, the principal, and other staff members.
- Develop and implement classroom rules and procedures that are designed to benefit the learning and well-being of students.

As Staff, You Are Called to Uphold These Commitments

- Treat everyone—students, colleagues, and parents—with respect, courtesy, and honesty.
- Support and embody the school's ethos, policies, and procedures.
- Communicate effectively and respectfully with fellow staff members, students, and parents, ensuring clear and constructive interactions.
- Be punctual and thoroughly prepared, maximizing the learning opportunities for all students.
- Address and manage behaviours effectively that disrupt the learning environment, ensuring that all students can benefit from their education.
- Integrate planning, teaching, and assessment seamlessly to enhance educational outcomes for students.
- Implement, adhere to, and regularly review a classroom management plan that aligns with the school's Pastoral Care Policy. This plan should clearly outline rules, rewards, and consequences to guide student behaviour, creating a supportive and structured environment. Also, refer to the CEDR Staff Code of Conduct to guide professional conduct and responsibilities.



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Our School and Our Values

Our school guidelines are not just rules; they are reflections of our core values: Manners, Respect, Play Nicely, and Learning. These values guide every aspect of our school life, helping everyone feel valued and capable of achieving their best.

Core Principles for Behaviour

- Speak to uplift, not to upset: This aligns with our value of 'Manners.' We believe in using kind words and being thoughtful in our communications.
- Respect and follow teacher's instructions promptly: This demonstrates our commitment to 'Respect.' By listening to our teachers, we show respect for their knowledge and authority.
- Use signals to indicate a desire to speak or move: This practice supports 'Manners' by promoting polite interactions and organised classroom environments.
- Respect personal boundaries and property: 'Play Nicely' is about more than just games; it's about respecting each other's space and belongings.

Each classroom collaborates to create its own set of classroom rules at the start of the year, integrating these with our overarching values. These rules are prominently displayed and referred to regularly to ensure they guide our daily actions and interactions.

Behaviour Management

The purpose behind establishing clear guidelines for behaviour, both in classrooms and the playground, is to encourage positive and self-managed behaviour. Through consistent application across the school, students will understand their expectations for self-regulation and the significance of treating others with kindness and respect.

Rewards for Positive Behaviour

Students are encouraged to exhibit positive behaviours through a variety of rewards, which are discussed and visibly promoted by teachers within the classrooms. These may include:

- Verbal praise and encouragement.
- Commendation notes.
- Stickers or stamps.
- Whole school awards.
- A consistent approach to these rewards will be maintained throughout the year.

Consequences for Inappropriate Behaviour

Consequences for not adhering to school and classroom rules are clearly communicated by teachers and the principal at the start of each year and displayed in classrooms for easy reference. These may include:

- Gentle redirection, both verbal and non-verbal.
- Warnings.
- Short breaks from play.
- Different levels of behavioural intervention.
- Parental involvement.
- Visits to the Principal's office if necessary.

By fostering a supportive environment and clear, consistent guidelines, our school aims to nurture a community of respectful and responsible individuals.

RESPECT - MANNERS - KINDNESS - NICENESS - LEARNING



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Behaviour at St Therese's Catholic Primary School, Monto

Overview

Our approach to behaviour management is founded on our core values of Manners, Respect, Play Nicely, and Learning. We aim to provide a clear, consistent, and supportive framework that guides students towards positive behaviour, fostering a respectful and productive learning environment.

Level 0: Guidance Alert

Description:

Early signs of potential issues are addressed, such as minor disruptions or lack of engagement. This level is preventative, aiming to redirect behaviours before they escalate.

Support Action:

- Teachers clarify expectations by explaining appropriate behaviours, e.g., "When you feel upset, please signal to me before speaking out."
- Introduction or reinforcement of Zones strategies to help manage emotions.
- Minor classroom consequences are applied, and expectations are reiterated.
- Issuance of a Guidance Slip for behaviours like talking out of turn or not following instructions.

Example:

If a student frequently interrupts the class, they receive a Guidance Slip. If such behaviour persists and disrupts learning, the student may move to Level 1.

Level 1: Supportive Reminder

Description:

Addressing persistent issues such as regular interruptions in class, three (3) Guidance Alerts within school week period, minor instances of bullying, or consistently ignoring classroom rules.

Support Action (5 Days):

- Implement targeted suggestions and possibly a social skills program.
- Principal reviews behaviour on TASS and provides feedback.
- Restrictions include, but not limited to, timeout from recess (school community service) and non-participation in special events like Friday Afternoon School Sport for one (1) week.

Example:

A student who continues to disrupt class after receiving multiple Guidance Slips might be moved to Level 1, where they face more significant consequences and closer monitoring.

Level 2: Collaborative Intervention

Description:

Significant behavioural issues such as repeated bullying, continued behaviour infringements from level 1, ongoing disobedience, or damaging school property are addressed comprehensively.

Support Action (10 Days):

- Regular checks and support from the leadership team and parents.
- Extended timeout from play (school community service) and exclusion from extracurricular activities (10 Days).
- Direct communication with parents to ensure a collaborative approach.

Example:

Should a student in Level 1 continue to exhibit uncooperative behaviour or fail to show improvement, they would then be escalated to Level 2, which involves more severe interventions, consequences and parental involvement



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Behaviour at St Therese's Catholic Primary School, Monto (Cont.)

Level 3: Restorative Path

Description:

Serious violations like physical aggression, bullying that affects the safety of others, or consistent refusal to follow safety rules

Support Action:

- An individual Behaviour Management Plan with daily check-ins.
- Possible temporary suspension from school activities/exclusion from school camps.
- Meetings with parents to plan restorative actions and understand the impact on the community.
- Continued Extended timeout from play (school community service) and exclusion from extracurricular activities.

Example:

A student who shows no improvement at Level 2, especially in cases of physical aggression, would move to Level 3, focusing on intensive behavioural corrections and potential suspensions.

Level 4: Comprehensive Review

Description:

Extremely serious or dangerous behaviour, such as threats with a weapon, severe bullying, or bringing prohibited items to school.

Support Action:

- Exclusion from school to ensure safety, with a detailed re-entry plan including counselling and support.
- Intensive meetings with parents, students, and staff to discuss long-term goals and strategies.
- Continued Extended timeout from play (school community service) and exclusion from extracurricular activities.

Example:

A student at Level 3 who continues to engage in dangerous behaviour would be moved to Level 4, involving more severe disciplinary measures such as suspension or termination of enrolment, based on a comprehensive review.

Continued Breaches

Example:

Cases beyond Level 4 involve a thorough assessment by the Principal, or Principal's delegate, in consultation with the Assistant Director of School, to determine tailored interventions and possibly more severe administrative actions.

Leadership Discretion in Behaviour Management

The placement of students within the levels of consequences for unacceptable behaviour is at the discretion of the school's leadership team. Students do not necessarily start at Level 0 and progress sequentially through the levels. Depending on the nature and severity of the behaviour, a student may be placed at a higher level immediately.

In certain circumstances, where behaviour is deemed severe or poses a significant risk to the safety and well-being of others, immediate placement at a higher level will be required. Such decisions will be made by the leadership team, who will ensure that the response is appropriate and proportionate to the behaviour exhibited. This approach ensures that serious issues are addressed promptly and effectively, maintaining a safe and respectful learning environment for all students.



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Uniform Policy at St Therese's Catholic Primary School, Monto

At St Therese's Catholic Primary School in Monto, we take pride in our students' appearance and presentation. We have a dress code designed to be both practical and economical, reflecting our school's values and community spirit. It is the responsibility of parents to ensure their children wear the correct uniform and keep it in good condition at all times. Students are expected to wear their uniforms with pride.

Girls' Uniform

- **Shirt:** Blue St Therese's School Shirt
- **Socks:** Short, plain, white, ankle-length.
- **Shoes:** Black leather shoes or joggers - no coloured trimmings.
- **Shorts/Skorts:** Blue St Therese's School Shorts/Skorts

Boys' Uniform

- **Shirt:** Blue St Therese's School Shirt
- **Socks:** Short, plain, white, ankle-length.
- **Shoes:** Black leather shoes or joggers - no coloured trimmings.
- **Shorts:** Blue St Therese's School Shorts

Additional Uniform Items

- **Hat:** Must be a school Broad brim royal blue hat, available for purchase from the school office.
 - Loan hats are available exclusively for specific school-based educational activities. These include:
 - Physical Education Lessons, School Excursions and other approved school activities
 - Exclusions: Loan hats are not available for:
 - School lunch play, Interschool sports and any other non-educational activities.
- **Jumper:** Must be a blue jumper, available for sale in our office.
- **School bag:** Students may bring any neat and tidy school bag. There is no specific school uniform bag, but a school bag with the school logo is available for purchase at our office.

Winter/Cooler Months

- **Blue jumper:** Students may wear a plain blue jumper over their school shirt during cooler weather. The jumper must be free of logos or patterns and appropriately sized. Hoodies or sweatshirts are not allowed.
- **Blue Tracksuit Pants:** On particularly cold days, students may wear a plain blue tracksuit over their uniform. The tracksuit is to be free of visible branding or logos and fit appropriately.
- **Blue leggings/tights:** Students may wear plain blue leggings or tights under their school uniform during cooler weather. These must be free of any patterns or designs.
- **Beanies and gloves:** Students may wear plain blue beanies and gloves during cooler or winter weather, as determined by school staff. These items must be logo-free and blue only. They can be worn to and from the school or while outside but must be removed once inside the classrooms.

Staff discretion

School staff reserve the right to determine when it is appropriate for students to wear additional clothing during cooler or winter weather, including plain blue beanies and gloves, and other blue accessory pieces such as hair ties, ribbons, or headbands.

This uniform policy ensures that all students present themselves in a manner that reflects the pride and values of St Therese's Catholic Primary School.



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Important Uniform and Appearance Guidelines for Parents at St Therese's Catholic Primary School, Monto

Parents are kindly asked to observe the following guidelines when preparing their children for school. These rules ensure compliance with Workplace Health and Safety standards and maintain a consistent and neat dress code across the school.

Jewellery

- Students are permitted to wear the following:
- Watch: Only traditional watches; no Smartwatches.
- Religious Necklace: Items like a crucifix or holy medal are allowed but must be removed during physical activities.
- Earrings: One earring per ear, which must be studs or sleepers. These should be plain and small. Dangling earrings are not allowed.
- Medical Alert Jewellery: Items that are necessary for health and safety reasons.
- Special Bands: Bands may be worn on special occasions as designated by the Principal.

Hair

The School Administration holds the authority to ensure that all students' hairstyles are modest, appropriate, and neat:

- **General:** Hair must be kept tidy and off the face at all times. Long hair, for both girls and boys, should be tied back.
- **Hair Accessories:** All hair accessories, such as ribbons, bands, and scrunchies, must be in school colours: navy, gold, or checkered blue.
- **Hairstyles:** Hairstyles should not include tracks, mullets, or rats tails. Short hairstyles should be conservative and neat.

Not Permitted

The following items are not allowed as they detract from the uniformity and professionalism of the school environment:

- Bangles and Rings: These are not to be worn to school.
- Nail Polish/False Nails: Coloured nail polish and false nails are not permitted.
- Make-up: Students should not wear make-up to school.

These guidelines are designed to promote a focused educational environment and ensure that all students represent our school community with pride and uniformity. Parents are encouraged to contact the school administration with any questions or for further clarification on these policies.



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Footwear Guidelines - Examples

Below are examples of acceptable and unacceptable shoes. These examples are provided as a guide and are not exhaustive. If you are unsure and require clarification, please do not hesitate to contact the school team for advice on what is and isn't appropriate.

Examples of Acceptable Shoes

Examples of Not Acceptable Shoes

IF UNSURE PLEASE CONTACT THE SCHOOL

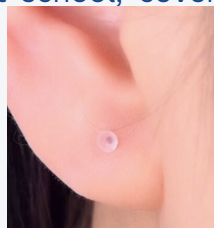


Jewellery Guidelines - Examples

- **Earrings:** Only studs, no more than 5mm in diameter, which may contain a single gemstone, or plain sleepers with an outer diameter no larger than 8mm are permitted.



- **Visible Piercings:** No other visible piercings are allowed while at school. This includes, but is not limited to, nose rings, spacers, spikes, or rods.
- **Multiple Piercings:** Students who have more than one piercing are required to either remove the additional piercings while at school, cover them up, or replace them with clear studs for the duration of the school day.



- **Other Piercings:** Any student with a piercing in any other visible area of the ear or body, as determined by the teacher, will be required to remove it. The item will be placed in the care of the teacher or pastoral leader until a parent or carer can collect it, or until the end of the school day. This rule applies to all piercings, including clear ones.



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