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INTRODUCTION

Dear Parents,

The Parish Priest, Principal and Staff warmly welcome you and your child to St Joseph’s School. We sincerely hope that our association with your family will be a long, happy and successful one.

The Staff, Priests and members of the School and Parish Community would like to work with you by sharing their belief in Jesus Christ, their expertise and skills, and their friendship. In doing this we can all help each other to grow in faith, love, knowledge and understanding.

We hope that this information booklet will help to make you aware of our school's policies, programs and procedures and will help your child settle in to school life. Please read it carefully and keep it as a reference.
VISION STATEMENT.

St Joseph’s is an inner-city school in Collingwood. Rich in history, we are a welcoming community, working together to provide a safe and happy learning environment.

Our purpose is to nurture our Faith in the context of the Catholic tradition. At the heart of this, is living the Gospel values of Jesus Christ in our care for each other.

As a learning community with high expectations, we encourage everyone to become informed, confident, thinking, skilled and just.

We recognise and cater for individual differences and create a secure environment where learning from each other is valued. Our programs are dynamic and designed to give every child the opportunity to experience success.

Celebrating the unique qualities of each person, we nurture growth, acceptance, respect and care for all.

We are enriched by the cultural and spiritual diversity which is evident in the life, values and enthusiasm of our community.

At St Joseph’s School we share an excitement about life and a belief that each one of us, as members of society, has the ability to make a difference.
MISSION STATEMENT

Our Mission is to provide care and Catholic education for the children of St Joseph’s Parish Collingwood.

We believe this means:
In co operation with home and Parish, providing a Catholic Education that will strive to develop the Spiritual, Intellectual, Physical and Emotional wellbeing of each child as an individual.

Aims
We aim to:
- Equip each child with the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions.
- Develop in each child qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members.
- Cultivate high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum which encompasses all areas of the Victorian Essential Learning Standards (VELS) and Religious Education.
- Promote understanding among individuals and to act as a centre of educational co-operation involving families, teachers and the cultural, civic, and religious groups that make up human society.
- Support and promote the principles and practice of Australian democracy, including a commitment to elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association and the values of openness and tolerance.
- Develop in each child an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development.
- Widen the knowledge, skills and attitudes necessary for each individual develop a sense of emotional wellbeing, to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.

Objectives
Specifically we strive to meet these aims through the following objectives:

1. To provide opportunities for faith experiences through prayer, sacraments, and other liturgical celebrations.
2. To develop a love for the Church as a family of God’s people and to encourage Parish and school community worship.
3. To foster an environment where Gospel values are promoted and lived out in all day to day interactions.
4. To develop in each individual an appreciation of themselves and to provide opportunities for self-expression.
5. To involve the children in group and other activities where they learn co-operation with and respect for others.
6. To place sufficient trust in children that they may develop a sense of responsibility and dependability.
7. To provide opportunities for children to experience and appreciate their own and others’ cultures.
8. To work at all times towards academic excellence.
9. To develop students as active and informed citizens with an understanding and appreciation of Australia’s system of government and civic life.
10. To help provide for the physical and emotional needs of children.
Parent Handbook

DIRECTORY

Address
St Joseph’s Primary School
46 Otter St
Collingwood Vic 3066

Telephone : 9419 4918
Fax: 9417 0048
Email: principal@sjcollingwood.catholic.edu.au

Melways Reference: 2C E8

Parish Priest: Fr Peter Hoang
Principal: Mrs Patricia Taylor
Deputy Principal: Ms Liz Klimas

ENROLMENT POLICY

The following Guidelines have been established:

1. **Catholics from the Parish have direct entry into the school.**
   
   After this if positions are available they will be offered to:

2. **Catholics from beyond the Parish who have pastoral reasons.**

3. **Non Catholics who are Christians and who support the child’s faith development.**

4. **Those who are genuinely seeking a knowledge of Jesus Christ.**

Enrolments are attended to by the Principal.

Children can only be admitted to school in their Preparatory year if their fifth birthday occurs **before April 30 in the year of enrolment.**

The enrolment procedures for children with special needs are incorporated into our school’s Integration Policy.
TERM DATES - 2016

TERM 1 - Thursday 28 January — Thursday 24 March
*Easter 25–28 March
New Preps start on Friday January 29.
TERM 2 - Monday 11 April—Friday 24 June
TERM 3 - Monday 11 July—Friday 16 September
TERM 4 - Monday 3 October—Wednesday 14 December

SCHOOL HOURS

School starts 8.55am.
Lunch 11.00am – 12.00pm
Afternoon Recess 2.00pm - 2.30pm
School finishes 3.30pm on Monday. Tuesday, Thursday and Friday.

On Wednesdays school concludes at 3.00pm for our staff meeting.
EXPECTATIONS

Parents may expect of St Joseph’s....

- That each child’s learning experiences are geared sequentially toward growth and development.

- That staff are committed, believing persons who practice and teach Christian values and attitudes and who are concerned with the total development of the child.

- That children, in a caring environment where self-discipline is fostered, will experience consistency, support and routine.

- That a comprehensive, up-to-date and well balanced curriculum will be taught competently at all levels of the school – fostering spiritual, intellectual, physical and emotional growth in children. We strive for excellence.

- That children’s progress will be assessed and evaluated regularly and that written reports will be available both mid-year and at the end of each year.

- That opportunities will be made available for parents to join in with activities, be involved in decision making, and be assisted with their own education through programs designed for parents.

- That opportunities exist for parents to join each other in working for the school through many channels.

St Joseph’s may expect of Parents

- That they realise that they are the prime educators of their children and that they need to be supportive of our school as we help them with this important task.

- That they accept and encourage the faith commitment of our school and that they support the values and attitudes taught and practised by all through involvement in Religious Education programs.

- That they support all school endeavours, in particular.
  - The School Discipline Program.
  - The completion of Homework tasks.
  - The reading of the weekly school newsletter.
  - Ensuring regular, punctual attendance at school and supplying a written note to explain absences.

- That they attend meetings which are particularly relevant to their children and their progress.

- That, where possible, they will avail themselves of opportunities provided to participate in school activities, e.g. Excursions, Home Reading Program, Electives Program, Parents’ Association.

- That they will become involved in the life of the school community in whatever ways they feel able.
At St Joseph’s Children may expect:…..

- That Staff will show a genuine and unconditional love for each child.
- That their self-esteem and positive self-image will be nurtured and developed.
- That Christian attitudes and values will be taught and witnessed.
- That Religious Education will be taught and that Sacramental Preparation will be available.
- That the school will be a secure place where trust, stability and consistency are fostered by all.
- That each child’s needs will be paramount.
- That the school will provide a program of education which strives for excellence, caters for individuals and provides for children with learning problems as well as those who may be gifted.
- That the school environment will be safe and happy.

St Joseph’s may expect of Children:

- That they show respect and cooperation for all.
- That they will develop an acceptance of self and others through participation in all school activities.
- That they will live out Christian values.
- That they will participate in Religious Education Programs where they will have the opportunity to experience a growth in faith and where (if applicable) they will participate in the Sacramental Program.
- That they will consider the rights of others and that they will accept their responsibilities.
- That they will strive to achieve their full potential and that they will take responsibility for their learning.
- That they will work and play safely at all times.
CURRICULUM OVERVIEW

St Joseph’s School provides a Catholic Education which aims to develop the full spiritual, physical, intellectual, social, creative and emotional well-being of each child as an individual. We see the child with Christ standing at the centre of the educational life of our school. With the child are all the people of the school and the wider community who will lead him/her through the early steps of the journey to an awareness and love of God of him/her self and of others.

This missionary and educational journey is a two-way process in which the child grows through a relationship with Christ and the people of the community and, in turn, the people are able to grow and receive from the child.

Each person in the community works together with and for the child in a variety of ways and through a variety of formal and informal learning situations. It is important for the school to provide the stimulus, the possibility and the environment which will enable each child to continue his/her development.

The curriculum program that we provide is rich and broad, covering each of the Curriculum Domains which are detailed in the Victorian Curriculum in addition to a comprehensive program in Religious Education. We seek to give our children a breadth of knowledge and a wide array of skills and processes which will ensure that they will be confident, thinking and active members of our Australian Society.

A brief description of each learning Domain follows. These programs are set out in greater detail in the St Joseph’s School Policy and related Curriculum documents. Parents are welcome to peruse these by arrangement with the Principal.
RELIGIOUS EDUCATION

Religious Education is taught at all grade levels. The aim of Religious Education at St Joseph’s is to present in a loving, practical way the teachings of the Catholic Church, as laid down by the Archdiocesan Framework for Religious Education.

We have a well co-ordinated program, based on the test ‘To Know, Worship and Love’ from Prep to Year 6 which encourages each child towards a growth in faith. The nurturing of a living, maturing faith is an on-going process with each stage of that faith recognised and catered for through the program. As well as formal Religious Education lessons. Gospel Values permeate the whole curriculum and opportunities are seized to relate these to real life situations within the class and school community.

The Liturgical Year is taken into account when planning the yearly program and we consider that the experience of a variety of prayer forms and liturgical celebrations are essential to the child’s growth in faith. We encourage children in the development of their relationship with Jesus through Scripture and through both formal and spontaneous prayer.

With the assistance and support of our wider Parish there is a gradual preparation for the Sacraments of Reconciliation, Eucharist and Confirmation. Teachers join with the Parish Priest, the Parish Education Team and Parents to support the children in their preparation for the reception of these Sacraments. The children are encouraged to deepen their understanding and love of Reconciliation in the senior primary grades through being given regular opportunities to receive the Sacrament. Eucharistic and other Liturgical celebrations take place regularly. Parents are encouraged to join with the children for these special opportunities for community worship and prayer in addition to their regular Sunday worship.

We hope that through this program the children in our care will:

- Grow in faith, confident of God’s love for them.
- Come to know and love God in return.
- Become increasingly convinced of their own and their neighbour’s individuality and worth.
- Give witness to the values of Christianity – by the example of their lives lived in accordance with the Gospel of Jesus.

Specific details of The Religious Education Program for St Joseph’s School are developed in the St Joseph’s Curriculum Statement for Religious Education.
At St Joseph’s School students learn to appreciate, enjoy and use language and 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.

The Australian Curriculum for English is centred on the conscious and deliberate study of language in the variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of written and spoken texts in print and electronic forms.

The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex, from texts dealing with concrete and straightforward information to those dealing with increasingly complex and abstract issues and ideas. Our teachers encourage students to explore the meaning of texts and how meaning is conveyed. They introduce critical approaches to the ideas and thinking contained in texts and support students in the development of critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers.

Students develop an understanding of the way purpose, audience and situation influence the structures and features of language and learn to apply their knowledge in their reading, writing, viewing, speaking and listening. They come to understand that different kinds of texts are appropriate for different occasions and learn to appreciate the variety of English usage in different times and places. They also learn about the ways language shapes and reflects attitudes in different times and places. Students are provided with opportunities to use language effectively in a range of contexts from informal to formal.

Students learn to control language by applying their understanding of the grammatical structures of Standard Australian English, by learning to spell accurately and use punctuation effectively, as well as by imitating good writers and speakers.

Understanding texts and recognising how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Our school program involves the implementation of the following programs and initiatives:

- Australian Curriculum
- Early Years Literacy Strategy.
- W.A First Steps
- Reading Recovery
- Literacy Intervention Programs.
- Support for students for whom English is not a first language.

Explicit details of all these programs are available from the School Principal.

The teaching of literacy and oracy skills in this school is focussed on the individual needs of each child. The experiences provided are based on the widest possible variety of actual experiences from within the home, classroom, and school and through excursion programs. Our approach endeavours to integrate all areas of the curriculum to give the greatest possible meaning to language. Our program focuses on the processes of learning as the means by which each child will develop the skills of oracy and literacy.

Our school employs extra specialist staff to assist class teachers in the teaching of the English Domain.
The Mathematics program at St Joseph’s School is based on the new Victorian Curriculum it aims to assist all students to:

- Acquire the mathematical skills and knowledge necessary for them to deal confidently and competently with mathematics in every day life situations.
- Develop their knowledge and skills in using mathematics for employment, further study and interest.
- Develop a depth of conceptual understanding, knowledge of facts and technical skills in mathematics.
- Develop an ability to communicate using clear and concise mathematical language.
- Develop an ability to solve problems in a clear, organised and systematic way.
- Develop an ability to conduct investigations using mathematics.
- Develop a practical ability to measure, estimate and compute.
- Develop an ability to use calculators and computers effectively.

We use a variety of approaches in the teaching of mathematics. In the early years, and indeed throughout their primary school education, children’s manipulation of concrete materials, and their experimentation with mathematical concepts, provides meaning upon which they can actively build their own mathematical ideas. This leads to the teaching of basic processes and other related mathematical concepts.

The Mathematics Domain focuses on a number of key Dimensions:

- Number
- Space
- Measurement, chance and data
- Working mathematically
- Structure.

Children are encouraged to investigate, experiment, problem solve and record their findings in a number of different forms and in a variety of situations.

The instructional components of our program compel a move from the formal classroom atmosphere, with much talk by the teacher to the whole class, to the situation where children work in small groups, rotating through different tasks at different levels.

Our school uses the Victorian Curriculum and the Learning Framework in Number as major resources for the teaching of Mathematics. This is supported with a variety of other resources including online resources.

Our school employs a Number Intervention specialist to assist targeted students with the acquisition of mathematical skills.
THE ARTS

St Joseph’s School places a high priority on the teaching of The Arts as a fundamental form of expression and communication.

At our school The Arts Program encompasses the major Arts Disciplines of:

**Performing Arts**
- Dance
- Drama
- Music
- Circus

**Visual Arts**
- Art
- Media

The Program is aimed at developing skills and overall competence in all of the area mentioned. In addition to this the children will:
- Be involved in the processes of creating, making and presenting.
- Be encouraged to develop inter-personal skills and self-esteem.
- Develop their natural gifts of imagination and creativity.
- Be encouraged to generate ideas which they will then refine and present and share in a variety of ways.
- Be encouraged to use The Arts as a means of expressing feelings and ideas.
- Be encouraged to use problem solving skills.
- Be involved in the exploration and appreciation of the Arts of different cultures and they will draw upon this in the development of their own forms of expression.
- Gain an understanding and appreciation for the aesthetic considerations involved in making art works.
- Be encouraged to participate in and enjoy the program to their fullest potential.

We seek community assistance to enrich our programs and work extensively with such groups as Circus Oz, Polyglot Theatre, Dance Fever and the Songroom.

We also engage the support of local artists and performers to enhance our programs.

We have a specialist teacher for Music.
Parent Handbook

SCIENCE

Science education at St Joseph’s School is designed to develop in students the ability to ask questions and to find answers about the physical and biological world. It is based upon the Victorian Curriculum.

The Science curriculum at St Joseph’s is based on the Victorian Essential Learning Standards. It focuses on two main Dimensions:

1. Science knowledge and understanding

The Science knowledge and understanding dimension focuses on building student understanding of the overarching conceptual ideas of science. These include understanding:

- the nature of the similarities between, and the diversity of, living things and their sustainable relationships with each other and their environment
- concepts related to matter - its properties and uses, and the production of different substances through chemical change
- concepts of energy and force as a way of explaining physical phenomena
- the place of the Earth in time and space and the interactions between the Earth and its atmosphere
- how scale is important in relating structure to function at microscopic and macroscopic levels.

These understandings enable students to build on their curiosity and answer their own questions about themselves and their interactions with the world while at the same time allowing them to think through contemporary challenges and issues. Through this, students come to understand how science relates to society and the environment.

2. Science at Work

The Science at work dimension focuses on students experiencing and researching how people work with and through science. Students learn to be curious and to use scientific understanding and processes to find answers to their questions. They design and pursue investigations ethically and safely; generate, validate and critique evidence; analyse and interpret ideas and link them with existing understanding; work and reason with scientific models and communicate their findings and ideas to others. They identify and practise the underlying values, skills and attributes of science. Through their investigations, they gain insight into science as a human activity and the relationship between science, technology and society both now and in the future. They explore how science is used in multiple contexts throughout their lives and its pervasiveness throughout the workplace.
THE HUMANITIES

The Humanities in Prep to Year 6 involves the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

At St Joseph’s School the Humanities take as their subject matter human behaviour. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

In Years 5 and 6 the Humanities further divides into the disciplines of History, Geography and Economics.

Geography is the study of physical and human environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. Students’ evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world’s resources.

The Australian Curriculum: History is organised into two interrelated strands: Historical Knowledge and Understanding and Historical Skills.

Historical Knowledge and Understanding: This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Year 10 and a focus on world history in the senior secondary years. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day. This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Historical Skills: This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Economics is the study of how different societies allocate scarce resources to satisfy the wants and needs of its members. As with any social science, economics is concerned with human social behaviour: the behaviour of individuals and the interaction among them. Economics is also concerned with how to best manage resource scarcity and addresses the requirements for human survival and economic sustainability.
LANGUAGES OTHER THAN ENGLISH - AUSLAN

Children at St Joseph’s School study Auslan (Sign Language) as part of our curriculum. Through the program we aim to enable the children to communicate effectively without traditional speech and writing in a language other than the English language. All children from Prep to Year 6 participate in the program which introduces the basics Auslan and which extends as the ability levels of the children increase.

Studying another language provides for all children an opportunity for first-hand experience of another linguistic system. Such experiences can open the way to a deeper understanding of one’s own language and the culture in which it is based.

The experience of more than one linguistic perspective develops divergent thinking skills in children and this helps them to develop a more flexible approach to thinking and learning.

Children will learn about the characteristics of language - its rules and conventions - and of the social and cultural context in which it operates.

Sign language involves using your hands, body and facial expressions to communicate with those around you. As it is a visual language, learning this language involves using the visual-spatial part of your brain. This is the same part of the brain that we use to learn to read. For this reason, sign language can be very beneficial to teach verbal children as it exercises the same part of their brain that is linked to reading.

Research also shows that children who learn sign language are more readily able to translate letters and words to the written language.

Learning sign language can stimulate brain development because when learning sign language you use both the left and right hemisphere of the brain compared to learning a spoken language, which only uses the brain’s left hemisphere.

Access to two or more languages provides children with other ways of labelling the same object. This is an important conceptual development.

When sign language is incorporated into other learning activities, children are learning visually, verbally, and kinesthetically all at the same time—simultaneously engaging children of different learning styles and creating greater memory retention.

Vietnamese, Cantonese, Mandarin, Greek, Turkish and other languages are offered at branches of the Victorian School of Languages throughout Melbourne.
(Telephone 9690 9111 for details)
The local branches are Collingwood – 9416 0641 and Richmond – 9429 2950.
HEALTH and PHYSICAL EDUCATION

At St Joseph’s School the domain of Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

Students’ involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Student’s progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely, to using equipment safely and confidently. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

This domain explores the developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan including puberty, to gaining an understanding of human sexuality and factors that influence its expression. The exploration of human development also includes a focus on the establishment of personal identity, factors that shape identity and the validity of stereotypes.

Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms.

Through the provision of health knowledge, this domain develops an understanding of the importance of personal and community actions in promoting health and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to provision of health services by both government and non-government bodies. In investigating these issues, they explore differing perspectives and develop informed positions.

This domain examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance of eating a variety of foods to understanding the role of a healthy diet in the prevention of disease.

The Health and Physical Education domain provides students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing.
INTERPERSONAL DEVELOPMENT

At St Joseph’s School, learning in the Interpersonal Development domain supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others. In a pluralistic, multicultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this domain there is a particular focus on developing students’ capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

Building effective social relationships and relating well to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions and inner moods. It also requires them to be aware of the social conventions and responsibilities that underpin the formation of effective relationships. All social relationships have the potential to create conflict. Students need to develop the skills and strategies to manage and resolve conflict in a sensible, fair and effective manner and not see it as something to avoid or eliminate.

Working cooperatively as part of a team requires the skills outlined above. In addition, it requires individuals to be able to balance commitment to the group and its norms with their own needs. This requires competence in presenting their own ideas and listening to those of others, approaching topics from different viewpoints, and understanding their specific role and responsibilities in relation to those of others and the overall team goal.

Relationships with peers and adults at the school provide students with opportunities for reflection and growth. Adults at the school can reinforce this learning by providing positive role models. Interactions should be positive, fair, respectful and friendly and be supported by a classroom culture which is open, honest and accepting.

The Interpersonal Development domain provides students with learning opportunities and experiences that will support their learning across the curriculum, particularly in relation to working in teams where collaboration and cooperation, sharing resources and completing agreed tasks on time are highlighted. Learning related to building social relationships encourages students to maintain positive learning environments across their learning programs.
PERSONAL LEARNING

Learners are most successful when they are mindful of themselves as learners and thinkers within a learning community. At St Joseph’s School, the Personal Learning domain focuses on providing students with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives. They are supported to develop the confidence and ability to be adaptive and take an active role in shaping their own futures in a world of constant change.

Students can learn many things by will and effort, particularly if they see that the learning is relevant; however, the learning of students is enhanced when they are supported to develop intentional strategies that promote learning. They need to understand what it means to learn, who they are as learners and how emotions affect learning. They also need to develop skills in planning, monitoring and revising their work, and reflecting on and modifying their learning practices.

Consequently, as students progress through school they need to be encouraged and supported to take greater responsibility for their own learning, their participation in learning activities and the quality of their learning outcomes. They need to develop a sense of themselves as learners and develop the knowledge and skills to manage their own learning and emotions. As they do this, they move from being supported learners to autonomous learners.

Students learn to seek and use feedback from their teachers to develop their content knowledge and understanding. They also learn to seek and use feedback from their peers and draw on other members of the community who may provide feedback, knowledge and advice about skills that support their learning. They need to develop the capacity to reflect on their learning in systematic ways.

This domain supports the development of autonomous learners, with a positive sense of themselves as learners, by providing all learners with the knowledge, skills and behaviours to:

- develop an understanding of their strengths and potential
- seek and respond appropriately to feedback from their teachers, peers and other members of the community
- develop skills of goal setting and time and resource management
- increasingly manage their own learning and growth by monitoring their learning, and setting and reflecting on their learning goals
- learn to understand and to manage their own emotions
- develop resilience and dispositions which support learning
- recognise and enact learning principles within and beyond the school
- prepare for lifelong learning.

The achievement of these outcomes requires the creation of a school and classroom culture where all students are respected and valued as individuals with the capacity to learn and think, and where self-regulated effort in learning is promoted.
CIVICS and CITIZENSHIP

At St Joseph’s School, the Civics and Citizenship domain provides students with knowledge, skills and opportunities to understand and practise what it means to be a citizen in a democracy. Citizens require knowledge and understanding of civic institutions and the skills and willingness to actively participate in society. They need knowledge of political and legal systems and processes and the history that underpins them in order to achieve civic understanding. They need to understand their rights and responsibilities as citizens, and democratic values and principles such as democratic decision making, representative and accountable government, freedom of speech, equality before the law, social justice and equality. This domain facilitates the practice of citizenship skills, the exploration and development of values and dispositions to support citizenship and the empowerment of informed decision making. Teaching of civics engages students in active interaction with the community.

In a world where people, environments, economics and politics are inextricably linked, and where dislocation and change is accelerating, a strong sense of personal identity developed through participation in communities is a sound basis from which to connect with the world. Civics and Citizenship education strengthens understanding and valuing of the self. It teaches why citizens need a sense of personal identity within their own community and how they can contribute to local, national and global communities. Through Civics and Citizenship students develop an appreciation for the uniqueness and diversity of Australia’s multicultural society and the efforts of individuals and groups to achieve political rights and equality. They value what it means to be an Australian and explore Australia’s role in the global community. They consider human rights and social justice issues at local, national and global levels.

In Civics and Citizenship students investigate how, in a democratic tradition, informed and diverse contributions and participation by citizens are important. They learn about, contest and enact the values that are important to be an engaged citizen within a community. They are provided with opportunities to investigate and participate in activities that support sustainable practices, social justice and underpin the future wellbeing of societies from a local to a global level. Civics and Citizenship provides a vehicle for students to challenge their own and others’ views about Australian society and to formally participate in and practise activities and behaviours which involve democratic decision making.
DESIGN, CREATIVITY and TECHNOLOGY

At St Joseph’s School, the domain of Design, Creativity and Technology emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. Creativity in this domain can be described as applying imagination and lateral and critical thinking throughout design and development processes. Innovation is an outcome of the broad exploration of ideas, materials/ingredients, and technical processes that can occur when individuals are involved in investigating, designing, producing, analysing and evaluating their own and others’ products and/or systems.

Design is a vital step in transforming ideas into creative, practical and commercial realities by optimising the value of products and systems. Designing and its application involve planning and organising production, and evaluating products in a real context. Contexts may relate to; for example, what we grow, eat, wear, build, make, our health and safety, and how we travel and spend our leisure time. Designers consider problems, needs, wants and opportunities and respond to them by developing a range of ideas, which are developed into products or systems.

Development of capability in this domain includes the ability to use, manage, assess and understand design, creativity, technology, and their relationship to innovation. In more detail, this involves students:

- posing problems and actively identifying needs, wants, opportunities and areas for improvement
- gathering information and building knowledge about the nature of needs, wants, opportunities and areas for improvement and the best routes to take towards designing a solution
- developing and using design and technology skills, knowledge and processes, including proposing, experimenting, learning from results and synthesising, to create new and/or improved products and/or systems
- using tools, equipment, materials/ingredients and systems components safely and creatively to make quality products and/or systems
- understanding that design, creativity and technology leads to innovation
- assessing the outcomes of design and technology processes, and the resulting products and technological systems in relation to environmental, social and economic factors.

This domain involves experiential, practical and applied knowledge as well as theoretical understanding. It requires students to be autonomous and creative problem-solvers, as individuals and as members of a team. Students combine an understanding of design, functionality, aesthetics, social, cultural, economic and environmental issues, and industrial practices with practical skills. As they do so, they reflect on and evaluate past and present design and technology, its uses and effects.

The Design, Creativity and Technology domain focuses on development of students’ skills in managing and manipulating materials and resources using a range of tools and equipment to make functional physical products or systems.
INFORMATION and COMMUNICATIONS TECHNOLOGY

Information and Communications Technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

At St Joseph’s School, Information and Communications Technology, as an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. The knowledge, skills and behaviours identified for this domain enable students to:

- develop new thinking and learning skills that produce creative and innovative insights
- develop more productive ways of working and solving problems individually and collaboratively
- create information products that demonstrate their understanding of concepts, issues, relationships and processes
- express themselves in contemporary and socially relevant ways
- communicate locally and globally to solve problems and to share knowledge
- understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

Learning in this domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information skilfully to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task.

Students are provided with tools and strategies to monitor learning patterns and problem solving strategies. This provides a sound foundation for transforming personal learning. They gain an understanding of Internet protocols and strategies for exchanging information, which enables them to share and challenge their own and other people’s ideas and solutions with a global audience.

COMMUNICATION

Communication is central to the capacity to construct meaning and to convey information and understanding to others in a range of ways and in a variety of settings. Successful communication requires students to be familiar with the forms, language and conventions used in different contexts and employ them to communicate effectively.

At St Joseph’s School the Communication domain focuses on developing students who communicate clearly and confidently in a range of contexts both within and beyond school. It aims to assist students to develop awareness that language and discourse differ across the curriculum and that there is a need to learn literacies involved in each subject they undertake. To communicate successfully students need to develop the knowledge, skills and behaviours that empower them to respond to, make meaning of, and deconstruct a range of communication forms. They also need to develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms, including verbal, written, graphic, multimedia and performance, appropriate to their context, purpose and audience.
Our world and the world of the future demand that all students are supported to become effective and skilful thinkers. Thinking validates existing knowledge and enables individuals to create new knowledge and to build ideas and make connections between them. It entails reasoning and inquiry together with processing and evaluating information. It enables the exploration of perceptions and possibilities. It also involves the capacity to plan, monitor and evaluate one’s own thinking, and refine and transform ideas and beliefs.

At St Joseph’s School the Thinking Processes domain encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for students to function effectively in society, both within and beyond school.

An explicit focus on thinking and the teaching of thinking skills aims to develop students’ thinking to a qualitatively higher level. Students need to be supported to move beyond the lower-order cognitive skills of recall and comprehension to the development of higher-order processes required for creative problem solving, decision making and conceptualising. In addition, they need to develop the capacity for metacognition – the capacity to reflect on and manage their own thinking. This can only happen if the school and classroom culture values and promotes thinking and if students are provided with sufficient time to think, reflect, and engage in sustained discussion, deliberation and inquiry. Students need challenging tasks which stimulate, encourage and support skilful and effective thinking.

A focus on the development of thinking competencies within specific areas of the curriculum and across it not only serves as a core integrative function, it also has the potential to provide continuity in approaches to learning from Prep to Year 6 and to emphasise the view that such knowledge, skills and behaviours are important to lifelong learning. To emphasise this, teachers model skilful and effective thinking and make their own thinking explicit as part of their everyday practice.
THE SCHOOL LIBRARY

The main purpose of our School Library is to provide information and classroom resources through books and other media on all matters appropriate to the primary school. Materials are selected for inclusion in the school library on the basis of the needs of the curriculum, the provision of appropriate leisure reading materials and the professional resource needs of the staff.

All children are encouraged to borrow books from our library as a source of information and for enjoyment. We ask that children read the books taken home and return them in good order. All children have a library bag for the safe caring of books. Lost books must be replaced as is the custom in all libraries.

The children also visit Carringbush Regional Library in Collingwood or Fitzroy from time to time. They are encouraged to make use of their local library as much as possible.

SPECIAL EDUCATIONAL NEEDS

Children develop at a different rate from their peers, and within each child particular areas of his/her development may vary. For example, a child may have language development which is considered advanced for his age, while his physical development may be slower, or the situation may be reversed. Hence, within any school, there is a wide range of educational needs to be catered for.

Students at St Joseph's School are monitored very closely, particularly in the early years of schooling, to make sure that their individual needs are being catered for. They are tested extensively in the Prep Year and again at Year 1 and Year 2 to make sure that they are making the required progress.

Our school has a Reading Recovery Program which picks up children who are not yet reading by the end of their Prep year. Children enrolled in this program receive intensive one to one tuition to help them to develop the necessary skills in Reading and Writing. We also have specialist language teachers on the staff who will help the children with further intervention programs as they progress through our school.

Our school also offers a Number Intervention program to assist children who require additional support in the area of Mathematics.

The Catholic Education Office has established a Student Support Service to provide assistance to schools for students with special learning needs. Student Support services staff provide direct services to our students as well as assisting teachers with program development. In addition to this consultancy services to parents and teachers are available.

Student Support Staff available to our school are as follows:

- Curriculum Advisers (Special Education)
- Psychologists (ACU Melbourne Psychology and Counselling Clinic – MPACC)
- Speech Pathologists (Latrobe University Speech Clinic)
- Visiting Teachers (Hearing Impairment)
- Visiting Teachers (Physical/Chronic Health Impairment)
- Visiting Teacher (Vision Impairment)

Student support services are accessed by schools through an established referral process. Parents need to approve the direct involvement of student support staff with their children.

If you are ever concerned about your child's progress in a certain area please discuss your concern with the class teacher or Principal as early intervention is always advisable if there is a need.
NEW ARRIVALS ASSISTANCE

Children are eligible for this Catholic Education Office funded program if they are permanent Australian residents of a Non English speaking background who have been in Australia for less than 12 months. This program provides intensive language tuition to these children.

Children who are newly arrived to Australia may be eligible to receive extra assistance in the classroom through the Catholic Education Office New Arrivals Program. Our office staff will ask you to provide a copy of your child’s Passport, Visa and/or Entry Documents in order to determine eligibility for this assistance.

HOMEWORK

Homework has four important components:

- **Written Homework**, which consists of a review of work already taught in the classroom.
- **Home Lessons**, incorporating spelling, tables, facts and summaries in Key Learning Areas taught.
- **Assignments**, set a number of weeks before the required completion date. Extensive reading is required over a period incorporating research from school and other libraries, recording in note form, organising the material and preparing oral and written reports. Lengthy copying from books is not sound and children are expected to think about the matter in hand as well as to exercise judgement. When helping here, parents must be careful not to do the thinking for the student lest important thinking skills fail to develop.
- **Personal Reading**, expected every night to develop children’s reading skills. Children borrow books from the classroom which are appropriate to their reading level (determined through regular testing and monitoring).

Homework should not be seen as an onerous task but as a means to widen the student’s horizons as well as to develop initiative, thinking skills, judgement and proper study habits and study skills.

Continued failure to complete homework tasks not only impairs intellectual growth but also results in additional demands made upon the teacher’s efforts and time to the detriment of the rest of the class.

**Prep**

Children will be given a take-home reading book when the teacher thinks he/she is ready. Parents or an older brother or sister are encouraged to hear the child read for approximately 10 minutes each night. Teachers will assist parents to develop strategies for hearing their child read.

**Years 1 & 2**

Reading each night for approximately 10 minutes from the books sent home with the child. Some other small tasks may also be set if deemed appropriate.

**Years 3-6**

Children will be asked to work for a reasonable time each school night on a variety of curriculum areas. Parents can assist their children to develop good study habits by:

- Setting a regular time and place for the child to work.
- Helping students to organise their work space.
- Helping students to organise tasks.
- Checking the accuracy and standard of the work produced.
- Hearing students read or recite spelling words and times tables.
- Encouraging regular and wide reading. Not accepting trivial excuses.
- Providing positive encouragement.
PASTORAL CARE

As an agent in the mission and ministry of the Church, St Joseph's School has a responsibility to receive and educate its students with respect and love. Together with St Joseph's Parish we have formed a community which can provide a strong sense of well-being, belonging and security so that our students are given every opportunity to be affirmed in their dignity and worth and are assisted to grow to the fullness of their potential. All members of our school community can contribute to another's growth and journey towards wholeness.

In responding to our vision of community, St Joseph's school endeavours to provide for each member, students, parents, staff and clergy, the experience of high quality inter-personal relationships of care and support. Each member participates, to some degree, in Pastoral Care, just as each is a recipient of such care.

Our school community, a reflection of the Gospel of Jesus, is committed to the values of compassion, tolerance, forgiveness, reconciliation and justice. Pastoral Care supports and provides a context for the growth and expression of these values in all aspects of school life.

Pastoral Care in our school endeavours to uphold and sustain those policies and practices which foster the values of mutual respect, responsibility and service within the community. A commitment to democratic processes, co-operation and concern for the common good are principles which our students are progressively encouraged to emulate in their relationships with others.

In addition, our Pastoral Care Program aims to ensure that opportunities for students and all members of the community are not hindered by differences brought about by factors such as socio-economic status, gender, ethnic origin, race or disability. Our school community seeks to respond with increasing sensitivity to the social and cultural diversity of our members. It is through Pastoral Care that much can be done to promote respect and support for such things as diverse family structures and awareness of cross-cultural issues.

We believe that:
- Pastoral Care has its source in the life of Jesus Christ.
- Pastoral Care supports and provides a context for the growth and expression of gospel values in all aspects of school life.
- Pastoral Care permeates the total climate of relationship within this Catholic School.
- It has the individual as its focus.
- It enables individuals to see themselves as having a significant role as part of a wider community.
- It encourages individuals to take responsibility for their actions and learning.
- It has a life giving focus which enables all to grow to their full potential. It enables all to be affirmed in their dignity and worth as people.
- It enables people to appreciate themselves.
- It enables people to develop skills in building personal relationships.
- All members of our school community can contribute to another's growth and journey towards wholeness.
- Pastoral Care is based on mutual respect, responsibility and service within our community.

Our Pastoral Care Policy aims to reflect our practice and commitment to the following:
- Quality Of Relationships
- Formation in Self-Discipline and Responsibility.
- Pastoral Programs
- Comprehensive And Inclusive Approaches To Teaching And Learning.
- Supportive School / Family Relationships.
- Effective Networks of Care.
- Coordinated and Supportive Organisational Structures.
Our school's discipline practice is closely linked to our Pastoral Care Policy. This practice is intended to promote a respectful, secure and healthy environment in which students can develop and prosper. Our school, like all others, does, on occasion, have students whose personal and social problems manifest themselves in behaviours which are either disruptive to the teaching and learning program, disrespectful of the school rules and codes of conduct and/or harmful to the well-being and security of other students and teachers.

In the context of Pastoral Care, our disciplinary measures and sanctions are designed to heal the hurt, foster responsibility for actions and change patterns of behaviour. Disciplinary practices in our school aim to facilitate the experience of responsible self-discipline and Christian attitudes among students and to foster the well-being and good order of our school community.

As a Christian community we are committed to Gospel Values:-
- The expectation of forgiveness.
- A commitment to justice.
- The obligation to search for the truth.
- Respect for the rights of others.
- The reciprocity of rights and responsibilities.
- A concern for the well-being of all members of the community.

OUR PROGRAM
Our Program is based on Lee Canter's Assertive Discipline Program. Lee Canter and Associates, Santa Monica 1992
A summary outlining the components of the program can be obtained from the school Principal.

SCHOOL RULES
Our school rules have been formulated giving consideration to:
- The age and stages of development of our students.
- The capacity of our students to understand what is required of them and reasons for this.
- The particular circumstances of life the student is currently experiencing.
- The need for adequate supervision of students.
- Research findings into the effectiveness of various rules and sanctions. (Based particularly on the work of Lee Canter and Bill Rogers)

Our School Rules possess the following characteristics:
- They have been co-operatively formulated.
- They are positive, purposeful, just and reasonable.
- They convey a sense of healing and forgiveness.
- They are supportable and enforceable.
- They are communicated regularly, in clear and accessible language to students and parents.
- They contribute to the development of justice in our school.
- They contribute actively to changing and healing destructive behaviours.
CLASSROOM DISCIPLINE PLANS

An individual Classroom Discipline Plan is formulated by each teacher coming into contact with groups of students.

A Sample Classroom Discipline Plan

Rules
1. Follow Directions.
2. Keep hands, feet and objects to yourself.
3. Hands up if you need to say something.
4. Keep our room tidy.
5. Always walk when inside.

Rewards
- Cooking
- Free Play
- Go to the Park
- Stickers
- Show other teachers your work.
- Letter to mum and dad.

Consequences
1. Warning
2. 5 minutes time out.
3. 10 minutes time out.
4. Go to the Principal’s Office.
5. Parents contacted.

PLAYGROUND MANAGEMENT PROCEDURES

Our Assertive Discipline Program includes a set of procedures for playground management. These procedures are as follows:

Rules
1. Follow directions.
2. Keep hands, feet and objects to yourself.
3. Listen to the speaker.
4. Move Safely
5. Speak appropriately.
6. Take care of property and the environment.

Positives
- Lucky Numbers - Friday wheel spin for special prizes

Consequences
1. Warning
2. Time Out 5 minutes
3. Time Out 10 minutes
4. Removal from yard for the rest of playtime.
5. Parents contacted.

Serious misbehavior
- Automatic removal from yard - parents contacted.
SERIOUS OFFENCES

In our school a serious offence is one in which the behaviour of a student:

1. Seriously undermines the Catholic ethos of our school.
2. Consistently and deliberately fails to comply with any lawful order of the principal or a teacher.
3. Is offensive, or dangerous, to the physical or emotional health of any staff member or student or themselves.
4. Consistently and deliberately interferes with the educational opportunities of other students.

The Student Welfare and Support Group has been set up in an attempt to deal with problems as they arise.

In some instances, where the behaviour of a student is deemed to cause immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend him/her from the student community, pending the deliberations of the SWSG, the Principal, outside agencies (if appropriate) and the parents of the child.

PLAYGROUND SUPERVISION

Two teachers are rostered for duty in the playground at Lunch and Recess times. Teachers are also rostered for duty before school from 8.40am and after school until 3.45pm.

Children can arrive at school at 8.00am to attend the school breakfast program.

Please note there is no supervision before 8.00am and after 3.45pm.

We do ask, if at all possible, that children are not at school before 8.00am. If accidents do occur the school cannot be held responsible. Parents are asked to ensure that their children are picked up from school at the appropriate dismissal time.

AFTER SCHOOL PROGRAM

The City of Yarra currently operates an After School Program for children attending our school and for all other primary schools in the area. The Program is conducted at Collingwood College. Children are taken by bus to Collingwood College at the end of the day. Parents pick them up from there when they have finished work. More information is available from the school office.

GOOD START BREAKFAST CLUB

With the support of the Australian Red Cross and accounting firm, KPMG, we offer a Breakfast Club to all of our students every day of the week. Breakfast comprises cereal, fruit, toast, Milo and fruit juice and is available between the hours of 8.00am and 8.45am.

CHILDREN LEAVING SCHOOL GROUNDS

Children are not permitted to leave the school grounds during school hours except through being picked up by parents or relatives or through WRITTEN permission from parents which is to be given to the SCHOOL PRINCIPAL. Parents collecting their children early must obtain a permission slip from the school office which is to be handed to the class teacher.

Parents of Prep children are to collect their children from the classroom each afternoon.

No one else is allowed to collect a child from school without the written authorisation from a parent or guardian.
COMMUNICATION WITH PARENTS

SCHOOL NEWSLETTER

A School Newsletter will be sent home with your eldest child every second Tuesday. As much as possible excursion permission notes and other notices are sent with this Newsletter. The Newsletter contains general school notices and reports. It is very important that you read this Newsletter.

INTERVIEWS & REPORTS

“Getting to know you” interviews are held in February each year. Parent/Teacher Interviews are held at the end of the second term and written reports are prepared and given to parents at this time and again at the end of the school year.

Parents are most welcome to visit the school at any time. If any problems arise concerning your children, please contact the School Principal and arrange an appointment to discuss the matter with the Principal and the class teacher, rather than interrupting teaching time.

We are happy to discuss any query or problem you or your child may have. Our role as teachers is one of support to you as parents, and we trust that you view yourselves as a support to us. Your children are God’s gift to you, and we are only aids to their development. Problems attended to as soon as they arise, counteract much unnecessary misunderstanding.

Parents are not to contact staff members at their homes.

STAFF PROFESSIONAL DEVELOPMENT DAYS

In order that staff can keep up with the latest developments in education, Professional Development Days are held throughout the year. When these days occur (usually 5-6 per year) parents will be notified, through the weekly newsletter, four weeks prior, that the school will be closed.

STAFF MEETINGS

Staff Meetings are held from 3.10pm to 4.30pm every Wednesday afternoon. Children are dismissed at 3.00pm every Wednesday for this reason. Other meetings are held in teachers’ own time.

PARENT ENGAGEMENT

We provide many varied opportunities for parents to become involved in the life of our school. Please speak to a staff member or the Principal if you would like to join any of our committees or come to any of the programs that we offer to parents. Details of these are communicated through the weekly newsletter.
SCHOOL FEES

School Fees are currently set at $95.00 per family per term ($380.00 for the year). If there is a problem concerning the payment of fees, you should discuss this with the Parish Priest or the School Principal.

SCHOOL BOOKS & MATERIALS

We currently charge a Levy of $240.00 per child for the year. This covers all of the books, stationery and other materials your child will require. It also covers the cost of our swimming program. This levy is payable at the beginning of each school year.

CAMPS, SPORTS AND EXCURSIONS FUND

Parents who hold a current Health Care Card or receive Centrelink benefits may be eligible to receive an annual payment from the Australian Government to assist with the payment of expenses associated with attendance at Camps, sports days, swimming program and excursions. The payment of $125.00 per child is paid directly to the school. Office staff are responsible for ensuring that this money is allocated to each family.

IMPORTANT INFORMATION

Our student records must remain up to date, especially in regard to emergency contacts and telephone numbers and relevant medical history. Please notify the school, in writing, of any change of address, telephone number etc. as soon as possible.

It is also advisable to notify the Principal if there is any important change in home routine or conditions affecting physical or emotional well-being in case such changes affect the child’s work behaviour or general well-being at school.

ATTENDANCE, ABSENCES & TRANSFERS

All students are expected to attend school every day, unless there is a very good reason for them being absent. Where absence is unavoidable, parents MUST inform the class teacher, preferably in writing, of the reason. Irregular and unexplained absences will be followed up by the school.

If you wish to transfer your child to another school, you should tell the Principal in advance and ask for a Transfer Note to be sent to the new school.

ILLNESS

If your child is not well prior to coming to school, please do not send him/her along as children who are sick are far better of being home in bed. Often a virus can be spread through a class if not attended to by the proper means. A note should be sent to school when your child returns after a period of absence through illness. In cases of long absence (more than 3 days) please phone the school. The school needs to be informed of any ongoing medical problem relating to your child.
INFECTIOUS DISEASES

Please consult the Infectious Diseases Chart (at the back of this book) for exclusion times from school if a child has an infectious disease.

TRANSITION TO SECONDARY SCHOOL

Parents of Year 6 children should speak to the class teacher and Principal about secondary schooling early in the year. Catholic Secondary School enrolments are due by March in the year preceding expected entry. Government School enrolments taken in May/June.

SCHOOL UNIFORM

The wearing of school uniform is compulsory. Our school uniform is navy blue with a light blue trim. All windcheaters, polo shirts and jackets feature our school logo. The tracksuit, polo shirts and shorts are unisex. We also sell a summer dress for the girls. A new rain jacket has been introduced to our uniform. Children must wear a school hat in Terms 1 and 4. Uniforms are available from the school office.

SCHOOL ENTRY IMMUNISATION CERTIFICATE

All children enrolling in Prep are required to present an Immunisation Certificate at the time of enrolment. In the event of an outbreak of measles, diphtheria or polio, all children who have not presented proof that they have been immunised against these diseases will be excluded from school until the incubation period of the disease has passed. To obtain a copy of your child’s Immunisation Certificate please contact the Immunisation Register on 1800653809.

ADMINISTERING MEDICATION

If your child requires medication during school hours, please make sure that the teacher is notified of when and how much is to be taken. Medication can only be given by a teacher.

DENTAL SERVICES

The Oral Health Therapy School at the Royal Dental Hospital – 720 Swanston St, Carlton provide a free dental service for school aged children. The Oral Health Therapy School is a training centre for dentists who work on the children under close supervision.

Parents may ring and make appointments for their children at any time - Tel: 9341 1166

In 2015 Alpha Dental visited our school with a Dental Van to provide dental care for students. If parents have a Health Care Card, this service was provided for free. We will be using Alpha Dental again in 2016.

SCHOOL MEDICAL

The School Nursing Service conduct health checks for Prep children each year. They also check any other children who are referred to them by teachers and parents. All Prep children have a general health check in addition to their eyes and ears being checked.
LOST PROPERTY

It is important to make sure that your child's clothes are clearly marked with his/her name.

Lost property is kept in the office foyer. Unclaimed clothing is eventually given away to needy families.

EXCURSIONS

Excursions and special activities are an essential part of our education program at St Joseph's School. All children are expected to attend excursions.

From time to time your child's class will visit places of interest in the local community. This will include such places as Carringbush Library, local parks and shopping centres, local schools and other places which can be reached by walking. To save having to get parent permission each and every time the children take a short walk we are asking parents to sign a Local Permission form on enrolment. This gives us permission to take your child out of the school.

For other excursions, a description and permission form is sent home just prior to the excursion for a parent's signature. A small amount is requested to cover costs.

SCHOOL CAMP

Each year children in Years 5 & 6 are invited to attend our school camp. This is organised at a different venue each year and runs for three days. The children experience a program of outdoor education and social independence. It is an opportunity we think is essential for each child.

SWIMMING PROGRAM

Each year all children participate in a 2 week intensive swimming and water safety program. This program consists of 10 consecutive lessons and costs from the Camps, Sports and Excursion Fund payments for eligible families. Families who are not eligible to receive payments under this scheme will be asked to make a contribution of $70.00 towards the cost of the program for their child.

PREP ORIENTATION PROGRAM

At the end of each year we set aside three afternoons for our incoming Prep class to come along and experience a little of what it is like to come to school. This program helps to alleviate much of the nervousness experienced by the children (and their parents!)
LUNCH AT SCHOOL

HEALTHY EATING POLICY
We have a Healthy Eating Policy at St Joseph’s School. Parents please note that we do not allow the children to have fast food or junk food at school. Please do not bring KFC or McDonalds food to school. These are great for treats but not for every day eating. We also discourage the children from having potato chips and lollies and soft drinks at school.
Children must bring all food and drink to school with them as we do not have a school canteen. If parents are bringing lunch up to school for their children please try to come at 1.00pm so as not to interrupt the children in their classes.

We only allow children to drink water at school.

BIRTHDAYS
If your child is celebrating a birthday on a school day we will acknowledge the birthday at our weekly assembly and in the classroom. We ask, however, that parents do not send in cakes and lollies for the class.
There are a number of reasons for this:
The consumption of such foods at school is contrary to our Healthy Eating Policy.
We have a growing number of children who have severe allergies to a range of foods which include such things as eggs, dairy, nuts, wheat and sesame. These children are unable to eat party foods and feel left out of birthday celebrations.
Providing cakes and lollies for the class is very expensive and it puts a lot of pressure on parents who can’t afford it.
We ask for your cooperation in this matter.

ROAD SAFETY

Children are encouraged to cross busy roads safely. Please note there are two supervised crossings in close proximity to the school:
• Wellington St
• Otter St

If travelling by car please do not park in the school driveway or double park on Otter St. Please park safely, observing the parking restriction signs, and walk up to school with your child.

CARE OF PROPERTY

You are requested to support the school in its training of children to show proper respect for their own property and that of others. From time to time, your child will be expected to take part in cleaning up exercises around the school grounds and in the classroom. It is important that appropriate attitudes to the care of property be developed from an early age.

SCHOOL PHOTOS

Professional school photos are taken every year, parents will be given the option of purchasing. Photos are taken on a pre-payment plan.
## INFECTION DISEASES

### 1. GENERAL INFECTIOUS DISEASES

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Patient</th>
<th>People who come in contact with patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHICKEN POX (Varicella)</td>
<td>Exclude till fully recovered.</td>
<td>Not excluded</td>
</tr>
<tr>
<td></td>
<td>(In chicken pox, some remaining scabs are not an indication for continued exclusion.)</td>
<td></td>
</tr>
<tr>
<td>MUMPS</td>
<td>Exclude until fully recovered.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>RUBELLA</td>
<td>Not excluded</td>
<td>Female staff of childbearing age should ensure that their immune status against Rubella is adequate</td>
</tr>
<tr>
<td>DIPHTHERIA</td>
<td>Re-admit after receipt of a medical certificate of recovery from infection following at least two negative nose and throat swabs, the first not less than 24 hours after cessation of antimicrobial therapy and the Other 48 hours later.</td>
<td>Exclude domiciliary contacts. an appropriate public health medical officer should investigate contacts immediately and release them when they are shown to be clear of infection.</td>
</tr>
<tr>
<td>ENCEPHALITIS</td>
<td>This is not a specific clinical entity. No exclusion periods are necessary for either cases or contacts unless due to measles, in which case exclude as for that disease</td>
<td></td>
</tr>
<tr>
<td>VIRAL HEPATITIS</td>
<td>Re-admit on receipt of a medical Certificate of recovery, or on Subsidence of symptoms, but not Before seven days after onset of Jaundice.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>LEPROSY</td>
<td>Re-admit on production of a medical Certificate from appropriate Health authority.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>MEASLES</td>
<td>Should be excluded for at least seven days from the appearance of rash or until a medical certificate of recovery is produced.</td>
<td>Contacts not excluded. All children should be immunised against measles preferably at 12 months of age and certainly before entry into preschool or day care centre unless they have had the disease. Therefore the need to exclude contacts should not arise.</td>
</tr>
<tr>
<td>MENINGITIS (BACTERIAL)</td>
<td>No exclusion period is necessary following treatment and recovery</td>
<td>Not excluded (other than meningococcal meningitis contacts – see below).</td>
</tr>
<tr>
<td>MENINGOCOCCAL INFECTION</td>
<td>Re-admit on production of a medical certificate of recovery</td>
<td>Domiciliary contacts only should be excluded until they have been receiving Appropriate chemotherapy for at least 48 hours.</td>
</tr>
</tbody>
</table>
## Parent Handbook

**POLOMYELITIS**

Should be excluded for at least 14 days from onset and also until a medical certificate of recovery is produced. Need not be excluded. All Children should be immunised prior to reaching school age.

**STREPTOCOCCAL INFECTION INCLUDING SCARLET FEVER**

Should be excluded until appropriate medical treatment and a medical certificate of recovery is given. Need not be excluded.

**TUBERCULOSIS**

Re-admit on production of appropriate medical treatment and a medical certificate of recovery is given. Need not be excluded.

**TYPHOID AND PARATYPHOID FEVER**

Re-admit after a medical certificate of freedom from infection is received, following three negative faecal and urine cultures taken at least 24 hours apart, commencing at least 72 hours after cessation of specific therapy. Not excluded unless an appropriate public health medical officer considers exclusion to be necessary.

**WHOOPING COUGH (PERTUSSIS)**

Should be excluded for four Weeks from onset of illness and Until a medical certificate of Recovery is produced. Exclude domiciliary contacts for 21 days after the last exposure to infection if attending a pre school centre and if the child has not previously had whooping cough. Contacts need not be excluded from any other class of school.

### 2. COMMON LOCAL DISEASES AFFECTING SKIN, HAIR AND EYES IN SCHOOL CHILDREN

<table>
<thead>
<tr>
<th>Condition</th>
<th>Cases</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>RINGWORM SCABIES</td>
<td>Re-admit when appropriate treatment has commenced, supported when requested by a medical certificate.</td>
<td>Not excluded. Close contacts should be inspected regularly for signs of infestation or Infection.</td>
</tr>
<tr>
<td>PEDICULOSIS (LICE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRACHOME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONJUNCTIVITIS (ACUTE INFECTIONIOUS)</td>
<td>Until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>IMPETIGO (SCHOOL SORES)</td>
<td>Until sores have fully healed.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>