

**ST JOSEPH'S
PRIMARY SCHOOL,
LEETON**



**PARENT/CARER HANDBOOK
2023**

ST JOSEPH'S PRIMARY SCHOOL, LEETON

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SCHOOL HISTORY

In October 1917 at the invitation of Fr P. Reidy, three Sisters from the Black Josephite Order began lessons in the Catholic Church at the Corner of Ash and Church Street, Leeton, thus began the tradition of Catholic education in our community.

Since these humble beginnings St Joseph's Leeton has grown into a vibrant, modern Kindergarten - Year 6 school of over 300 children. The Catholic/Christian traditions of the Josephites have continued to this day.

A brief timeline of St Joseph's School History is as follows:

1917	School Opened
1936	6 classrooms built (Now Library/Administration)
1961	Old Church renovated - 4 classrooms
1972	Lacey Wing - 5 classrooms and Staffroom
1991	Mary MacKillop Wing - 2 new classrooms
1992	75th Anniversary Celebrations
1997	Santo Antonio/Reidy Wings opened - 4 new classrooms/Multipurpose Room & pupil facilities
1998	Opening of St Joseph's School Information Technology Centre
2000	Opening of additional classroom in San Antonio Wing
2001	First lay Principal appointed
2002-7	Refurbishments of Lacey, Administration and Old Church Buildings.
2008	New classroom built – Reidy extension Refurbishment of staffroom P & F COLA opened
2010	New learning village built
2011	Lacey building, administration building and library redesigned
2014	Wiradjuri Indigenous garden opened
2017	Stage One of grounds redesign completed Centenary of St Joseph's School
2020	Stage Two of grounds redesign completed
2021	Downstairs Lacey refurbished

St Joseph's Primary School, Leeton

Vision and Mission Statement

We believe St. Joseph's is a place where we value:

FAITH

TEACHING, CELEBRATING AND LIVING OUR CATHOLIC FAITH

Catholic beliefs are taught and the Catholic faith is experienced, witnessed and shared through:

- Planning and implementing a comprehensive Religious Education
- Providing regular and varied experiences of prayer, celebration and liturgy
- Collaborating with parents, Parish and Church communities

The values of the gospel are evident in the daily routines of school life through:

- Integrating the values of the Gospel, as manifested by the person of Jesus Christ into all aspects of our teaching, learning and our interpersonal relationships

LEARNING

INSPIRING, INFORMING AND ENGAGING OUR COMMUNITIES IN LEARNING

All children are given every opportunity to develop their full potential in all curriculum areas and the individual talents and needs of each child are recognised and nurtured through:

- Providing relevant, meaningful and appropriate learning experiences for each child
- Providing all members of staff with opportunities for professional and spiritual development so they may respond to the current needs of children
- Considering the needs, talents and gifts of the children when planning and implementing teaching, learning and extra-curricular activities

CARE

BUILDING CARING AND SUPPORTIVE ENVIRONMENTS THAT PROMOTE WELLBEING AND LEARNING

All members of our community experience respect, dignity and justice through:

- Developing and maintaining communication based on mutual respect between children, staff and families in the preparation of policies, programs and the development and implementation of school change

SERVICE

EMBRACING LEADERSHIP WHICH FOSTERS COLLABORATIVE PRACTICES FOR MUTUAL BENEFIT AND PARTNERSHIP

All children will be provided with a valuable foundation for their future life, understanding that they have

a role of Christian service, enabling them to be happy and fulfilled members of our society through:

- Providing opportunities for academic growth where children develop important attitudes, skills and knowledge to handle situations in the wider world
- Establishing and maintaining a secure and positive school environment that enables our children to be cooperative, confident and happy
- Providing opportunities for the children to work with staff, families, the parish and our local community so they can develop responsibility and leadership

STEWARDSHIP

CARING FOR PEOPLE CREATION AND RESOURCES

All members of our community understand and appreciate the interrelatedness of all creation and knows creation is a gift from God which requires equitable sharing and wise stewardship through:

- Decision making that is ecologically and ethically sustainable

PARENT-SCHOOL RELATIONSHIPS

We believe that parents/carers are the prime educators of their children. We strive to build strong partnerships with families. Our goal is to build and maintain a spirit of understanding, trust, communication and cooperation between home and school. Parents and carers are warmly invited to participate in school life, eg:

- School Council
- The fundraising committee
- assisting with classroom activities
- assemblies
- excursions
- sporting events
- school Masses
- sacramental programs
- social functions
- information nights
- parent-teacher interviews
- surveys and questionnaires
- welcoming new people to the school community
- supporting those in our community who are in need

SCHOOL COUNCIL

The School Council exists to offer advice and assistance to the Principal in the administration of the school
Members consist of:

- Parish Priest
- Principal
- Assistant Principal
- Elected members who are parents or guardians of children at the school

One School Council meeting is held each term.

FUNDRAISING COMMITTEE

The School owes many of its resources to the generous endeavours of the school fundraising committee. Each year, the Year Two families lead the fundraising at St Joseph's and invite all school families to lend a hand with the running of fundraising events. A new fundraising committee is formed each year.

SCHOOL NEWSLETTER

A fortnightly newsletter is issued via Compass. The newsletter keeps parents up to date with school happenings and advertises meetings and functions. It is essential reading for every family. The school newsletter is also available on the school website. www.sjleww.catholic.edu.au.

COMPASS

Catholic schools in the diocese of Wagga Wagga utilise an online communication tool called Compass. All families are given access to this portal. The newsletter, other messages and each child's school report are provided to families through Compass. Families can also send absence notes through Compass.

SEESAW

Each St Joseph's class has a SEESAW page. This is a communication tool used for staff and students to communicate with families. For example students may post photos of work samples to SEESAW, to share with their family. Family members who have access to SEESAW can respond to these posts, by writing a few words of praise or encouragement. Your class teacher will provide you with access to SEESAW.

FACEBOOK

We encourage all families to follow St Joseph's on Facebook. We include photos of events such as sporting carnivals in our newsletter, however we recommend following St Joseph's on Facebook as additional photos are often posted to our Facebook page.

REPORTING TO PARENTS/CARERS

Parent information evenings are held early in Term One each year. Parents/carers are encouraged to attend these evenings so as to be informed of the learning program and expectations.

Teachers send home a class newsletter once per term to inform parents of the learning experiences happening in class.

Half yearly reports are issued in June and yearly reports are issued in December. Following the distribution of reports via Compass, parents/carers are invited to attend interviews with their child's teacher to discuss their child's learning.

Teachers are happy to meet with parents/carers outside teaching hours by appointment. If you wish to meet with your child's teacher, don't hesitate to organise a meeting. Rest assured, teachers will make contact with parents/carers if they become concerned about a student. Teachers and/or the Principal appreciate being informed by parents/carers of any matters that may be affecting a child's progress.

GENERAL INFORMATION

ANAPHYLAXIS

In consideration of students with nut allergies St Joseph's Primary, Leeton, is a nut aware school. Due to this **no nut products are to be brought into the school**, including snacks, sandwiches, cakes. As many pre-packaged products indicate that there may be traces of nuts within the product, it is parents' responsibility to monitor students' packed lunches. The canteen will not provide any of these items to sell.

SCHOOL TIMES

First Bell	8:55 am
Classes commence:	9:00 am
Recess	11:00 am - 11:30 am
Lunch	1:00 pm - 1:50 pm
School finishes	3:20 pm

Playground supervision commences at 8.30am each day. Students are not permitted in the school grounds before 8.30am unless by prior arrangement with the Principal.

Students who travel by bus are supervised until the last bus leaves the school each day.

LOCKING OF GATES

The Coolibah Street and Church Street gates will be locked each day at approximately 9:15am and re-opened at approximately 3pm. This is for the safety of our students, in line with school policy. The front gate will remain unlocked.

SIGN IN/SIGN OUT PROCEDURE

Any child arriving after 9:00am for school must be signed in at the school office via COMPASS by a parent/guardian. A late pass will then be issued. Any child leaving the school grounds during school hours may only do so if signed out at the school office via COMPASS by a parent or guardian.

By law, students are not permitted to sign themselves into or out of school.

OFFICE HOURS

Monday to Friday 8:30 am – 4:00 pm, Monday to Friday

CANTEEN

The School Canteen is open Tuesday to Friday.

A healthy and wholesome variety of food is offered at reasonable prices. A price list is made available at regular intervals.

Families are encouraged to order lunches online. Alternatively lunch orders can be organised by placing the correct money in a paper bag and writing the child's name, class, food required and price on the front of the bag.

Canteen volunteers are always welcome. If you would like to volunteer, please contact the school office.

SCHOOL INFORMATION

RECORDS

So that we can contact you quickly if your child becomes ill, it is essential that the school has on record the current address and phone number of parents/guardians and at least two emergency contacts. It is the parent/guardian's responsibility to ensure this information is up to date at the school office.

IN CASE OF SICKNESS

Children who become ill are taken to the school sick bay and parents/carers are contacted as soon as possible so that they can collect their child.

ABSENCES

The greatest assistance to your child's learning is consistent school attendance.

When students are absent from school, a notification explaining the absence is required within 7 days. Parents may enter absentee notes through the COMPASS parent portal, email or phone the office. If notification is not received, the student will be marked absent unexplained. The roll cannot be amended after 7 days.

If your child will be absent for 10 consecutive days, you must apply to the School Principal for "extended leave". If your child will be absent for more than 100 days, you must apply to the Director General for Education via the School Principal.

SECURITY – PROCEDURES

During the School Day:

- All gates apart from the Administration/Office entrance are locked when students enter their classrooms for the morning learning session. Anyone wishing to enter the school will do so through the front office.
- At 3pm the gates are unlocked by a Stage 3 student.

- All visitors enter the school through the Administration front gate and report to the school office and sign in via Compass on arrival and departure. (refer to CEDWW 'VISITORS ON SITE POLICY & PROCEDURES')
- All students must be signed in and out at the office via Compass by parent/carer if leaving school premises between 9am and 3:20pm.

SCHOOL FEES

In October each year the Principal and Senior School Secretary prepare a budget for the following year.

School fees for the following year are set as part of this budget preparation. School fees are charged at the beginning of the year and accounts issued accordingly. Families complete an Annual School Fee Payment Agreement which indicates how your fees will be paid for the year.

PAYMENTS TO SCHOOL

Payments by families are completed using on-line platforms. School fees are paid via Bpay and excursion fees are paid through Compass. If you have any questions about how to pay fees, our office staff are available to assist you.

ACCIDENTS

When enrolling a child, parents/carers are asked to fill in a permission form authorising the school to seek medical assistance for their child in case of an accident. We always try to contact the parents first, but the student's welfare is paramount and if needed an ambulance is called immediately. The school has an ambulance policy covering all students.

INTERVIEWS

If at any time, you desire an interview with your child's teacher, the procedure is to phone the school office to arrange a time that is convenient to both parties. Alternatively you could contact your child's teacher via the class Seesaw app.

BUS TRAVEL

The School Student Transport Scheme (SSTS) provides eligible school students with free or subsidised travel from home to school. This assistance applies to students who live a minimum distance from their school. Please visit transport.nsw.gov.au/ssts to confirm if you are eligible to apply.

Families who are not provided with a bus service may apply to Transport NSW for a reimbursement for using private vehicles to the nearest bus stop. Information is available online at transport.nsw.gov.au/ssts

Leeton bus companies are committed to ensuring safe travel for all students. Unsafe or inappropriate behaviour on school buses will result in the bus company suspending a student's right to bus travel.

For those Kindergarten/Year One children who do not have an older sibling and wish to travel on a bus, a 'Bus Buddy' can be arranged by their class teacher. Simply find out which bus the child needs to catch (the school secretaries can assist with this) and communicate this to the child's class teacher by way of a phone call or Seesaw message.

DISPERSAL OF STUDENTS

Church Street walkers/bike riders – walkers and bike riders exit the premises through the gate at Church Street. Students with bikes are dismissed. Teachers then escort children across Church Street. Those children whose parents/guardians are present at the gate may leave under their parent's duty of care.

Children walking by exiting to the right down Church Street are dismissed at the Church Street gate.

Coolibah & Church Streets have a drive through pick up zone each afternoon, supervised by a teacher. As parents pull up, students are directed to their vehicle by the teacher (parents do not have to get out of the car). Students must wait with the teacher until the parent's/carers car pulls up. All parents display their family name (which the office provides) on their front passenger visor to ensure staff can quickly identify each family.

Those children still remaining at 3:35 move to the bus supervision area until a parent/guardian arrives.

Only students catching buses leave via the Ash Street entrance. Bus students sit quietly in the area designated for their bus (signs for each bus are displayed on the fence). They are supervised by a teacher until the last bus leaves.

Parents are requested to observe parking restriction signs, and in particular not to park in the bus zone at the front of the school. (Fines apply)

DIGITAL DEVICES

The school provides digital devices for student use. Unless approved by the Principal, students are not to have personal digital devices (including smart phones, smart watches, ipads, etc) at school. These items will be taken for safekeeping and sent to the office for parents/carers to collect.

Due to viruses that may compromise school devices it is preferred that students access digital projects via their school email address only.

KINDERGARTEN TRANSITION PROGRAM

The Kinder transition program is for students in the year before they commence primary school. The transition program commences in term four and is led by qualified teachers. The purpose of this program is for each Kinder student to develop familiarity and confidence within the school setting before entering Kindergarten. Families will be informed of transition dates following confirmation of their child's enrolment.

HOLIDAYS

The school follows the pattern of school holidays as set for public schools. Families will be notified of school holidays and staff development days via the school newsletter. Please ensure that family holidays are planned for within school holidays periods, not in term time.

LOST PROPERTY

Please label EVERYTHING with your child's first name AND surname and check from time to time to ensure articles are still labelled. All uniform items look the same and once an item is misplaced, it is very difficult to find its owner, if it does not have a name tag.

Lost articles are placed in the lost property container which is kept outside the office. Parents and children are encouraged to check this container whenever clothing and possessions go missing. At the end of each term all unclaimed clothing is donated to the St Vincent de Paul Society.

SCHOLASTIC BOOK CLUB

The school acts as an agent for Scholastic Book Club. It provides reasonably priced books for children. If you wish to place an order, place the order form and correct money in an envelope, label with your child's name, class and "book club". These orders are processed by a generous volunteer. Orders take a few weeks to arrive.

STAFF PROFESSIONAL LEARNING DAYS

As part of Catholic Education, Wagga Wagga policy, each school conducts professional learning days for the purpose of staff training. Parents/carers are notified well in advance of these dates. The purpose of these days is to build teacher capacity in order to continually improve learning for our students.

TOYS AND/OR ITEMS OF VALUE OR SENTIMENT

We know how upsetting it can be if a treasured item is lost or damaged. For this reason, toys are not to be brought to school.

HAIR

Long hair must be tied back, so as not to inhibit vision. A navy blue or black ribbon or St Joseph's girls dress material, headband or scrunchie may be worn. Please avoid extreme hair colours or styles.

JEWELLERY

For safety reasons students are to wear minimal jewellery to school.

Ring - one plain band ring (eg signet ring).

Piercings - Studs/sleepers ONLY to be worn to school and no more than one earring in each ear.

Necklaces and bangles are not permitted, other than for cultural reasons.

Nail polish is not permitted.

SUN SMART POLICY

Children are to wear school hats all year round, whenever they are outside, for protection from ultraviolet rays. Sunscreen should be applied prior to coming to school and students are encouraged to carry a tube of sunscreen in their school bags so as to apply more sunscreen during the day.

UNIFORM

St Joseph's uniform items can be purchased from Worklocker Leeton, during regular business hours. We take pride in our uniform at St Joseph's. To ensure consistency within our uniform, please ensure that you purchase uniform items from the approved stockists.

SECOND HAND UNIFORM ITEMS

A range of good quality second hand St Joseph's uniform items can be purchased for a nominal amount from the Leeton St Vincent de Paul shop.



Girls Summer Uniform



Summer Dress



School Hat



Sloppy Joe



Sky Blue Socks



Black School Shoes



Girls Summer Sport Uniform



Short Sleeve Polo



School Hat



White Sport Socks



Navy Sport Short

Any sensible
running shoes



Boys Summer Uniform



Blue Short Sleeve Shirt



School Hat



Sloppy Joe



Grey Shorts



Grey Socks



Black School Shoes



Boys Summer Sport Uniform



Short Sleeve Polo



School Hat



White Sport Socks



Navy Sport Short

Any sensible
running shoes



Girls Winter Uniform



Girls Winter Sport Uniform





Boys Winter Uniform



Boys Winter Sport Uniform



TEACHING and LEARNING

RELIGIOUS EDUCATION

In all we do at St Joseph's, we strive to be like Jesus. Our goal is to treat others with compassion and care at all times. Prayer is an important part of our St Joseph's School community. Teachers pray with the children daily and encourage students to treat others in a Christian way.

Our Religious Education lessons are matched to the age of the students. For example in Kinder, our students learn that God gave us parents who love us. In Year Six, our students prepare to be an adult in the church. This involves learning about being stewards of creation, caring for our environment.

As a school community we attend Mass on the first Friday of each month, as well as on special occasions, such as Mother's Day and special feast days. Parents are most welcome to attend these celebrations. Individual classes attend the weekly Friday Parish Mass at least once per year.

During Year 3, children receive instruction in the Sacrament of Reconciliation. Year 4 children prepare for the Sacrament of Eucharist - First Holy Communion. The students in Year 6 take part in lessons about the Sacrament of Confirmation. Families are involved in various ways in the students' preparation for these sacraments.

Periodically, St Joseph's school prepares a parish Liturgy for the Saturday evening Mass, or Sunday Mass. Students frequently take on roles at these liturgies.

St Joseph's staff pray together daily at 11.20am, each Wednesday before school and prior to staff meetings.

ENGLISH

At St Joseph's we believe that reading, writing, spelling, speaking and listening are interwoven. Growth in literacy skills enables each child to gain independence and function at their highest level.

Each class participates in a two-hour literacy block daily. Learning is targeted to the individual needs of each child. We provide students with learning opportunities that are enjoyable and purposeful.

Reading is critical for student progress. We encourage parents to read to and with their children, listening to their thoughts and ideas on a very regular basis, i.e. each night or morning, regardless of the age of their child.

TALKING AND LISTENING

Teachers can facilitate students' spoken language development in the following ways:

- Encourage talking and listening in pairs and small groups
- Ensuring that each child has ample opportunities to converse with the teacher or other adults
- Teach students about the different ways to ask questions, to clarify meaning, enhance understanding and elicit information
- Teach students how to be active listeners
- Provide regular opportunities for students to hear examples of Australian English in different contexts
- Encourage students to recount events, retell stories, describe, explain and ask questions

READING

The main components of the reading program are:

- Instructional Reading - to develop skills in the reading process
- Modelling - to provide models of a wide variety of literature
- Independent reading - to foster a love of reading for pleasure, recreation and gaining knowledge
- Responding to reading - to allow children to respond to reading in a variety of ways, eg drama, art, music, etc
- Reading across the curriculum

WRITING

The main components of the writing program are:

- Modelling - to demonstrate the writing process and strategies for reviewing writing
- Writing for a purpose
- Conferencing - to discuss with children, individually or in groups, the writing process including style, format, grammar and punctuation
- Publishing of children's work

LIBRARY

The children visit the school library, to enable them to become familiar with the library and to borrow books. Children also have the opportunity to visit our town library during the year. Children must have a library bag for borrowing books. We hold a Book Fair each year where children have the opportunity to purchase a book or donate a book to the school library.

MATHEMATICS

The aim of Mathematics is for students to:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometechntry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

STEM-SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS

The aim of *STEM*

- foster students' sense of wonder and expand their natural curiosity about the world around them in order to develop their understanding of, interest in, and enthusiasm for Science and Technology
- develop students' competence and creativity in applying the processes of Working Scientifically and Working Technologically to appreciate and understand the Natural Environment and Made Environment
- enhance students' confidence in making evidence-based decisions about the influences of science and technology in their lives
- enable students to confidently respond to needs and opportunities when designing solutions relevant to Science and Technology in their lives.

(NSW Science & Technology Syllabus for the Australian Curriculum)

HISTORY

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, in order to develop the critical skills of historical inquiry.

(NSW History Syllabus for the Australian Curriculum)

GEOGRAPHY

The aim of Geography is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

(NSW Geography Syllabus for the Australian Curriculum)

CREATIVE ARTS

The Creative Arts includes the four strands; Visual Arts, Music, Drama and Dance.

Visual Arts

Students make pictures and other artworks using the media and materials given, representing both real and imagined situations. They appreciate that artists make artworks and they begin to describe some aspects of artworks.

Music

Students sing, play and move to a range of music. They experiment with sounds and begin to organise them into basic structures. Students listen and respond to a variety of music.

Instrumental Program

St Joseph's is a venue for private music tuition for students. Families who wish their child to learn a musical instrument can call our accredited music tutor directly. Lessons take place during the school day. Instruments include saxophone, clarinet, voice and piano.

Drama

Students engage in roles through imaginative play and dramatic situations. They use movement, spaces and objects to dramatise personal experiences. They respond to different forms of dramatic experiences.

Dance

Students perform dances with some control over body movement and expression. They respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas.

Students watch dance performances and begin to recognise some components of dance.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

The aim of PD/H/PE is to develop in each student the knowledge, skills and attitudes needed to understand, value and lead healthy and fulfilling lives.

MAIN COMPONENTS:

- Growth and Development
- Interpersonal Skills
- Personal Health Choice
- Safe Living
- Fitness and Lifestyle
- Games and Sport Skills
- Movement Exploration
- Dance

SUPPORTING STUDENTS WITH DIVERSE NEEDS

All students with additional needs are entitled to participate in and progress through the curriculum. Some students may require support or adjustments to teaching, learning and assessment activities. (Adjustments are teaching and learning measures that enable a student to access syllabus outcomes.)

INCLUSIVE AND DIVERSE LEARNING LEADER

A key member of the St Joseph's staff is the Leader of Inclusive and Diverse Learning. This is a specialised role which supports students with additional needs. The current leader is Luisa Tavella. Luisa is very experienced in assisting students with additional needs and their families. She is a valuable point of contact if families and teachers are concerned about a child. Luisa can work with individual students to undertake preliminary screening tests and can suggest services to contact to seek further information.

INSTRUCTIONAL TEACHER-MATHEMATICS and INSTRUCTIONAL TEACHER-LITERACY

In order for students to achieve the best learning outcomes possible, teachers are supported by lead teachers in both Maths and Literacy. The lead teachers work closely with class teachers to build their capacity as educators.

TEACHER ASSISTANTS

Teacher assistants support student learning in every class. They work one on one with students on individualised programs and support learning in small group tasks.

SCHOOL WELLBEING PRACTITIONER

Victoria Rengger is St Joseph's' wellbeing practitioner. Vikki works with individual students, small groups and classes as a whole. Vikki assists students to increase self esteem, navigate challenging family situations, develop social skills, recover from trauma, etc. Before engaging with a student, Vikki's practice is to meet with the student's parent/carer, to gather background information about their child.

GIFTED STUDENTS

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Curriculum strategies for gifted and talented students may include: differentiation: modifying the pace, level and content of teaching, learning and assessment activities and acceleration, (promoting a student to a level of study beyond their age group for a particular Key Learning Area). ICAS Science/English/Maths/Computer Competitions and Representative Sports are examples of extension activities available to students at St Joseph's.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

For many students at St Joseph's, English is an additional language or dialect (EAL/D). EAL/D students enter school at different stages of English language learning. EAL/D learners may require additional time and support, along with teaching that explicitly addresses their language needs. At St Joseph's there is a specialist EALD support teacher, who works with individuals, small groups or in the classroom setting to assist EALD students to build proficiency in English.

SPECIAL PROGRAMS

READING RECOVERY

Reading Recovery is an individual, evidence-based early intervention program for children who have been at school for one year and have difficulty reading and writing. At risk students work 1:1 with a specialist teacher for 30 minutes per day for up to one semester. Parents/carers play a role by supporting the Reading Recovery program at home.

MINI LIT

Students in Year One and Two who require consolidation of fundamental literacy skills are supported by participation in small group Mini Lit sessions. These individual sessions target letters and sounds and assist students to become confident readers and writers.

MULTI LIT

Students in primary grades (3-6) who require further support to gain reading and writing skills, have the opportunity to take part in the Multi Lit program. In this program students work one on one with a trained facilitator to lift their skills and confidence.

EXTENDING MATHEMATICAL UNDERSTANDING

All students from Year One to Six, take part in regular one to one interviews with their teacher to assess their needs in Maths. Students who require additional support to meet school benchmarks, work in small groups with a specialist teacher, to build their understanding.

QUICKSMART

Quicksmart is a program which supports students in Year 5 or 6, who require additional support to master learning outcomes. The program is run by a trained quicksmart facilitator who works with individual students to build their skills and confidence in Mathematics or Literacy.

ABORIGINAL SUPPORT WORKER

St Joseph's Aboriginal Education Support worker, works across all classes in the school. Their role is to support aboriginal students and their families and to educate our students about Indigenous culture. A key role of the Aboriginal Support Worker is to build and maintain strong links with the local aboriginal community.

HOMEWORK

In line with current research and data, Saint Joseph's Primary has initiated 'Home Learning' – replacing the concept of 'Homework'. This complements and supports our change in teaching practices to better accommodate the contemporary learner.

Research says that the best activities to do outside of school include:

- To be read to by a parent each day for fun and relaxation.
- To read a book from school each day.
- Some time to relax and play and be creative.
- To eat together as a family as often as possible without the TV on, so children are speaking, listening and sharing together.
- Provide lots of things at home to write, draw, create, and construct with.

The most important thing is READING. This should be encouraged every day: reading to learn, for fun, enjoyment and relaxation. A minimum of 10-15 minutes per day is recommended.

Should families wish, students may support the learning done at school by using online tools such as *Reading Eggs and Maths Seeds*. These tools are matched to each student's learning needs, are self-paced and self-correcting. Student progress can be tracked. These engaging tools mirror the focus in class. They provide an opportunity for children to utilise their inquiring minds at home.

For families who do not have access to the internet, classroom teachers can be contacted to provide paper copies of many of the activities from these online tools. Occasionally, teachers may ask students to complete tasks at home, such as assignments or research specific to the learning happening in class.

Nightly Recommended Reading

Kindergarten	- 10 minutes per night
Years 1 and 2	- 15 minutes per night
Years 3 and 4	- 20 minutes per night
Year 5	- 30 minutes per night
Year 6	- 40 minutes per night

ST JOSEPH'S STUDENT WELLBEING FRAMEWORK

Including:

- Wellbeing**
- Pastoral Care**
- Awards of Excellence**
- Positive Behaviours for Learning Process**
- Anti-Bullying Policy**
- Behaviour Management and Discipline Procedures**
- Suspension, Expulsion and Exclusion Procedures**

A CHRIST CENTRED SCHOOL COMMUNITY

At St Joseph's Primary School, the teachings of Jesus are at the very centre of our core beliefs. We aim to create a positive school environment through living out the Gospel. At St Joseph's we believe that Pastoral Care and the way we treat one another is modelled on Christ's love.

We believe that the building of positive relationships is the responsibility of the whole school community.

ANTI-BULLYING POLICY

BULLYING IS NOT TOLERATED AT ST JOSEPH'S.

As a school we have a responsibility to:

1. Explicitly educate students about bullying and its consequences through teacher implemented classroom instruction.
2. Provide opportunities for parents and staff to learn about bullying and strategies for supporting students who engage in or are affected by bullying behaviours.
3. Actively monitor students' behaviour and use positive behaviour management strategies.
4. Keep records and monitor bullying incidents.
5. Notify parents if their child is involved in any bullying incident.
6. Protect and support targets of bullying to reduce the likelihood of them being bullied again.
7. Work with parents of the target to give their child strategies to avoid being bullied.
8. Work with the parents of the child who engages in bullying behaviour to jointly establish strategies to assist the child in making appropriate behavioural choices.
9. Work with the parents of the child who is a bystander in bullying situations to jointly establish strategies to assist the child in making appropriate behavioural choices.
10. Remove any child who engages in bullying behaviours from the playground and/or school for a required period of time should there be no change in his/her behavior.
11. Use common language across the school.
12. Display visual cues and symbols to reinforce common language and positive behaviours.

Source: St Joseph's Leeton- Anti-Bullying Policy

St Joseph's Anti-Bullying Policy can be found in full on the St Joseph's school website.

To meet the needs of the students in our care, it is our responsibility to:

- Employ holistic efforts towards becoming a deeply reverent community
- Actively promote dignity for all
- Model leadership as influence, not as ‘power-over’
- Engage in honest, open and transactional communication
- Provide a high level of support to each other
- Have high performance expectations for self and others
- Establish school norms that support academic excellence and maximize student strengths
- Deal with student conflicts constructively and peacefully
- Base student discipline on teachable moments and meaningful growth opportunities

Source: “Children’s perspective – an Australian study”

A copy of this policy in full can be found on the school website.

BEHAVIOUR EXPECTATIONS AT ST JOSEPH’S, LEETON

These five expectations are in place at St Joseph’s, in order to promote positive student behaviour.

- **Choose Learning**
- **Choose Respect**
- **Choose Kindness**
- **Choose Gratitude**
- **Choose Safety**

Affirming Positive Behaviour

Using affirmation for positive behaviour supports motivation in each student to achieve their ultimate potential in all aspects of their school life. By using the elements of Procedural Fairness (APPENDIX A) and Restorative Practices (APPENDIX B), positive relationships are modelled and developed. For details see the [Wellbeing Framework](#).

Recognition of this affirmation can occur in a number of ways such as:

- verbal and written affirmation
- stickers and rewards
- daily and weekly in-class rewards (eg: behaviour bingo, medals, table points, Dojo points)
- visiting other classes/teachers to share their work
- weekly recognition through presentation at assembly of merit certificates, including photos on the school Facebook page and acknowledgement in the school newsletter
- acknowledgement of positive work and behaviour on whiteboard in the staff room
- consultation with parents in informal discussions and parent/teacher interviews
- recognition by Principal
- end of year school awards

RECORDS AND HEALTH

It is imperative that parents/carers notify the school promptly or update details directly in COMPASS of any changes (e.g. address, phone number, parents' business, name of friend or neighbour who would look after your child if he/she is too ill to remain at school, or in case of an accident). This information may be vital in case of emergency.

Please inform the school if your child has any problem which may affect his/her school progress in any way.

The school is required by the State Government to request from the parents of each child starting school a 'Proof of Immunisation Form'.

If your child is not immunised against diseases (such as Whooping Cough, Diphtheria, Measles, Mumps) the school is required to exclude your child from class, for a period of 2 weeks, if an outbreak of such a disease occurs.

If medication is to be taken at school a form is to be completed and signed with details and dosage of such medication. These forms are available from the school office on request.

AN INCLUSIVE ENROLMENT

St Joseph's strives to provide a safe school environment for all children.

We promote:

- o positive attitudes and support for students with medical conditions
- o practices which help reduce the incidence of a child needing to receive medical attention
- o encouraging students to develop personal responsibility towards management of their medical conditions
- o individual medical action plans as needed
- o staff and students develop awareness and understanding of medical conditions (some examples are anaphylaxis, epilepsy, asthma and diabetes)
- o partnershipS between parents and the school, in order to share information and clarify expectations
- o making every reasonable effort to minimise risk within the school environment
- o development and implementation of a school emergency response including excursions.

Role of Students:

Students will:

- ❖ take responsibility for their own safety and well being.
- ❖ take responsibility for eating only what is sent to school from their own families and check with their teacher if there is any uncertainty on special occasions.
- ❖ notify teachers immediately if they are concerned about any health issue.
- ❖ take responsibility for not playing or putting themselves in high risk areas

Role of School:

Staff will:

- ❖ endeavour to take responsibility for ensuring any medication required for “off school grounds” activities (please see Medication Off School Grounds Policy).
- ❖ supervise what foods are given to children.
- ❖ participate in First Aid training.
- ❖ actively discourage any allergens entering the school.
- ❖ follow First Aid procedures if an accident occurs.

- ❖ be aware of all children who have medical conditions requiring an Action Plan.
- ❖ allocate a staff member to inform staff, display photos and action plans and to keep records updated.

The school will:

- ❖ incorporate programs on allergy management in its PD/H/PE KLA.
- ❖ Reinforce policy through newsletters.
- ❖ Inform parents of new enrolments/casual teachers of our policy.

Role of Parents/Carers:

Parents/carers will:

- ❖ Comply with the Diocesan Code of Conduct at all times
- ❖ Inform the Principal of the health needs of their child upon enrolment and/or when that need changes.
- ❖ When requested, negotiate an Individual Health Care Plan for school support for their child.
- ❖ Provide requested information from the child's medical practitioner.
- ❖ Provide the necessary medication as detailed in the Health Care Plan and ensure that it is replaced when it has been used or expires.
- ❖ Ensure that all contact details are current.

COMMUNICABLE DISEASES

The following table of communicable diseases may be helpful. According to the regulations set by the Department of Health, your child must be excluded from school if diagnosed with the following diseases:

- 1. CHICKEN POX:** Exclude for 5-7 days after the spots appear, or when blisters have all crusted.
- 2. GERMAN MEASLES:** Until the child has fully recovered or for at least 4 days after the rash appears.
- 3. MEASLES:** Exclude for 5 days from the appearance of the rash or until a medical certificate is produced.
- 4. MUMPS:** Exclude for 9 days from the onset of the swelling, or until the child has fully recovered.
- 5. HEPATITIS:** Medical certificate of recovery must be produced.
 - Hepatitis A: Exclude until the child has recovered (usually 7 days from the first sign of jaundice).
 - Hepatitis B: Not necessary to keep the child home but some children are too sick to attend school.
 - **HIV:** Not necessary to keep your child home (unless a secondary infectious disease such as TB is present).
- 6. IMPETIGO:** See Family Doctor. If sores are being treated and are properly covered by clean dressing, the child may attend school.
- 7. HEAD LICE:** Treatment can be carried out and the child may return to school the next day. Appropriate solutions can be obtained from a pharmacist. No prescription needed. All persons living in the same house should be treated at the same time the affected person is treated. In fairness to all concerned children found to have head lice must be excluded from school until their hair is free of lice. You are asked to check your child frequently for head lice. Unless regularly checked it can be quite a problem. Parents/carers are asked to inform the school if their child is found to have head lice.

- 8. ASTHMA:** An Action Plan is to be completed for all children with asthma. Staff will administer emergency medication if needed. Please complete a new Action Plan annually or if medication changes.

- 9. SLAPPED CHEEK DISEASE OR FIFTH DISEASE:** A contagious viral disease with flu type symptoms. Rash appears on the face first and then can spread to the rest of the body. Incubation period is approximately 1–2 weeks. Non-infectious once the rash appears. If early diagnosis is possible, exclude the child from school.

- 10. SWINE FLU:** This will depend upon the latest instruction from the Department of Health. The school will pass this information to parents as soon as they are notified of change.