

ST JOSEPH'S PRIMARY SCHOOL LEETON



PARENT HANDBOOK

ST JOSEPH'S PARISH 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 Kindergarten - Year 6 school of over 400 children.

The Catholic/Christian traditions of the Josephites have continued throughout the school's history.

In November, 2000, a lay Principal was appointed for the first time in the school's history. However, the association with the Sisters of St Joseph's continues in a less formal, but much needed and welcomed, way.

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 Santo 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
2017	Centenary of St Joseph's School

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-curricula 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 know 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 are the prime educators of children. The development of a spirit of understanding, trust and co-operation between home and school is essential.

We encourage parental involvement by inviting parents to participate in:

- all Parish events
- School Council
- Parents and Friends
- assisting with classroom activities
- assemblies
- excursions
- maintenance mornings
- sporting activities
- school and home Masses
- sacramental programmes
- social functions
- information nights
- Parent-Teacher interviews
- surveys, questionnaires, consultations
- providing regular feedback on issues/changes made
- 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 and the preparing of the school budget.

Members consist of:

- Parish Priest
- Principal
- Assistant Principal
- A nominated member of P & F
- Five elected members who are parents of children at the school

School Council meetings are held at 7.00pm on the third Wednesday of each month (except in holidays) in the staff room.

P&F FUNDRAISING COMMITTEE

The School owes many of its resources to the generous endeavours of the Parents and Friends (P&F) fundraising committee. The P&F meet on the second Monday of each month at 7.30 pm in the staff room. It is encouraged that parents will become involved in the P&F as our school needs the support of all parents.

SCHOOL NEWSLETTER

A weekly newsletter is distributed on Friday via email to all families in the school. The newsletter keeps parents up to date with school happenings, advertises meetings and functions. It is essential reading for every family. Families can elect to receive a hard copy of the newsletter via the eldest child. The school newsletter is also available on the school website.
www.sjleww.catholic.edu.au.

REPORTING TO PARENTS

Parent information evenings are held early in Term One each year. Parents are encouraged to attend these evenings so as to be informed adequately of the program and the expectations the teacher has for each student.

Teachers may send home class newsletters throughout the year to inform parents of the learning experiences happening in class.

At the end of the school year children take home samples of work completed during the year.

Half yearly reports are sent home in June and yearly reports are written in December. Following the distribution of reports, parents are invited to attend parent/teacher interviews to discuss their child's progress with the classroom teacher involved.

Teachers are happy to meet with parents outside teaching hours by appointment. This can be arranged by either writing a note to the teacher or by phoning or calling at the office. Rest assured, teachers will make contact with parents as soon as they become concerned about a student. Teachers and/or the Principal appreciate being informed by parents of any matters that may be affecting a child's progress.

We aim to keep communication channels open.

GENERAL INFORMATION

ANAPHYLACTIC AWARE

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. NO CHILD is permitted in the school grounds before 8.30 am unless by prior arrangement with the Principal. Bus children will be supervised until the last bus leaves the school. Children who are not collected by this time will be cared for by the bus duty teacher.

LOCKING OF GATES

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

SIGN IN PROCEDURE

Any child arriving after 9:00am for school is to be signed in at the school office by parent/guardian and a late pass will be issued.

Any child leaving the school grounds during school hours may only do so with the written permission of the parents or guardian. The digital leave book is to be signed by a parent or guardian when a child is taken from the school during school hours.

OFFICE HOURS

Monday to Friday 8:30 am – 4:00 pm

CANTEEN

The School Canteen is open Tuesday to Friday, managed by parents of children and organised by a Supervisor and Canteen Committee.

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

When ordering your child's lunch, place the correct money in a paper bag and on the outside, note child's name, class, food required and price.

You may volunteer for the canteen roster which is usually only once a term. Come along and meet other parents and become involved in this important part of school life. Please phone the school office to organise a time. Your help is greatly appreciated.

BANKING

A volunteer parent comes to the school each Thursday to assist with the children's banking. This is done via computer link up with the Commonwealth Bank.

Children place bank book and money in their class message box in the morning. The banking assistants then collect these from the school office to count and process. The P & F receives a commission per transaction from the Commonwealth Bank because the counting and computer work is done by the P&F.

SCHOOL INFORMATION

RECORDS

It is essential that the school has on record the current address and phone number of parents/guardian and at least two emergency contacts. It is the parent'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 to collect their child.

ABSENCES

By law, notification must be made in the form of a written note, to the class teacher explaining the reason for the absence, within 7 days of your child's return to school. If your child will be absent for more than 10 consecutive days, you must apply to the School principal for "exemption from school". 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 by a Stage Three student when students enter their classrooms for the morning learning session. Anyone wishing to enter the school will do so through the front office.
- The main Ash Street gate is closed but not locked each day by 9:30am by a Stage 3 student or school secretary on their arrival. This gate can be opened at any time from 3pm.
- At 3pm the Church street gate is unlocked by a Stage 3 student.
- Visitors to enter the school through the Administration front gate and report to school office and sign visitors book on arrival and departure. (refer to CEDWW 'VISITORS ON SITE POLICY & PROCEDURES')
- All students must be signed in and out at the office 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 workable budget for the following year. This budget is to provide the excellent educational program that is expected at St. Joseph's.

School fees are set as part of this budget preparation. School fees are charged at the beginning of the year and accounts issued accordingly. Fees may be paid by cash, cheque, credit card, direct deposit or EFTPOS. If fees are not paid within the first four weeks, other arrangements may be approved.

PAYMENTS SENT TO SCHOOL

Please send any money in an envelope labelled clearly with your child's name, class and what the money is for (eg excursion, fees etc). Your child

is required to put the envelope in the class message box in their classroom at the commencement of the day.

ACCIDENTS

When enrolling a child, parents are asked to fill in a permission form authorising the school to seek medical assistance in case of an accident. We always try to contact the parents first, but the student's welfare is paramount. The school has an ambulance policy covering all pupils.

INTERVIEWS

If desiring an interview with your child's teacher, the procedure is to phone the school office and arrange a time that is convenient to both parties.

BUS TRAVEL

Free bus travel is available upon application from bus companies for children who live 1.6 km (radial distance). All infant children are eligible for free bus travel regardless of the distance they travel to school.

Families who are not provided with a bus service may apply to the Department of Transport for a reimbursement for using private vehicles to the nearest bus stop. Information is available at the school office.

Unsafe or inappropriate behaviour on school buses will result in suspension from 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 for them 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 note.

DISPERSAL OF STUDENTS

Walkers and bike riders access and exit the premises through the gate at either Church Street or Coolibah Street. Teachers supervise these two points in the afternoon. Children are not to leave via the rear gate near the lane way (Coolibah St) as this area is not supervised. This area is only used for pick up in the afternoon, supervised by a teacher, in which parents/carers stay in vehicles and students sent to vehicles once stationary and within first three cars. Students who are walking and need to cross streets immediately around the school are always accompanied by a teacher.

Parents are requested to observe parking restriction signs.

Only students catching buses leave via the Ash Street vehicle entrance. They sit quietly in an orderly manner and are supervised by a teacher until the last bus leaves.

DIGITAL DEVICES

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

Due to viruses that may infect school devices it is preferred that students access digital work through the icloud via their school email address or the attachment in an email sent from school.

PLAY TO LEARN

Play to Learn is a transition program for students in the year before commencing primary school. Play to Learn runs for one day per week in semester two and is led by a qualified teacher. The purpose of this program is to assist students to feel safe and confident upon entering Kindergarten.

KINDERGARTEN TRANSITION DAYS

In addition to the Play to Learn Program, transition days are held for children entering Kindergarten the following year, to familiarise them with the surroundings and the staff. The Kindergarten transition sessions commence early in term 4. Parents will be informed of dates upon enrolment of their child.

HOLIDAYS

The school follows the pattern of school holidays as set for public schools. Families will be notified of school holidays via the school newsletter.

LOST PROPERTY

Lost property is a concern at school. Please label EVERYTHING with your child's first name and surname and check from time to time to ensure articles are still labelled.

Lost articles are placed in the lost property container which is kept outside the Italian Language Room. 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 taken by the Uniform Shop Manager to be ‘recycled’.

SCHOLASTIC BOOKCLUB

The school acts as an agent for Scholastic Book Club. It provides reasonably priced books for your children. If wishing to place an order, place the order form and correct money (cheques made payable to Scholastic Bookclub) in an envelope, label with child’s name, class and “book club”. These orders are processed by a generous volunteer parent. Orders take some weeks to arrive.

STAFF PROFESSIONAL DEVELOPMENT DAYS

As part of Catholic Education, Wagga Wagga policy, each school conducts professional development days for the purpose of staff training. Parents are notified well in advance of these dates. The purpose of these days is always to work towards providing a better education for our students.

TOYS AND/OR ITEMS OF VALUE OR SENTIMENT

Toys are not to be brought to school, as there is a risk of loss or damage.

BUILDING FUND

St Joseph’s Parish Building Fund is responsible for the repayment of loans taken out to build additional school facilities over the years. A proportion of the fees charged at St Joseph’s School assists with this.

Families may make individual tax deductible donations towards the school Building Fund at any time. These donations may be made through the school and are always very much appreciated.

UNIFORMS

<u>Girls: Summer</u>	<u>Girls: Winter</u>
Dress Short blue socks School Hat Navy blue V-necked sloppy-joe Black lace up shoes	Navy blue skirt or skirt and bib Navy blue slacks Blue shirt (long-sleeved) School Tie (navy) School Hat Navy blue socks or navy tights Navy V-necked sloppy-joe Black lace up or maryjane shoes
<u>Boys: Summer</u>	<u>Boys: Winter</u>
Grey school shorts (not cargo shorts) Blue shirt Grey Socks School hat Navy blue V-necked sloppy joe Black lace up shoes	Long grey trousers Blue shirt (long-sleeved) School tie (navy) Grey socks School Hat Navy V-necked sloppy joe Black lace up shoes
<u>Boys & Girls Sports Uniform:</u>	
School Hat Navy blue basketball shorts Blue School Polo (with emblem) long or short-sleeved White socks Brand name socks etc. are not accepted as uniform. School tracksuit - may only be purchased from the school's uniform shop.	
Winter Items A navy winter jacket is available for purchase A St Joseph's beanie and scarf are also available from the St Joseph's Uniform shop.	

Hair

Long hair must be tied back. A navy blue or black ribbon or St Joseph's girls dress material, headband or scrunchie may be worn. No extreme hair colour or styles are permissible.

JEWELLERY

For safety reasons it is preferable that students 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.

SCHOOL UNIFORM SHOP

School uniforms are sold from the School Uniform Shop. Second-hand uniforms and St Joseph's school bags can also be purchased from the Uniform Shop.

See the school office for opening hours.

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.

TEACHING/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 program each year for Years K-6 follows the Diocesan Religious Education Syllabus "Sharing Our Story". The following strands are covered in each grade throughout the year:

- Profession of Faith
- Celebration of the Christian Mystery
- Life in Christ
- Prayer

The children attend a School Mass on the first Friday of each month as well as on occasions of special feast days. Parents are most welcome to attend these celebrations. Individual classes attend the weekly Friday Parish Mass.

During Year 3, children receive instruction in the Sacrament of Penance - Reconciliation. Year 4 children prepare for the Sacrament of Eucharist - First Holy Communion, whilst 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.

The school takes responsibility to prepare parish Liturgy on the third Saturday of each month at 6.00pm Mass.

Staff pray together daily and reflect each Wednesday before school and prior to staff meetings.

ENGLISH

The aim of English is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

(BOSTES NSW English Syllabus for the Australian Curriculum)

At St Joseph's we believe that reading, writing, spelling, speaking and listening are interdependent. 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. We aim to do this by providing students with opportunities that are enjoyable, purposeful and meaningful both individually and in groups.

We encourage parents to read to and with their children, listening to their thoughts and ideas on a very regular basis, ie 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
- Ensure that each child has ample opportunities to converse with the teacher or other adult
- 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.
- Manipulating Print - writing daily 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 attend fortnightly Library lessons of 45 minutes 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. Our school Library is completely computerised, enabling children to be involved in the technological age from the beginning of their schooling.

Children in Years 3-6 are also given lessons in developing the skills they need for research work.

Children must have a Library bag for borrowing books. In all areas of the development of English, students are encouraged and led to reflect on how they learnt what they have learned.

We have two Book Fairs each year where children can buy 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 Geometry, 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.

(BOSTES NSW Mathematics Syllabus for the Australian Curriculum)

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.

(BOSTES 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, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

(BOSTES 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.

(BOSTES 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.

Diocesan Music Initiative

A priority has been placed on quality Music education for all our students.

Our teachers have the opportunity to be a part of the National Music Teaching Mentor Program to develop their Music Curriculum pedagogy. This involves the classroom teacher working closely with a Music Specialist in their classroom to enhance their teaching. Our students become inspired and actively participate in singing, moving and playing each Music lesson.

Australian School of Performing Arts

Each year our students participate in the Australian School of Performing Arts Choral development program. Teachers work with staff and students over a term on choral and dance repertoire, culminating in a collaborative performance with St Joseph's Narrandera.

Instrumental Program

Our students are given the opportunity to participate in the instrumental program which gives them access subsidised lessons and band ensemble time. Instruments include saxaphone, clarinet, trombone, flute, drums, violin and cello. Lessons take place at school or via video conferencing.

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 basic components of dance.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PD/H/PE) is an important key learning area within the Primary curriculum as it:

- encourages an understanding and valuing of self and others
- promotes physical activity
- emphasises informed decision making leading to effective and responsible action

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. This aim can be achieved by developing in each student:

- self esteem, social responsibility and well-being
- movement skills and personal fitness
- the ability to make informed health and lifestyle decisions

MAIN COMPONENTS:

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

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 significant role in supporting the Reading Recovery program.

DIVERSE NEEDS

All students with special education needs are entitled to participate in and progress through the curriculum. Some students may require additional support or adjustments to teaching, learning and assessment activities. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Curriculum strategies for gifted and talented students may include: differentiation: modifying the pace, level and content of teaching, learning and assessment activities; acceleration: promoting a student to a level of study beyond their age group; curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered. ICAS Science/English/Maths/Computer Competitions and Representative Sports are examples of extension activities available to students at ST Joseph's.

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English.

EAL/D learners may require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

Decisions regarding adjustments are made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

(BOSTES NSW Syllabuses for the Australian Curriculum)

ABORIGINAL SUPPORT WORKER

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

As educators in one of the best performing educational systems, Finnish teachers don't believe homework leads to better learning. Most students receive no homework, or less than 30 minutes a day, with reading as the most significant, or only component ('Finnish Lessons: What can the world learn from educational change in Finland?' Pasi Sahlberg, Director General of Finnish Ministry of Education and Culture).

Kathy Walker, an Education Consultant in Melbourne, 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, we encourage students to support the learning done at school by using online tools such as *Reading Eggs*, *Studyladder*, and *Mathletics*. These tools are matched to each student's learning needs, are

self-paced and self-correcting. Student progress can be tracked. More importantly, these engaging tools mirror the focuses 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. There may be times when teachers will ask students to complete tasks at home, such as assignments, research and drills seen as specific to the learning happening in class.

Kindergarten	-10 minutes per night }	
Years One and Two	-15 minutes per night]	
Years Three and Four	- 20 minutes per night]	maximum time spent
Year Five	- 30 minutes per night]	
Year Six	- 40 minutes per night]	

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, we believe that the teachings of Jesus are at the very centre of our core beliefs. We aim to create a positive school environment through the living out of the Gospel. At St Joseph's we believe that Pastoral Care and the way we treat one another is modeled on Christ's love and is the active expression of care and concern for each community member.

We believe that the building of positive relationships is the responsibility of the whole school community. It embraces a network of relationships among students, teachers, parents and the wider community.

The wellbeing of our school community is an intentional response to the needs of its members.

To meet these needs at St Joseph's 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 complete detailed copy of this policy is available from the school office.

RECORDS AND HEALTH

At the beginning of each year you will be required to fill in a form stating address, phone number etc. It would be appreciated if parents would notify the school promptly of any changes (eg 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.

ENROLMENT OF CHILDREN WITH MEDICAL CONDITIONS

In response to community need to encourage a safe school environment for all children we intend to promote:

- positive attitudes towards medical conditions.
- practices which help reduce the incidence of a child needing to receive medical attention.
- personal responsibility towards management of medical condition.
- individual medical action plans as needed.

Our children and staff develop awareness and understanding of medical conditions (some examples are anaphylaxis, epilepsy, asthma and diabetes)

- through establishing a partnership between parents and the school to share information and clarify expectations.
- making every reasonable effort to minimise the exposure of students at risk within the school environment.
- development and implementation of an emergency response plan at school.
- excursions (off school grounds activities).

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 where high population of bees/insects are located.

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 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.

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 through parent handbook.

Role of Parents:

Parents will:

- ❖ Inform the Principal of the health needs of the 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.

INFECTIOUS DISEASES

The following table of infectious diseases may be helpful. According to the regulations set by the Department of Health, your child must be excluded from school if suffering from 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 child has recovered (usually 7 days from the first sign of jaundice).
 - Hepatitis B: Not necessary to keep 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, child may attend school.
- 7. HEAD LICE:** Treatment can be carried out and child may return to school next day. Appropriate solutions can be obtained from Pharmacist. No prescription needed. All persons living in 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 are asked to inform the school if their child is found to have head lice.
- 8. ASTHMA:** A permission/information form is to be completed for all children who suffer/have suffered from asthma. Staff will administer emergency medication if ever needed. Please complete a new permission form annually or if medication changes.
- 9. SLAPPED CHEEK DISEASE OR FIFTH DISEASE:** A contagious viral disease with flu type symptoms. Rash appears on 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 possible, exclude child from school.
- 10. SWINE FLU:** This will depend upon the latest instruction from the Department of Health. The school will pass this information on to parents as soon as they are notified of change.

SCHOOL COUNSELLOR

A counsellor from Centacare visits the school weekly. Anyone requiring this service should contact their child's homeroom teacher or the Principal.

IF WE COULD...

We would teach each child to be positive,
To smile, to love and be loved.

We would teach each child to take time
To observe some miracle of nature –
The song of a bird,
The beauty of a snowflake,
The orange glow of a winter sunset.

We would teach each child to feel warmly
About those for whom the task of learning does not come easily.

We would teach each one to be kind
To all living creatures
And to crowd out of their lives
Feelings of guilt, misunderstanding
And lack of compassion.

We would teach each child that it is O.K.
To show their feelings by laughing,
Crying or touching someone they care about.

Every day we would have each child feel special
And, through our actions,
Each one would know how much

WE REALLY CARE...