

St Bernadette's Primary School Ivanhoe Family Handbook



WELCOME FROM THE PRINCIPAL



Dear members of the St Bernadette's family,

I warmly welcome all of our new parents along with our continuing families; and look forward to celebrating with you the many successes of your children during 2022. As we hopefully see the end of the impact of Covid 19 on our community we celebrate the fact that our community has maintained great learning, good relationships and excellence in teaching which is a credit to all.

My belief is that school creates memories for life. It is my role, and the responsibility of every one of our staff, to ensure that each of our students has the opportunity to reach their individual potential, whilst being supported and encouraged within our learning environment.

We recognize that young people in our care are part of a three-way partnership which also includes parents and teachers. It's important that parents are ready to have open conversations with teachers to create a partnership that is dynamic and successful.

St Bernadette's has a strong strategic vision which emphasizes exceptional learning, teaching and strong traditional values. We will continue to help each student excel in their given pathway.

I look forward to the exciting year ahead.

Yours sincerely,

Kathy Lowe
Principal

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TERM DATES 2022

Term 1

Friday	28 January	Teachers return
Monday	31 January	Term 1 commences – Preps only until 1.30pm
Tuesday	1 February	Term 1 commences – All grades finishing at 3.30pm (Preps off Wednesday 2 February, 9 February, 16 February and 23 February)

Term 2

Tuesday	26 April	Term 2 commences
Friday	24 June	Term 2 concludes

Term 3

Monday	11 July	Term 3 commences
Friday	16 September	Term 3 concludes

Term 4

Monday	3 October	Term 4 commences
Friday	16 December	Term 4 concludes

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1. PHILOSOPHY

1.1 SCHOOL PROFILE

Founded in 1951, by the Sisters of St Joseph of the Apparition, St Bernadette's is a Catholic primary school located in Ivanhoe, 10km from Melbourne.

The City of Banyule has developed the Darebin Parklands as a significant environmental area and is providing excellent school programs in our municipality. The area is of significance to the Wurundjeri people who inhabited the valley prior to white settlement. The Yarra Valley was an area which attracted colonies of artists; most notable being the Heidelberg School.

The immediate vicinity around the school is predominantly residential. It was originally established as homes for World War Two Veterans. Many of the current school families live in houses that were a part of residential developments built around the time of the 1956 Olympic Games.

St Bernadette's School has retained a very united spirit. Older parishioners whose children attended the school maintain regular contact. There are numbers of past pupils who have remained living in the local area and now bring their own children to the school. This offers a great sense of continuity.

1.2 EDUCATIONAL PHILOSOPHY

St Bernadette's School:

- Provides Catholic primary education for children from the Catholic Parish of Ivanhoe and its surrounds.
- Delivers an inclusive and comprehensive curriculum that promotes excellence and encourages lifelong learning.
- Provides a value based and enriching “learning and teaching” environment based on the principle and practice of the Australian democracy which in turn develops an awareness of different cultures and a responsibility to care for the environment.
- Develops students spiritually, physically, academically, socially and emotionally.
- Builds a strong partnership between home and school so that we do what is best for each child.

1.3 VISION STATEMENT

St Bernadette's aspires to be a place which offers a stimulating environment founded on Gospel values, empowering our community to meet the challenges of our changing world.

1.4 MISSION STATEMENT

St Bernadette's provides a supportive community for teachers, children and families that espouses our motto "Love One Another".

Co-operation, communication and appreciation permeate community relationships exemplifying the gospel values of love, equality, peace and reflection.

A comprehensive and inclusive curriculum reflects the individual needs, experiences and contributions of community members enabling them to meet life's challenges in a safe and secure environment.

1.5 WHAT WE BELIEVE

St Bernadette's is a learning community in which all members have the opportunity to reach their individual potential for living a contributing and fulfilling life. In light of our mission statement, we hold the following beliefs about our teaching practices and environment.

- Places the teacher in the role of facilitator and model in the provision of knowledge and skills. The teacher organises resources, activities and personnel to maximise the learning outcomes of the children
- Values each child's uniqueness. As teachers we must enhance and respect each child's individuality.
- Occurs when children relate to each other and are able to respect the intrinsic worth and accept the differences of each member of their community.
- Is achieved in a non-threatening, stimulating and supportive environment which exposes children to our faith, values and beliefs.
- Immerses children in a relevant curriculum which encourages inquiry, experimentation, risk-taking and discovery in the search for knowledge, the development and acquisition of skills and the understanding of concepts.
- Provides an atmosphere in which children feel safe to take risks and make mistakes in order to enhance a sense of self-worth and confidence.
- Challenges all students to build on present knowledge and past experiences to achieve realistic goals so that they develop as independent learners and self-disciplined thinkers.
- Enables children to have the opportunity to aspire to excellence.

1.6 HOUSES

Students are allocated to one of four houses: Perkins (Red), Lorenz (Blue), Swallow (Yellow), Carroll (Green). They remain in the same house throughout their schooling and all children in one family will belong to the same house.

Origins of the houses

PERKINS....An unassuming and gentle man Fr Perkins was the first Parish Priest of St Bernadette's Parish. During his time, he oversaw the school's first extension and a dramatic growth in our school and parish numbers. He commenced the Parish tennis club.

CARROL...Mr Carroll was an active member of the St Bernadette's Parish. He was a dynamic doer who got his hands dirty with the lay people. He encouraged the development of the tennis, footy and cricket clubs. A builder by trade he sold blocks of land in Ambrose St to fund the new church, convent and Presbytery.

LORENZ... A pioneer parishioner, Mr Lorenz was the parish accountant for over 30 years. He was and advisor to the parish priest regarding the school. While he had a dominant presence within the community he was a genuinely nice man who was interested in all.

SWALLOW... From another pioneering family, Marge was a founder of the Mother's Club, the tuck-shop and a volunteer within the school well after her children had left. Her grandchildren also attend St Bernadette's school. Marge was stalwart of the fete for many years both creating crafts and with formidable administrative skills.

2. ETHOS

2.1 WELLBEING

At St Bernadette's we see our school as having a role to play in promoting the wellbeing of all community members.

Our motto "Love One Another" is reflected in the way the community of St Bernadette's school shows care and concern for all with whom we come in contact. Each member of the school community is supported in their spiritual, personal, emotional and academic growth. They are encouraged to create a school environment which works towards reflecting our faith and all its values. We ask that the community accept that all members have responsibilities to foster wellbeing in our school community.

Our whole school approach to Wellbeing is nurtured through the following strategies:

- Restorative Practices for conflict resolution
- Values education and awards
- Positive relationships community wide
- Circle time
- Imagination Club
- Whole school approach to Social and Emotional Learning
- Social Justice Group
- Student Action Teams

2.2 GUIDELINES FOR MUTUAL RESPECT

The school's Mission is achieved in a safe, secure and supportive environment where behavior is based on a commitment to mutual respect for all members of the St Bernadette's family. Every endeavour is made to promote a positive, caring and cooperative atmosphere in which the rights and the responsibilities of all members of the school community are acknowledged and upheld.

Rights

Every person has the right to:

- Be treated with respect and understanding
- Be treated as an individual
- Work and learn in a positive classroom environment
- Feel safe while learning and interacting with others
- Appreciate the beauty of our surroundings

Responsibilities

Every person has the responsibility to:

- Be respectful, truthful, courteous and considerate
- Respect individual differences
- Meet classroom expectations and contribute positively to the learning environment
- Act responsibly and safely
- Follow instructions and respond to bells promptly
- Treat all property with respect and care
- Care for the school environment
- Adhere to the uniform and dress codes

Positive behaviours are recognised in a variety of ways including Student of the Week. These awards are celebrated fortnightly at our whole school assembly. Class norms are developed each year with children and school norms are incorporated into these. Children are aware there are consequences for breaking these norms. Restorative practice will be used to repair damaged relationships and to identify an appropriate consequence.

2.3 RESTORATIVE PRACTICE

The philosophy and practice of restorative justice in schools is to promote resilience in both the one who is harmed and the one who causes harm. It is about helping young people become aware of the impact of their behaviour on others through personal accountability and being open to learning from conflict situations.

Relationships are at the heart of education in schools. Relationships are often compromised by conflicts which in turn require resolution, forgiveness and healing. Restorative practices help students learn from their mistakes and reconcile and resolve problems with others.

The definition of restorative: to give back; to repair the harm and rebuild; to re-integrate the persons who did harm, restore a sense of wellbeing and connection.

Why use Restorative Practice?

The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships.

Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.

Restorative Practice is used in conjunction with Values Education and Circle Time.

All students are explicitly taught school values in a consistent way. Our Values are Love, Respect, Responsibility, Giving, Self-Control, Perseverance, Honesty and Compassion.

Each class participates in circle time weekly or when required. This time is a forum for children to share concerns/issues and to problem solve them with their peers. No names or blame is associated with the concerns.

2.4 CODE OF CONDUCT POLICY

St Bernadette's PS is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

Central to the mission of St Bernadette's PS is an explicit commitment to providing a safe and supportive environment where the emotional, social, intellectual, spiritual and physical wellbeing of our students is a priority.

All students enrolled at St Bernadette's PS have the right to feel safe and be safe. The wellbeing of children in our care will always be our priority, and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety.

Purpose

This Code of Conduct has a specific focus on safeguarding children and young people at St Bernadette's PS against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and occupational codes.

All MACS Board members, MACS Board committee members, School Advisory Council members, the Principal and all other staff, volunteers, contractors and clergy at St Bernadette's PS are expected to actively contribute to a school culture by respecting the dignity of its members, affirming the gospel values of love, care for others, compassion and justice. They are required to observe child-safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below. All School Advisory Council members, the Principal and all other staff, volunteers, contractors and clergy must sign and abide by this Code of Conduct.

Acceptable behaviours

All MACS Board members, MACS Board committee members, School Advisory Council members, the Principal and all our other staff, volunteers, contractors and clergy at St Bernadette's PS are responsible for supporting the safety of children by:

- adhering to the school's child-safe policy and upholding the school's statement of commitment to child safety, at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect
- listening and responding to the views and concerns of children – particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal or Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and linguistically diverse backgrounds (for example, by having a zero-tolerance for discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not alone with a child
- reporting any allegations of child abuse to the school's leadership (or child safety officer if the school has appointed someone to this role)
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958* (Vic.)
- reporting any child safety concerns to the school's leadership (or child safety officer if the school has appointed someone to this role)
- ensuring as quickly as possible that the child is safe if an allegation of child abuse is made
- reporting to the Victorian Institute of Teaching (VIT) any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or specific allegations or concerns about a registered teacher.

Unacceptable behaviours

All MACS Board members, MACS Board committee members, School Advisory Council members, the Principal and all our other staff, volunteers, contractors and clergy at St Bernadette's PS must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example, inappropriate sitting on laps)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves (for example, toileting or changing clothes)
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- work with children while under the influence of alcohol or illegal drugs
- have contact with a child or their family outside school without the school leadership's or child safety officer's (if the school has appointed someone to this role) knowledge and/or consent or the school governing authority's approval (for example, unauthorised after-hours tutoring, private instrumental/other lessons or sport coaching); accidental contact, such as seeing people in the street, is appropriate
- have any online contact with a child (including by social media, email, instant messaging etc.) or their family unless necessary (for example, providing families with eNewsletters or assisting students with their schoolwork)
- use any personal communication channels/devices such as a personal email account
- exchange personal contact details such as phone numbers, social networking sites or email addresses
- photograph or video a child without the consent of the parents or carers
- consume alcohol or drugs at school or at school events in the presence of children.

Teachers

Teachers are also required to abide by the principles relating to relationships with students as set out in the Victorian Teaching Profession's Code of Conduct published by the VIT. These principles include:

- knowing their students well, respecting their individual differences and catering for their individual abilities
- working to create an environment which promotes mutual respect
- modelling and engaging in respectful and impartial language
- protecting students from intimidation, embarrassment, humiliation and harm
- respecting a student's privacy in sensitive matters
- interacting with students without displaying bias or preference
- not violating or compromising the unique position that a teacher holds of influence and trust in their relationship with students.

Psychologists and school counsellors

In their dealings with students, psychologists and school counsellors should also take into account their professional obligations as set out in a code of ethics or practice to which they are bound, including because of their membership of:

- the Australian Health Practitioner Regulation Agency
- the Australian Counselling Association
- Speech Pathology Australia.

Sports and recreation

Coaches, staff members and volunteers involved in coaching, training or assisting students during sporting and recreation activities should adopt practices that assist children to feel safe and protected, including:

- using positive reinforcement and avoiding abusive, harassing or discriminatory language
- coaching students to be 'good sports'
- explaining the reason for the contact and asking for the student's permission if physical contact with a student by a coach or other adult is necessary during a sporting or other recreational activity

- avoiding (where possible) situations where an adult may be alone with a student such as in a dressing or change room, first aid room, dormitory or when the student needs to be transported in a vehicle.

Breaches of this code

Where a member of staff is suspected of breaching this Code of Conduct, St Bernadette's PS may start the process under clause 13 of the *Victorian Catholic Education Multi-Enterprise Agreement 2018* (VCEMEA 2018) for managing employment concerns. This may result in disciplinary consequences.

Where the Principal is suspected of breaching this Code of Conduct, the concerned party is advised to contact MACS (Office of Professional Conduct, Ethics and Investigation).

Where any other member of the school community, including volunteers and contractors, is suspected of breaching this code, the school is to take appropriate action, including (if applicable) in accordance with the *PROTECT: Identifying and Responding to All Forms of Abuse in Victorian Schools* policy.

In appropriate cases, a breach may be referred to Victoria Police and/or a regulatory body, such as the VIT.

I, _____, confirm I have been provided with a copy of the above Code of Conduct and will abide by it.

Signed: _____ Date: _____

3 ACADEMIC OVERVIEW

3.1 PROGRAMMES AND STRUCTURE

At St Bernadette's we are a learning community that focuses on our students today, being the adults of tomorrow. Through powerful teaching we provide our students with authentic learning activities that enable them to wonder, question and reflect on their learning. Our learning culture is formed when our 'thinking is made visible'. The ongoing process of wondering, questioning, reflecting and goal setting provides our school community with an environment that supports, enables and values the learning process.

Our curriculum is framed by the new Victorian Curriculum –a common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Inquiry Based Learning

To deliver the Victorian Curriculum we use Inquiry Based Learning (IBL) to actively involve and engage our students.

IBL involves different types of knowledge

- Personal and social knowledge
- Knowledge of the content subjects; and
- Knowledge of the process subjects

We have a personalised learning approach. Taking a highly structured and responsive approach to each student's learning, in order that all students are able to progress, achieve and participate. Individual goal setting, flexible curriculum and strong partnerships beyond the classroom, enrich learning and support the care of students, putting their needs first.

Students in the middle and junior levels of the school are at the beginning of their personalised learning journey. While classes in the senior level have been working with this approach for several years, classrooms within the middle and junior school appear more traditional. However, within the walls of the traditional classrooms, teachers are preparing students for a more personalised learning approach, tailoring to students needs which are based on their "stage not age".

At St Bernadette's we strive to instill the attributes of a growth mindset in each of the students. We believe that embracing challenges, seeing effort as the path to mastery, learning from critique and the success of others - help develop intelligence by growing and developing neural pathways. Struggle is an essential part of learning. Teachers also work hard to develop a growth mindset in their Professional Learning teams to ensure that the quality of teaching students receive, continues to improve. We understand that growth mindset is about growth, not just about effort.

3.2 LITERACY

To live with purpose, now and into the future, individuals require *literacies* that enable them to communicate powerfully, interpret deeply, and participate fully in the world.

Learning to be literate is an ongoing process for students as they develop the capacities to ‘read’ their world and confidently ‘access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.’ (General Capabilities in the Australian Curriculum, p.1).

Literacy at St Bernadette’s is both exciting and innovative. We continually work toward keeping up to date with the latest research and data on effective literacy education. Our staffs’ professional development is regular and ongoing and this directly transfers to the teaching of our students in the classrooms.

Our approach is based on the following elements that lead to effective teaching and learning:

- Shared beliefs and understandings related to literacy and how children learn.
- Ongoing monitoring and assessment of children.
- A two hour literacy block daily in all classrooms.
- Home/school and community links.
- Standards and targets.
- Intervention and special assistance for children in need.
- Leadership and co-ordination by a designated Literacy Leader.
- Professional learning team (PLT) meetings to enhance teacher skills, data analysis and share care of children.

We have high expectations of all children and believe that focused and explicit teaching and engaged learning time make for the best literacy outcomes. Lessons are planned daily, based on the needs or successes of the previous day’s literacy session.

To meet such expectations, teachers meet weekly to discuss literacy issues, analyse data and deal with children who have particular needs through PLT’s. At these meetings teachers also share their skills or knowledge acquired from any Professional Development days they have attended. Staff is well informed about any new programs and keeps abreast of any new beliefs or understandings in the wider educational field.

The Prep – Grade 2 classroom runs a two hour uninterrupted literacy block where reading and viewing, writing and speaking and listening is explored. Classroom literacy helpers are highly valued in supporting the classroom teacher and students. This ensures that the lesson remains completely committed to literacy with little, to no interruptions.

There are two major foci within our approach to literacy:

1. Data from testing children early in the year is used to identify individual needs to establish starting points for teaching. Ongoing monitoring and assessment ensure that teaching is matched to the learning needs of each student.
2. Professional Learning Team meetings are conducted weekly to facilitate professional discussion around data of children and learning for teachers. Teachers work jointly on solving problems that arise and share ideas and experiences that affect literacy outcomes of all students across the school.

We run a Reading Support programme for our students in Year 1 who require extra support in reading and writing.

We encourage parents to become Literacy Helpers in the classrooms. This involves attending a short training session to help develop an understanding of the helper's role and how they may assist with classroom activities. There is a commitment to working in the classroom after attending these sessions. A letter will go out to all parents early in 2022. This is a great way to be involved and to help your child.

We are very proud of the results we have achieved, as well as the confidence our students develop in Literacy.

3.3 NUMERACY

Mathematics offers children a powerful way of communicating. They learn to explore and explain their ideas using symbols, diagrams and spoken and written language. They start to discover how mathematics has developed over time and contributed to our economy, society and culture. Studying mathematics stimulates curiosity, fosters creativity and equips children with the skills they need in life beyond school.

The numeracy program at St Bernadette's is based on the Victorian Curriculum. Students will develop essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It aims to ensure students are confident, creative users and communicators of mathematics concepts and ideas. Through differentiation within the classroom and support and enrichment programs, each student is provided with the opportunities to reach their full mathematical potential.

There is a whole school focus on developing powerful number reasoning and mental computation skills, relational thinking, conceptual understanding and recognising connections between areas of mathematics. St Bernadette's provides students with a carefully paced, in-depth study of critical skills and concepts as they progress through the foundation years to the middle years. Students are encouraged to become self-

motivated, confident, lifelong learners of mathematics through active participation in challenging and engaging experiences.

At St Bernadette's students are given opportunities and experiences appropriate for their level as outlined in the Victorian curriculum presented below:

Prep to Level 2

Children have the opportunity to access mathematical ideas by developing a sense of number, order, sequence and pattern; by understanding quantities and their representations; by learning about attributes of objects and collections, position, movement and direction, and by developing an awareness of the collection, presentation and variation of data.

Understanding and experiencing these concepts in the early levels provides a foundation for algebraic, statistical and numerical thinking that will develop in subsequent levels.

Levels 3–6

These levels emphasise the importance of students studying coherent, meaningful and purposeful mathematics that is relevant to their lives. Students still require active experiences that allow them to construct key mathematical ideas, but also gradually move to using models, pictures and symbols to represent these ideas.

The curriculum develops key understandings by extending the number, measurement, geometric and statistical learning from the early levels; by building foundations for future studies. These concepts allow students to develop proportional reasoning and flexibility with number through mental computation skills, and to extend their number sense and statistical fluency.

At St Bernadette's an assessment program is in place for Prep - Grade 6. This enables teachers to identify students pre-existing knowledge and ideas around mathematical concepts and implement effective strategies to support students to develop more sophisticated mathematical understandings. Students are given pre-assessment tasks prior to units studied which inform the teaching and learning of each student. Further to this they are constantly monitored with formative assessment tasks and post-assessment tasks to track growth.

Mathematical ideas are explored in class using a variety of teaching strategies such as:

- Investigations through open ended tasks
- Use of concrete materials to explore and develop understanding
- Explicit teaching of key concepts in Mathematics
- Rich class discussion around student's mathematical thinking

- Use of games to explore and consolidate concepts
- Use of online programs such as Math online
- Real life mathematical investigations
- Rich assessment tasks.
- Focused workshops and whole class learning intentions around important mathematical ideas
- Peer mentoring/teaching and collaboration
- Use of maths walls in classrooms to record learnings and understandings

Our Numeracy Policy is continuously being reviewed and updated with new numeracy trends and our children in mind.

3.4 RELIGIOUS EDUCATION

“A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another.”

As a faith filled community, St Bernadette's school motto is “Love One Another”. To give life to this motto, it is our hope that the children under our care will develop in ways that truly reflect Gospel values.

Children bring to the school a wide range of faith and spiritual experiences and these are built upon in the curriculum as rich sources for further learning about God, religion and life. Through engaging in biblical texts they reflect on and develop their relationship with God. The children will engage in personal and communal prayer and liturgical experiences and develop reflective skills and dispositions of respect for the sacred. They will grow in appreciation of the other, understanding their impact on others and the concepts of fairness and justice.

Liturgical celebrations

Children have the opportunity to participate in liturgies that reflect the liturgical year of the Church and events in the school. Some of the whole school liturgical celebrations that occur are the Catholic Parish of Ivanhoe schools' mass, Ash Wednesday and Holy Week celebrations, St Bernadette's feast and Graduation liturgy.

Over the year, classes host Parish Masses at 9.15am on Friday mornings and families are very welcome to attend.

Sacraments

Baptised students may celebrate the Sacraments of Reconciliation and First Eucharist in Grade 3 and Confirmation in Grade 6. The Sacramental programme, provided by our school, develops the associated concepts in a systematic and comprehensive way from Prep culminating in specific instruction to prepare children to receive these Sacraments.

Parents of sacramental candidates, as the primary educators, are expected to work with their children in discussing and completing associated home activities and attending a family workshop and rite of enrolment Masses.

3.5 SPORT AND PHYSICAL EDUCATION

St Bernadette's is part of the Ivanhoe District Schools' Sports Association (IDSSA). Students from Years 5 and 6 compete in both a summer and winter interschool sport competition between other Catholic, government and independent schools from the Ivanhoe District. Summer sports are bat tennis, softball, volleyball and cricket. Winter sports are football, tee ball and netball. Middle school students also have the opportunity to represent St Bernadette's at other district sport events including swimming, cross country, athletics, soccer and basketball.

Students from Transition Prep to Year 6 participate in Physical Education lessons facilitated by Kelly Sports. All students are also involved in the annual school sports day.

3.6 ASSESSMENT AND REPORTING

Assessment is the ongoing process of gathering, analyzing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

While the primary focus of assessment is constructive feedback to students, assessment information also contributes to teachers' planning for future student learning; to state and national reporting requirements and reporting to parents.

Parent/teacher discussions are an essential part of understanding a child's development. Please feel free to discuss your child's progress with his/her teacher at any stage during the school year, after making an appointment.

In addition to these incidental contacts, arrangements will also be made for students and parents to partake in three-way learning conversations in Term 1 and Term 3.

End of Semester progress reports for each child will be provided at the end of Term 2 and 4 for Transition Prep to Grade 6 children. Portfolios are disseminated to families throughout the year using the "Seesaw" app.

4 GENERAL SCHOOL ORGANISATION

4.1 SCHOOL HOURS

Whilst we are hopefully over Covid impacts on school operation please refer to Flexischools app for latest information.

In normal circumstances:

The school opens at 8.35am daily and classes commence at 8.55am.

Meditation starts at 8.55am daily and during this time there is **no** access via the Front Office.

Morning tea (recess) is at 11am – 11.30am and lunch is from 1.30pm – 2.30pm.

Children finish at 3.30pm each day and must be collected by 3.45pm. If children are not collected by this time they will be placed into After School Care.

4.2 ATTENDANCE AND PUNCTUALITY

Daily attendance by each child is necessary to ensure satisfactory progress. Therefore, parents must assume responsibility for the regular attendance of their children. Illness is the only automatically acceptable reason a child may be absent from school.

Request for a child to be absent for any reason other than illness, needs to be in writing to the Principal requesting such permission, at least one week before leave is required. Absence of Principal approval will result in a referral to the Attendance officer at the Department of Education. Request letters are available on the website.

It is not expected that any student will be taken out of school for family holidays, as St Bernadette's provides adequate vacation periods at various times throughout the year for this purpose.

If your child is unable to attend school because of ill health, please advise the Office between the hours of 8.30am and 8.45am on the day of absence from school. This is to be followed by a note to the class teacher when the child returns to school advising the reason for his/her absence. Notification can also be made via Flexischools.

Appointments in school time

If your child has to be taken out of school for any reason such as a doctor's appointment, you need to sign them out and then sign them back in on the screen at the front office. Please try to minimise the number of these appointments as it disrupts the childrens' learning.

Late/early exit procedures

If your child is late to school or being collected early you must sign them out at the office.

Our teachers assume the responsibility of supervision over the children in their charge. Therefore, it is necessary to account for the whereabouts of each child every day and for teachers to be informed about every member of their class.

4.3 COMMUNICATION

Flexischools

To keep you informed about what is happening within the school and within your child's classroom; alerts and news postings are updated on Flexischools. Parents are advised to visit Flexischools regularly to stay up to date with school news.

Newsletters

The school newsletter is posted on Flexischools every Thursday.

Email

To keep you informed about what is happening with the school, please ensure your email and contact details are up to date.

Email may be used to inform your child's teacher of absenteeism. Emailing may also be a convenient way to clarify matters pertaining to curriculum, class or school routines. Matters requiring discussion need to be addressed directly with the classroom teacher and if necessary, the Principal or Deputy Principal.

School Website and Weekly Class Newsletters

St Bernadette's school website provides information about our school. Teachers will send a weekly newsletter from each class highlighting what has happened throughout the week. These are available on Flexischools.

Class Contact List

At the beginning of each year the class representative organizes class lists for parent use. Information such as name, address, phone number and email is included on this list. For privacy purposes your permission is required for your details to be included. The list must be used for their intended purpose only as outlined in the Class Rep policy.

Assembly

Assemblies take place in the Cunningham Centre three times each term and include – prayer, National Anthem, messages, birthdays and awards. It also includes class share time. Assemblies are conducted by the School Captains. Parents are welcome to attend. Dates are advised in newsletters.

Seesaw

Seesaw is an app that teachers use to share information about children's work with their families. You will receive information early in the school year about how to sign up and use this app.

4.4 CAMPS AND EXCURSIONS

Camps

School camps are an integral part of the curriculum at St Bernadette's. The camping program enables students to further their learning and social skills development in a non-school setting. **Camp fees are not refundable as camps are booked and paid in advance and all children are required to attend. (Families agree to this on the enrolment form).**

All camps are a compulsory part of the curriculum.

Prep	At school 'Camp' runs from 3.30 – 6.00pm
Grade 1	At school 'Camp' runs from 3.30 – 7.30pm
Grade 2	Overnight at school
Grade 3 & 4	3 day/2 night camp
Grade 5 & 6	3 - 5 days away camp

Excursions

Throughout the year, the school will organise educational excursions. It is expected that all students will participate as part of the educational process provided by the school.

Excursions will include on and off-campus academic excursions and co-curricular, cultural and sporting excursions, such as eisteddfods and athletics, as well as school organised camps.

Permissions for such activities will be required for each excursion or off-site activity.

Notification of the details and permission requirements will be sent out by the excursion leader approximately two weeks prior to the outing. Issues regarding permission, medical concerns and limits to participation can be discussed with the teacher concerned as the case arises.

4.5 GUIDELINES FOR PARENT HELPERS ON EXCURSIONS

We appreciate the assistance of parent helpers during class excursions. A current WWC card **must** be held by parents to help out on excursions. Also to enable the excursion to run smoothly, the following guidelines apply:

- Be at the classroom or bus (as appropriate) at the pre-arranged time
- Keep a list of the children in your group and mark that roll when getting on and off the bus and during the excursion
- Please note any comments besides students' names regarding special needs
- Please ensure that you accompany your group at all times for the whole of the excursion
 - If students need to attend toilets while on excursion, please make sure that two or more students visit the bathroom at a time
 - Toddlers and siblings are not able to attend excursions as helpers are responsible for a group of students.
 - Behaviour of students on excursion is of the same expectation as that on campus. Please refer any behaviour issues to the class teacher

4.6 USE OF MOBILE PHONES AND OTHER MOBILE DEVICES

Mobile phones, and other similar digital devices have become a normal and acceptable technological accessory for people of all ages to use to their own advantage. As in the wider society, so too is this the case increasingly in schools.

St Bernadette's recognises that there are occasions when it is genuinely appropriate and beneficial for students to have access to such devices. The following expectations constitute the St Bernadette's policy on the use of mobile phones, and other similar digital devices by students (including smart watches)

- Mobile phones must be placed on the teacher desk on arrival at school and collected at the end of the day.
- Mobile phones and other portable digital devices are brought onto school property and used at their owners' risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device.
- This also applies to students during school excursions, camps and co-curricular activities. The school reserves the right to ban the taking of devices by students to certain excursions or tours.
- If students need to contact families during the school day this can be done via the office. Children are not to email families throughout the school day.

4.7 RESPONSIBLE USE POLICY

All staff, students and families will be asked to sign a User Agreement related to ICT annually.

4.8 OUTSIDE SCHOOL HOURS CARE

Outside School Hours Care (OSHC) takes place before school, after school and during school vacations, and consists of care for any students who attend St Bernadette's.

The Program is organised and conducted by a qualified and experienced staff team run by Kelly Sports.

Before school care is held in the OSHC room in the Cunningham Centre 7.00am. Children attending before school care must be signed in by a responsible adult/caregiver.

However, children who arrive at school, unsupervised, before 8.30am will be directed to before school care, where they will be signed in by a staff member, and parents will be charged accordingly.

After school care is conducted until 6.00pm and uses the Cunningham Centre also. Children are assisted to the centre by OSHC staff at the conclusion of the day (3.30pm). For safety reasons, supervision is provided at the school gates until 3.45pm. After this time, all children who are not collected will be required to attend after school care.

For regular before and after school care, parents are requested to fill in a booking form which is available from OSHC. This will be used as a guide for staffing. Extra places will still be available for care which is needed on a casual basis.

4.9 PARKING AND TRAFFIC MANAGEMENT

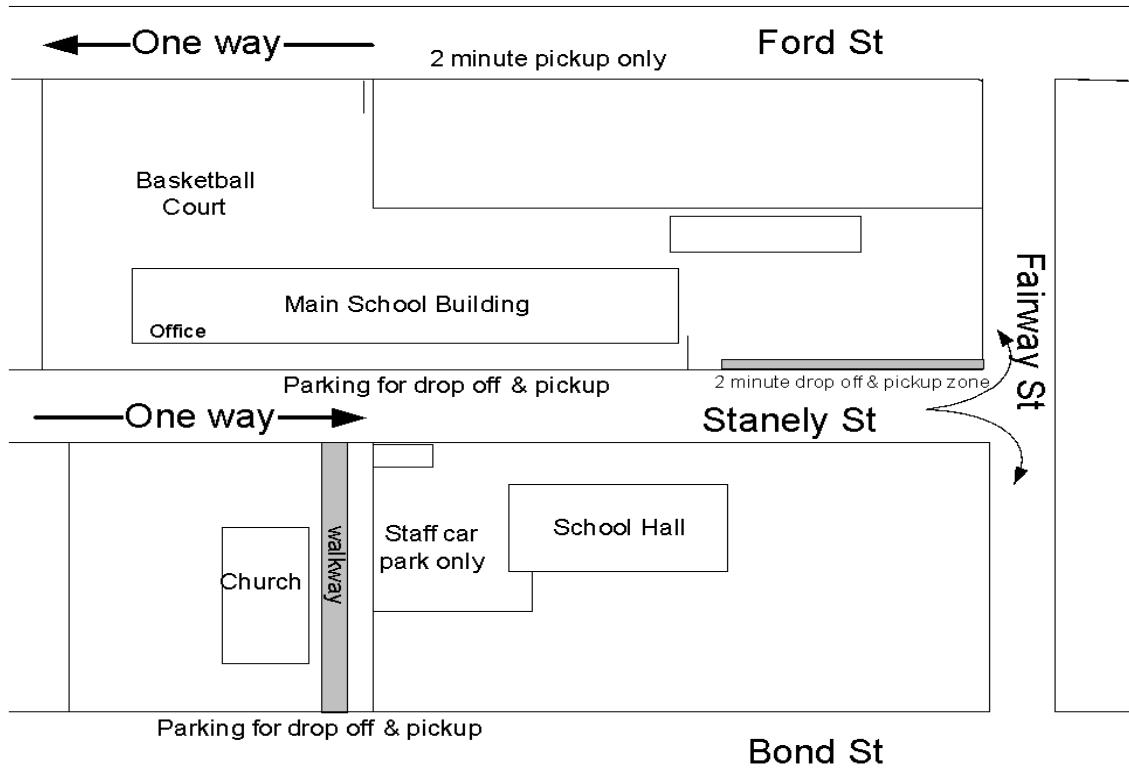
The safety of our children is of utmost importance to us. It is, therefore, important that careful road safety precautions be outlined for your information.

Please park in the designated parking zones in the streets around the school.

Alternatively, there is a drop-off and pick up area on Stanley Street and on Ford Street.

Parents are not to leave their cars unattended if choosing to use this option.

Drop off and pickup traffic flow



As a result of the unavoidable congestion at school opening and closing times, it is important that the following rules and protocols be understood and demonstrated by all parents.

1. Common courtesy and common sense should be used at all times, eg. go in turn when two lines of traffic are merging; to allow sufficient space for other drivers to reverse out of car parks, etc.
2. Under no circumstances should students disembark from cars in carriage-ways, even if the line of traffic is momentarily halted.

All of the above rules and protocols have, as their one ultimate aim, the safety and security of our students, which is our paramount consideration.

4.10 CANTEEN

The school canteen operates for over the counter sales on various days of the week which will be advised at the beginning of 2022.

Lunch orders are available via Classroom Cuisine. Details on how to order are in your parent pack.

4.11 STUDENT PROPERTY

Please mark all personal possessions clearly. If this is done, there will be no difficulty in returning articles which have been misplaced. An article which cannot find an owner will be placed in the Lost Property box in the main corridor for up to a term. Please make sure that if your child is looking for lost property that he/she visits the main corridor.

If children take home another child's named item of clothing by mistake, please return this article to the school office as soon as possible.

Please ensure all articles of clothing and equipment are clearly and permanently labelled.

Lunch boxes and drink bottles are emptied before being placed in the lost property bin. If not claimed, these will be disposed of after one week.

4.12 SCHOOL FEES

Fee accounts are sent in the first part of Term One and you are asked to advise us of your method and regularity of payment. This can be done annually, termly, monthly etc. The expectation is that fees will be paid at least once per term and finalized by 31 October each year.

Anyone facing difficulties with fees are asked to contact the Principal as soon as possible to discuss the matter and make arrangements for payment. The School Board has a Finance Committee who will follow up families who are not meeting their commitments

Prep to Grade Six:

Family Fee: \$2 350 per family per annum

For recurrent expenses associated with school running costs such as cleaning, Council and utility expenses, insurances, office expenses etc.

Student Fee: \$970 per child per annum

This fee covers all expenses for your child at school such as, books, curriculum resources, art materials, excursions, Mandarin and Performing Arts resources, photocopying, Kelly Sport coaching for all grades and interschool sport. It also includes a technology component.

Maintenance Levy: \$270 per family per annum

This levy supports the costs and expenses for ongoing maintenance and the continued development of school facilities.

Sacramental Levy: \$50 per student

This levy is charged only for the children who are making either, their Reconciliation, Eucharist or Confirmation and covers the costs of family nights, materials used in preparation, certificates and medals, etc.

Grade 5 and 6 laptop levy \$250 per student per annum.

Camp Fee: TBA These fees will be provided when camps are finalized and noted on the Fees letter sent with your first account.

Each grade level attends a camp. Fees for students will be advised once camps have been set. All students are expected to attend camp and we book well ahead for students to attend. Therefore, we have no capacity to remove camp fees if children do not attend.

5 SAFETY, FIRST AID AND MEDICAL

St Bernadette's School ensures that the care, safety and welfare of students is in accordance with State and Commonwealth laws and all our staff are advised of their obligations under these laws.

5.1 ACTION PLANS

All children who have a serious allergy, asthma or other medical condition must complete and provide the school with a medical action plan authorized and signed by the doctor or specialist. Anaphylaxis/allergy management plans, asthma action plans and medical action plans must be provided.

All medical action plans, together with medication are located in the Sick Bay room in the Front Office.

Students who suffer from asthma and need regular medication should have a puffer at school at all times. These should be named and kept in the student's school bag. A puffer should be carried by the student during sport, Physical Education and on excursions. Ventolin and inhalers are also kept as part of our First Aid supplies.

5.2 FIRST AID

All staff is First Aid trained. All classrooms have First Aid supplies and a range of supplies is kept in the Sick Bay. First Aid is administered as required but parents will be contacted immediately if there is cause for concern or if it is determined the child would be more comfortable being cared for at home. It is policy that all head injuries will be reported to parents as soon as possible.

5.3 HEAD LICE

Parents are asked to check their children's hair regularly to check for head lice. If detected, please notify the school in order that other parents may be alerted to the need to carry out regular checks. Immediate treatment is necessary, and the student is not permitted to attend school until all live lice and eggs have been removed.

5.4 INFECTIOUS DISEASES – EXCLUSIONS FROM SCHOOL

Children with infectious diseases must be excluded from school for the specified time, as recommended by the Australian Government Department of Health and Aging. In cases of minor ailment, parents are asked to use discretion about whether a child is fit to attend school. Usually if you are in doubt, then he/she is not well enough to attend.

Children Must Be Excluded From School -

Chickenpox and Shingles	Exclude until fully recovered or at least 5 days after the eruption first appeared
Conjunctivitis	Exclude until discharge from eyes has stopped
Diarrhoea	Exclude until diarrhoea has stopped
Hand, Foot & Mouth	Exclude until blisters have dried
Head lice	Exclude until day after proper treatment has started
Impetigo (“school sores”)	Exclude until proper treatment has started
Influenza	Exclude until well
Measles	Exclude for at least 4 days after rash has started
Mumps	Exclude for 9 days or until swelling has gone down
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the rash started
Streptococcal infection (inc. scarlet fever)	Exclude until child has received antibiotic treatment for at least 24 hours and feels well
Whooping Cough	Exclude for 21 days from onset or until child has taken 5 days of a 10-day course of antibiotics
Covid 19	Test and isolate – excluded for period designated by DHHS.

Children who are not immunised will also be excluded from school during periods when other children have infectious diseases in accordance with Government guidelines.

5.5 MEDICATION

Staff is not permitted to administer medication to students without the written permission from parents or guardians. Parents must bring the medication to the school office and complete the Administration of Medication form. Please note – NO medications (except asthma puffer) is to be kept in a student's school bag.

6 SCHOOL UNIFORM

The school uniform is compulsory for all children at St Bernadette's. It is worn with pride by our students and has become well recognised and well respected within our community. Uniforms should be purchased through the school so correct colour is worn.

Girls (Prep – Grade 6)

Summer Uniform (Terms 1 & 4)
Short White Socks
Navy Blue St Bernadette's School Jumper
School Summer Dress
Black School Shoes
School Broad Brimmed Hat

Winter Uniform (Terms 2 & 3)
Navy Blue Long Socks or tights
Navy Blue St Bernadette's School Jumper
Winter School Pinafore Dress
Long Grey Pants
Light Blue Long Sleeved Shirt
Black School Shoes

Sports Uniform (All Year)
St Bernadette's Windcheater
St Bernadette's Polo Shirt
School Navy Shorts or Tracksuit Pants
White Sports Socks
Runners

Boys (Prep – Grade 6)

Summer Uniform (Terms 1 & 4)
Short Grey Socks
Navy Blue St Bernadette's School Jumper
Light Blue Short Sleeved Shirt
Grey Shorts
Black School Shoes
School Broad Brimmed Hat

Winter Uniform (Terms 2 & 3)
Grey Socks
Navy Blue St Bernadette's School Jumper
Light Blue Long Sleeved Shirt
Grey Pants
Black School Shoes

Sports Uniform (All Year)
St Bernadette's Windcheater
St Bernadette's Polo Shirt
School Navy Shorts or Tracksuit Pants
White Sports Socks
Runners

Children are required to wear the school uniform at all times, unless a special program or event is taking place at school. In this event, prior notice will be given to children and parents. The sports uniform is to be worn on designated Physical Education days.

Hair that is longer than collar length should be tied back with a navy or gold hair band or ribbon. No jewellery other than a watch or small studs (gold or silver), is to be worn. No nail polish is to be worn. All items of the school uniform should be clearly labelled with the child's name, especially hats and jumpers.

The uniform shop is open at the beginning of the school year and as advised via the school newsletter. As the uniform shop is staffed by volunteers, please keep an eye out in the newsletter for opening time. Order forms are available on the school website or from the office. It is preferred that orders are placed on Qkr via Flexibuzz.

7 PARENT INVOLVEMENT

7.1 FAMILY PARTICIPATION POLICY

The aim of the Family Participation Policy is to provide an effective partnership between families, the school and the Parish. Children who witness their parents actively involved in aspects of school life are considerably advantaged in their learning and attitude towards learning.

St Bernadette's Primary School values the role of parents in the education of their children and actively encourages and promotes parental involvement within the school community.

All new and existing families are expected to volunteer and be involved throughout the year. There are ample opportunities for all parents to be part of their children's school life.

Some of these include -

- Literacy Helper Programme
- Perceptual Motor Programme (PMP)
- Membership on the Parents and Friends Association
- Classroom Representative
- Membership on the School Board
- Canteen Duty
- Uniform shop
- Assisting with fundraising activities
- Assisting with social functions
- Assisting with school productions
- Assisting at sports day
- Family liturgies – Christmas/Easter
- Mother's Day and Father's Day stall
- Assisting children in the vegetable garden

7.2 PARENTS AND FRIENDS ASSOCIATION

The Parents and Friends Association (P & F) is an active group representative of all parents within the school community.

They come together to plan and implement a wide range of fundraising activities and social events.

The group aims to encourage and build a harmonious sense of community among the parents, students, teachers and friends of St Bernadette's by providing opportunities for all families to be involved at different times of the year.

Throughout the year the group undertakes activities to raise funds to ensure that our students have up to date educational resources and equipment within a safe, secure and stimulating environment. Fundraising activities include; a chocolate drive, Mother's and Father's day stalls, sausage sizzles etc. The P & F also provides services such as the school canteen and uniform shop.

The St Bernadette's P & F is eager to welcome new members and listen to suggestions. The success of the association is dependent on the support and involvement of all parents in the school community.

There are generally three meetings a term, held on a Tuesday evening commencing at 7.30pm. Dates are on the school calendar.

7.3 SCHOOL EDUCATIONAL ADVISORY BOARD

The role of the School Educational Advisory Board (SEAB) is to work in consultation with the Parish Priest and Principal to support the vision of St Bernadette's through cooperation, communication and development of community and relationships. It provides families with opportunities to express their opinions, advice and encouragement in the management of the school's educational and business activities.

The Board works towards ensuring the school's vision, mission and values are fully realised by acting as a forum for discussion on matters concerning education at St Bernadette's.

Some of the main functions of the board include:

- Setting objectives for the school year
- Overseeing the maintenance of school facilities and equipment
- Providing advice on budget planning and finance-related matters
- Contributing to the selection process for the school principal
- Promoting the school across the wider community

The SEAB consists of the Parish Priest, our Principal and parents from the school community. The Board meets each term on Tuesdays and dates appear in the school calendar.

The Board believes that a successful school encourages a strong connection between the parent community, teaching staff and the Parish Priest. Parents can contribute to our school by getting involved with the school Board and assuming a leadership role. It is every parent's opportunity to show their commitment to St Bernadette's.

7.4 CLASS REPRESENTATIVES

We encourage parents to connect to build a strong school community and we establish, maintain and support a system of Class Parent Representatives to facilitate this socialisation.

Class Representatives help facilitate communication between parents for:

- organising get-togethers for children outside school time
- staying informed on social issues for your older children
- help new families feel welcome
- liaise with the co-ordinator to increase ways that staff can assist with and benefit from parent engagement and create information evenings that are structured to foster parent engagement.

7.5 CLASSROOM HELPER (PREP TO YR 2)

One of the ways that parents are able to assist in the school is as a Classroom Helper. A workshop is offered at the beginning of the year. Parent classroom helpers are able to volunteer their time to assist in their child's classroom during the literacy block.

A schedule for each term will be provided to parents who volunteer their time, with the day and times they will be required. Any parent assisting in the classroom must have an approved Working with Children Check (Volunteer). If you are scheduled to help in your child's classroom, please ensure that you sign in at the school foyer before commencing. Upon completion of your time in the classroom, you will need to sign yourself out at the school foyer.

Checklist:

- Working with children check organized.
- Flexibuzz installed on phone/computer
- All items labelled with child's name
- Confirm current address, phone numbers and emergency contacts with office.