

*"Growing Together in
Faith, Hope and Love"*



ST JOSEPH'S PRIMARY SCHOOL

Contents

	Page
1. Letter of Welcome from the Principal – Michelle Moore	2
2. Child Safety	3
3. Our Vision	4
4. School Profile	5
5. Curriculum	6
6. Student Wellbeing	11
7. Partnerships with Parents	15
8. Enrolment Policy	16
9. Fees	19
10. Preparing your Child for School	19
12. School Procedures	20
13. School Uniform	22
14. Out of School Hours Care	23

From the Principal

Dear Parents,

I wish to extend a warm welcome to your family on behalf of the St Joseph's community. As Principal, I look forward to working in partnership with you to provide the best possible learning environment, and educational journey, for your child.

St Joseph's Primary School is a welcoming and inclusive community where student wellbeing is at the heart of all we do, and strong, respectful relationships are evident throughout the school. We provide a comprehensive and challenging curriculum, which nurtures the academic, physical, spiritual and social & emotional development of each child.

At St Joseph's we firmly believe that the wellbeing of our children is fundamental to high outcomes in learning. We believe in the explicit teaching of foundational skills in English and Mathematics, as we know these skills provide the building blocks for all future learning.

Our teachers are exceptional educators who are committed to the academic and personal development of each and every child in their care. Working in partnership with parents, they provide opportunities for students to engage in school life, establishing the right conditions to flourish and grow. We pride ourselves on the support we provide to students and parents, and see this as a fundamental aspect of our roles as Catholic educators.

We hold the care, safety and wellbeing of children and young people as a central responsibility of our school.

I hope that this information booklet will address any questions in relation to St Joseph's. We encourage you to make contact with us should you have any further questions.

The staff and I look forward to welcoming you to St Joseph's School Community.

Yours sincerely,



Michelle Moore (Principal)



Child Safety at St. Joseph's Primary School

At St Joseph's, Malvern we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

We are proud of our 'Child Safe' environment at St. Joseph's, meeting all State and Federal legislation relating to Child Safe practices and standards.

Catholic school communities have a moral, legal and mission-driven responsibility to create nurturing school environments where children are respected, their voices are heard, and where they are safe and feel safe.

Every person involved in Catholic education, including all parents at our school, have a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they make.

Our school's child safe policies, codes of conduct and practices set out our school's commitment to child safety, and the processes for identifying, communicating, reporting and addressing concerning behaviour and allegations of child abuse. These documents establish clear expectations for all staff and volunteers for appropriate behaviour with children in order to safeguard them against abuse.

Our school has established human resources practices where newly recruited staff, existing staff and volunteers in our school understand the importance of child safety, are trained to minimise the risk of child abuse, and are aware of our school's relevant policies and procedures. Our school also provides ongoing training, supervision and monitoring of staff to ensure that they are suitable to work with children as part of our human resources practices.

Our school has robust, structured risk management processes that help establish and maintain a child safe environment, which involves consideration of possible broad-based risk factors across a wide range of contexts, environments, relationships and activities that children engage in within our school.

Our staff, in partnership with families, ensure children and young people are engaged in and are active participants in decision-making processes, particularly those that may have an impact on their safety. This means that the views of staff, children, young people and families are taken seriously and their concerns are addressed in a just and timely manner.

Our school's child safety policies and procedures are readily available and accessible on our school website (www.sjmalvern.catholic.edu.au) or in hard copy from our office.

Child Safety and Student Wellbeing is a priority at St. Joseph's Primary School

Our Vision and Mission



We instil the Gospel Values, in the tradition of the Catholic Church,
as we develop caring and confident learners,
equipped to be participants in a contemporary world.

Our Mission is to provide:

- A safe, nurturing environment that develops each individual student spiritually, socially, emotionally, physically and academically
- A welcoming and inclusive learning community that recognises and respects each individual's unique qualities and heritage
- Opportunities to live out our faith through action
- An inclusive curriculum using innovative teaching strategies
- Developmental learning programs to challenge and actively involve all students
- Positive partnerships between school, home and Parish.

School Profile

St. Joseph's is located in Stanhope Street and is bordered by De La Salle College. The school was opened in 1889 on its present site and was run by lay teachers until 1896, when it was taken over by Sisters of the Sacred Heart. In 1917 the present building was erected and the Brigidine Sisters continued the work of the Sisters of the Sacred Heart.

St. Joseph's has a current school enrolment of approximately 170 students, with seven classes from Prep – Year 6. Classes are structured as 'straight grades'.

We aim to provide a broad, contemporary curriculum, which provides learning experiences that cater for individual student's needs and inspire a love of learning. We teach the content of The Victorian Curriculum.

We place an emphasis on social-emotional wellbeing of students, with a range of programs and practices in place to assist students to develop a positive sense of self and positive relationships with others. At St. Joseph's we believe that social-emotional wellbeing is as important as academic success; students need to develop a healthy sense of self and be able to develop and maintain healthy and positive relationships.

The central focus of any school is teaching and learning, and at St. Joseph's we are firmly committed to teaching 'the basics'. We believe that students need to be taught foundational skills well and our staff are trained and supported to use the most proficient evidence-based teaching approaches to ensure early and sustained success at school. A solid grounding in English and Mathematics at primary school results in increased ability and self-esteem for future learning in secondary school and beyond. The school provides robust training to all its staff, resulting in a safe, positive and orderly environment where all students are expected to learn and achieve their full potential.

Our facilities include a school library, multi-purpose room and hall. Our playground is well-equipped with two adventure playgrounds, a basketball court and grassed area. All classrooms are equipped with networked laptops, Chromebooks, projectors, porcelain boards and iPads to support student learning.

The parent community is very active in assisting and supporting in the life of our school; parents volunteer in our daily literacy program, hot lunches, membership of the Parish Education Advisory Board, as well as fundraising, organising of social activities and participation in working bees through our Parents and Friends Association.



Curriculum

EDUCATION IN FAITH

Religious Education

Religious Education is central part of our school curriculum and is more than the lessons taught each day. We aim to provide a safe and secure place where all children are accepted and respected for who they are and to recognise God's presence in their daily lives. We endeavour to show through our interactions with each other what it means to live a Christian life. At St. Joseph's we invite and support students to come to understand themselves and the world in which they live through a Catholic world belief.

Social Justice

Social Justice principles, such as upholding the dignity of each person, stewardship of creation, justice for the poor and vulnerable and acting for the common good, are embedded in student learning experiences across the curriculum. We are actively involved in a number of social justice initiatives throughout the school year, including Project Compassion, our Christmas Giving Tree and our sponsorship of Ellie, a student at St. Jude's School in Tanzania.

Sacramental Programs

Students in Year 3 receive the sacraments of Reconciliation and Eucharist; students in Year 6 receive the sacrament of Confirmation. The children are prepared for these programs during class time and parents of students making the sacraments are involved through their attendance at the family nights and commitment masses. Non- Catholic students are involved and included in these learning programs.

LEARNING AND TEACHING

The staff at St. Joseph's are committed to:

- Our faith community, fostering a collaborative environment where all students and teachers are empowered to reach their full potential
- Achieving a high level of student engagement
- Targeted, explicit teaching to ensure high achievement in student learning outcomes
- Ensuring learning for our students is a continuum and promotes lifelong learning
- Planning a curriculum which has entitlement for all, is inclusive and promotes high expectations for all students
- A shared ownership of teaching and learning between teachers, students and parents.
- Early and targeted intervention for students requiring additional support in English and Mathematics.



Staff at St. Joseph's undergo weekly professional learning and work in a collaborative, team environment with a focus on continuous improvement. Teachers plan together in teams on a weekly basis. At St. Joseph's we see ourselves responsible for the learning and wellbeing of all students, not just those within our individual classrooms.

English and Mathematics

We view proficiency and skills in English and Mathematics as the key to other subject areas and as the very basic necessities for future learning.

Literacy

At St. Joseph's Primary School we understand how vital literacy skills are to support all learning and we use evidence-based methods to ensure all students succeed and thrive in this area.



Explicit and systematic teaching of fundamental knowledge and skills is the pillar of our approach in providing the best possible environment for all students to develop the ability to read, write and understand the rules that govern the English language.

Our students have two hours of literacy instruction per day, which includes:

- Explicit teaching of phonological awareness and phonics
- Automaticity training in the recognition of irregular words/ high frequency words
- Guided practice to improve fluency in reading and writing
- Vocabulary development
- Explicit teaching of comprehension and writing strategies

Numeracy

Numeracy is involved in all aspects of our lives, in our homes and in the workplace. A fundamental purpose of primary education is to ensure students acquire competence in Mathematics. Students learn mathematical skills to interpret and communicate their findings and ideas accurately, and to recognise the importance of mathematics in our changing society.

Through explicitly teaching mathematics skills and processes our students will:

- Develop competence, enjoyment and appreciation of mathematics
- Acquire mathematical skills and knowledge, which can be confidently applied in everyday life.

At St. Joseph's Primary School, students are engaged in a minimum of 5 hours of mathematics per week, where automaticity in the basics such as mental maths and tables is fostered to enable more complex problem solving as the students become more proficient.

At St. Joseph's we believe that children need to move through key developmental phases in their mathematical learning if they are to be successful. The daily one-hour Numeracy Block consists of whole-class, group and individual tasks that are 'differentiated' to cater for different levels of understanding in mathematics. 'Open-Ended Tasks' are designed so that students are able to extend themselves beyond their current understandings, or be supported and scaffolded in their learning where required. We believe that students learn best in Mathematics when they are engaged in real-life mathematical situations and are able to work collaboratively to problem solve and learn from each other. Ongoing assessment (pre and post testing) is used to inform teaching and is an integral part of Mathematics at St. Joseph's.

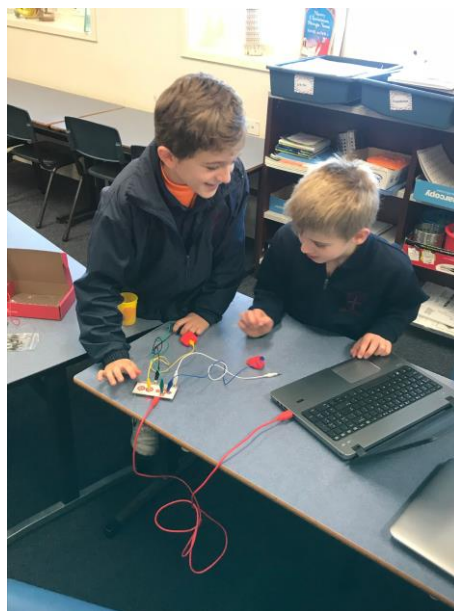
Termly units of work/topics

The School Curriculum at St. Joseph's has a termly focus, with specific subjects used as a foundation for each topic. Through these termly topics children are taught the content from the Victorian Curriculum learning areas such as Science, The Arts, Technologies, Humanities, Civics and Citizenship and Health. The four capabilities of Personal & Social, Critical and Creative Thinking, Ethical and Intercultural are embedded throughout the curriculum.



We support each learner by providing learning opportunities that are rigorous and relevant, rich in assessment, personalised and explicit. Core knowledge, skills and understandings are developed through thinking, communicating and working collaboratively.

We endeavour to engage the learner in the contemporary world by developing deep understanding about the self, others and the world, building relationships and contributing to the community. Students are given the opportunity to engage with STEM learning (Science, Technology, Engineering and Mathematics) within lesson time, and as extra-curricular opportunities in such activities as Tournament of Minds and Maths Olympiad.



SPECIALIST PROGRAMS

Physical Education

Physical Education and Sport have a high priority at St. Joseph's. The school emphasizes the importance of Physical Education in the total education of the child. Each week the children participate in a specialist Physical Education lesson as well as a Sports session with the classroom teacher. The Physical Education lesson

deals primarily with the development of gross motor skills and hand eye coordination. During the Sport sessions the children participate in team sports at a school level.



The Arts

The Arts are valued at St. Joseph's as unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. Children undertake specialist classes in music and visual art each week. Each year we host either an Art Show or School Musical, where children have the opportunity to participate in the 'presentation' aspect of the Art's curriculum. All students from Prep to Year 6 participate in these special programs.



Language Program- Italian

Students from Prep to Year Six learn Italian as a language. Learning a language in the Primary School years provides students with the building blocks for second language development later in their schooling and also exposes students to different cultural experiences.

Information & Communication Technology (ICT)

St. Joseph's is in the fortunate position of having a specialist eLearning teacher who works with classroom teachers within each classroom. We believe that in order to utilise ICT as a tool for learning, children must be explicitly taught the skills necessary to access information and to communicate effectively and have ICT embedded in the learning that takes place within the classroom. We are officially classified as a 'GAPE' school, which means that Google Applications for Education are embedded throughout our curriculum.

EXTRA-CURRICULAR ACTIVITIES

For a small-sized school, St. Joseph's offers a considerably wide range of extra-curricular activities, aimed at providing the most diverse range of learning opportunities to students possible.

Inter-School Sport

St. Joseph's is a member of the South-Central Catholic Sports Association and the Victorian Primary Schools Sports Association. Students in Years Five and Six participate in the following sports:

- district cross country
- netball
- swimming
- athletics
- soccer
- football
- rugby
- Lightning premiership events in soccer, netball and football
- weekly interschool sport

Our affiliation with the Victorian Primary Schools Sports Association means that children are given the opportunity to represent their state in national competitions.

Swimming & Water Safety

Each year, students from Prep to Grade Four participate in a 'Learn to Swim' 10 day program. Year Five and Six students participate in a water safety program, which is five days in length.

Throughout the year students in Years 5 and 6 participate in Inter-School District Sports activities as a member of the South-Central Catholic Schools Sports Association.

Instrumental Music

Private instrumental music lessons are available throughout the year for a range of instruments. Twice yearly concerts are presented to the community and all participants in the instrumental music program are included in this concert. Currently, we have over one third of our students involved in this impressive extra-curricular program.



Lunch Time Clubs

St. Joseph's offers opportunities for students to be involved in different lunch-time clubs throughout the year, to provide enrichment across the curriculum. These clubs include Quiet Club (each day), Open Library, Chess Club, Coding Club, Garden Club, Skipping Club and Junior/ Senior Choir. We also host before school tennis programs (three mornings per week) and after school netball.



School Camps

Students from Years 3-6 are given the opportunity to participate in an Outdoor Education program each year. These camps give the children the chance to develop their social skills and independence. Year Three and Four students attend overnight camps, whilst Year Five and Six students attend a two-night camp.

Student Wellbeing

At St. Joseph's we believe that social-emotional wellbeing is equally as important as academic success. In order to be successful adults, students need to develop a healthy sense of self and be able to develop and maintain healthy and positive relationships. We pride ourselves on the priority we give to Student Wellbeing and programs and processes we have in place. Our Student Wellbeing Coordinator is responsible for working with teachers, parents and external specialists in ensuring that all our students are supported. We are also fortunate to have a specialist teacher responsible for teaching the 'Personal and Social Capability' (Victorian Curriculum) across the school, in partnership with the classroom teachers.

EARLY INTERVENTION AND PROGRAM SUPPORT GROUP MEETINGS (PSGS)

The best kind of intervention is early intervention, and intervention that is within the classroom, by the classroom teacher. We work closely with specialists and external organisations to quickly assess student's needs and to develop programs to target student needs. Program Support Group Meetings (PSGs) are held each term for students with special physical, social/ emotional or educational needs. We work in partnership with parents and external specialists in setting goals and developing strategies to support students.

BUDDIES PROGRAM

Each Prep student is allocated a Year 6 buddy for the duration of their first year at school. A buddy is someone who new students can quickly recognise and befriend and who can offer peer support on the playground. Buddies also regularly visit the Prep classrooms to participate in structured activities. The Buddy system works on building a relationship between an older student and the Prep child based on trust, affirmation and acceptance.

The Buddy system encourages Prep students:

- To feel welcome
- To feel part of the community
- To become familiar with school rules, buildings and daily routines
- To have channels to act through when experiencing difficulties
- To develop skills through cross-age tutoring

Older students in return:

- Develop responsibility
- Develop sensitivity and tolerance
- Develop academic skills through cross-age tutoring

YEAR SIX LEADERS AND STUDENT REPRESENTATIVE COUNCIL (SRC)

Each year, our Year 6 students take on a leadership role in the school in order for them to develop responsibility and leadership skills. All Year Six students are elected to a captaincy in such areas as Sport, Environment and The Arts. In this way, all Year Six students are regarded as leaders and are provided with opportunities to develop leadership skills. Our Year 6 leaders undergo a Leadership Program at the beginning of each year, where they identify the qualities of a good leader and their own unique leadership qualities.

Elected representatives from all class groups form the Student Representative Council meet regularly to play an active role in school decision making, making the school a better place to learn in and to provide a fundraising body for the school community. Money raised by the student representative council is donated to a charity or cause.

SEASONS PROGRAM

Seasons is a peer support program for students who are experiencing grief and loss in their lives. This may be as a result of death, separation, divorce or relocation. The program provides an opportunity for students to express, acknowledge, normalise and integrate their grief in a safe environment with 3 or 4 peers. Trained teachers guide the process.

ST JOSEPH'S CARE GROUP

A Care Group exists to provide support to families in our school community in time of need. The Care Group, made up of parents, can organise assistance such as providing meals and assisting with school drop-offs and pick-ups when families face difficult times.

BEHAVIOUR MANAGEMENT AND RESTORATIVE PRACTICES

Through the use of restorative practices, children become aware of the impact of their behaviour on others through personal accountability and learn from conflict situations. The philosophy and practice of restorative justice is to restore relationships between the one who is harmed and the one who causes harm. It aims to promote resilience in the one harmed and the one causing harm and restore relationships which may have been damaged. Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others. These practices include using restorative language, circle time and holding restorative meetings.

Our work in behaviour management has also been enhanced by our school involvement in the Positive School-wide Behaviour Project. From our involvement in this project, the staff and students developed a simple, yet comprehensive, behaviour matrix which incorporates our STAR Values. These are:

Stay Safe

Try your best

Act responsibly

Respect yourself and others

At St. Joseph's we take a number of measures to promote a safe environment and to build positive relationships. To assist the children to grow and develop in these areas, the school works together with the co-operation of parents and the school community as a whole.

These include:

- Rights and responsibilities of members of our school community
School rules/ STAR Values
- Classroom rules and responsibilities
- Restorative practices
- Restorative meetings
- Circle time
- Procedures of how we respond to inappropriate behaviour

Rights and Responsibilities

All members of our school community have the following rights:

- To be safe and happy
- To be treated with respect
- To teach, work, learn and play to the best of their ability

Teachers have a responsibility to:

- Provide a safe, Christian and supportive environment for all students
- Treat students with respect and consideration
- Provide a differentiated curriculum that reaches all students
- Nurture positive relationships with students and their parents

- Value and support fellow staff members
- Facilitate restorative meetings and processes when appropriate

Students have a responsibility to:

- Show respect to all members of the school community, all teachers, other adults and each other
- Act honestly and be responsible for their own actions
- Care for one another through their actions or words
- Actively engage in the learning process
Play fairly
- Show respect for their own and other people's property
Restore relationships after harm is caused

Parents have a responsibility to:

- Provide a safe and supportive environment for their children
- Treat all children with respect and consideration
- Nurture positive relationships with staff
- Support and endorse the school behaviour management policy
- Support the school's learning and teaching philosophy
- Support the staff in implementing the behaviour management policy

Staff have a responsibility to:

- Be familiar with and use restorative language with children
- Hold circle time meetings at least once a fortnight with their class
- Use the restorative practices questions with both the victim and offender in restoring relationships; both in the classroom and on the playground

HARRASMENT OR BULLYING

Harassment or bullying is any verbal, physical, cyber, visual and sexual behaviour, which infringes on an individual's rights, threatening an individual's wellbeing, self-worth and dignity and therefore fails to respect others. Claims of harassment or bullying are a serious matter. Students can report any form of harassment to any staff member or the teacher on playground duty. If the complaint is considered serious, it will be referred to the Principal.

The St. Joseph's Behaviour Management Policy is available on our website

Partnerships with Parents

ISSUES OR CONCERNS

If parents have any concerns about their child's welfare or progress at any time, their first point of contact should be their child's teacher. Parents are asked to make an appointment to see their child's teacher and outline to that teacher what the appointment is about. Parents may make an appointment with the principal at any time to discuss a concern. We welcome open and honest dialogue with the families in our community.

PARENT/TEACHER INTERVIEWS

On a more formal level, the School conducts Parent/Teacher Interviews twice each year. These interviews are a vital means of communication between the parents and teachers, and we strongly urge all parents to attend, even if they have no specific concerns about their child's progress. Interviews are conducted early in first term and in the middle of the year.

SCHOOL PUBLICATIONS

The School Newsletter

Matters of a general nature related to the school are published in the newsletter, the link to which is emailed electronically to all families on Fridays. All newsletters and relevant information is also available on the school's website. The Parents and Friends Committee contribute to this newsletter on a weekly basis so as to keep our community up to date on social and fund raising activities.

Classroom Newsletters

At the commencement of each term the classroom teachers will send home information relating to the running of the classroom and happenings throughout the term.

Classroom Dojo

This in-school closed community, or intranet, is a way for teachers to share daily happenings with parents, and also to communicate a weekly bulletin with details of the 'week ahead'.

SCHOOL ASSEMBLIES

School assemblies are held weekly on Friday morning at 8.55am and all members of the school community are welcome to attend. Each fortnight a particular class is given the opportunity to present at assembly on what they have been learning in their classrooms, and on alternate fortnights we hold a music/hymn practise during assembly. STAR and Birthday Awards are presented each week.

PARENTAL INVOLVEMENT

The involvement of parents within the school community is both necessary and welcomed. Outlined below are some of the ways you can become involved in the life of the school community. You can let us know of ways you can assist the school.

Parents and Friends Association (P & F)

All parents are encouraged to join the Parents and Friends Association. There are many opportunities for social functions ranging from informal gatherings to major fund-raising activities.

An important feature of this association is the opportunity to become acquainted with one another and grow in friendship. Through the support of the Parents and Friends Association, the school enjoys amenities and resources that could not have otherwise been purchased. The parents also maintain the grounds and buildings at working bees, which are held throughout the year.

Parish Education Advisory Board (PEAB)

The role of the Education Board is to advise the Parish Priest and Principal in the best interests of the St. Joseph's Parish School Community and to assist and foster the growth and development of education within the Parish Community of Malvern. Members of the Board are appointed by the Principal in consultation with the Board.

The Education Board are also responsible for assisting in the preparation of the Annual Report to the School Community, which can be found on our school website at www.sjmalvern.catholic.edu.au.

Parent Helpers

We require parents to assist in the running of programs, especially in the junior area. The Literacy Leader will run a training program for parents wishing to be involved in the Literacy program. Parents also are involved on excursions and inter-school sport. On Fridays, the children have the opportunity to purchase lunch through an order system run by the Parents and Friends. Parents who wish to help with the lunches are placed on a roster. All helpers are required to have a Working with Children Check.

Enrolment Policy

PRINCIPLES

1. The Enrolment Policy is based on Catholic Education Melbourne's (CEM) Guidelines.
2. The Policy is endorsed by St Joseph's Primary Malvern Education Advisory Board.
3. Once a child is granted enrolment, this applies automatically to any further siblings.
4. Enrolment provides the right for a child to complete their primary education at the Parish Primary School but does not imply automatic acceptance at another Catholic Primary or Secondary School.
5. Children entering the school, other than in Prep, will be accepted depending upon the availability of places at that level.

PROCEDURES

1. Enrolments will be advertised through a variety of media (school newsletter, parish bulletin, local press, kindergartens etc).
2. Enrolment applications are always subject to the principles of this policy.
3. All families will be invited for an informal interview with the principal when offers are finalised.
4. Acceptance of offers for the following school year must be returned within 2 weeks of receipt.

5. Families not successful with enrolment will be sent a letter indicating this, and where relevant, an offer to be placed on a waiting list pending further enrolment vacancies will be offered.

PRIORITY OF ENROLMENT

1. Children with siblings in the school.
2. Catholic children who reside in St Joseph's Catholic Parish.
3. Catholic children who do not reside within St Joseph's Catholic Parish however belong to another neighbouring Catholic Parish Community.
4. Children from Churches of the Orthodox Tradition who reside in the St Joseph's Catholic Parish.
5. Children from Churches of the Orthodox Tradition who reside outside the St Joseph's Catholic Parish.
6. Other Christian children who reside in the St Joseph's Catholic Parish.
7. Other Christian children who reside in neighbouring parishes, outside of the St Joseph's Catholic Parish.
8. Non-Christian children who reside in the St Joseph's Catholic Parish.
9. Non-Christian children who reside outside the St Joseph's Catholic Parish.
10. The determining factor, when there are too many applicants of comparable priority, will be at the discretion of the Parish Priest and School Principal.

REQUIREMENTS

1. Children are eligible to start school in the year they turn five years of age by 30th April.
2. The following documentation must be provided: Birth Certificate, Baptismal Certificate, Immunisation Certificate and any medical or educational reports deemed appropriate.
3. At the time of accepting an enrolment, parents are asked to pay a non-refundable deposit of \$500, which will be deducted from the first year's school fees.

PREP INDUCTION PROGRAM

1. Teachers make contact with kindergartens and childcare centres to gather any information that will make the transition to school a smooth process for each child planning to attend St Joseph's Primary School.
2. Four orientation visits are offered to the incoming Prep children, which begins with a 'Teddy Bear's Picnic' in Term Three. The remaining orientation days are held during Term Four.
3. A Curriculum information session is provided for Prep parents in Term 4, where they will receive an information package with all relevant information regarding the life of the school.
4. Each Prep child is allocated a Year 6 'Buddy' and will meet them at the final orientation session.

PREP STUDENTS

Our Prep students have a 4-day week for the month of February. Parents will be asked to bring their child to school on one Wednesday in February to complete a Literacy and Numeracy Interview with their class teacher. Prep children will attend school on these days and times during February:

Monday *8:50 am – 3:30 pm*

Tuesday *8:50 am – 3:30 pm*

Wednesdays in February: No School for Preps

Thursday *8:50 am – 3:30 pm*

Friday *8:50 am – 3:30 pm*

School Fees

The current fees for students attending St. Joseph's Malvern include the following:

- **Family School Fee**, which covers the operational costs of the school and staffing
- **Family's capital Levy**, which covers Capital purchases, upgrading furniture and equipment, technology and IT subscriptions.
- **Each Child's Curriculum Levy**, which covers all educational resources, including stationery, excursions, swimming programs etc.

It is important to note that all stationery, excursion/ incursion, technology costs and school resources are included in our fee schedule.

Preparation for School

PREPARING YOUR PREP CHILD FOR SCHOOL

To facilitate a smooth transition to school, parents should spend some time preparing their child for school by using these simple steps as a guide:

1. Help them to learn and recognise their full name.
2. Teach them their birthday date.
3. Give them opportunities to eat an individually packed lunch and tidying up after they finish.
4. Encourage them to dress themselves; to tie and undo laces, do up and undo buttons and zips.
5. Make sure they know how to use the toilet independently.
6. Make sure that their clothing and all their possessions are fully named.
7. Help them to see school as a happy place where they have friends to play with, enjoyable things to do, and where there are friendly, caring adults to help them in times of need.

SCHOOL ENTRY IMMUNISATION CERTIFICATE

Parents enrolling their children at school are required by the Health Department to provide proof of immunisation against Diphtheria, Tetanus, Polio, Measles and Mumps. School Entry Immunisation Certificates (exemptions for medical or conscientious reasons are allowed for) are obtained from your local Council.

School Procedures

ASSEMBLIES

School Assembly is held on Friday at 8.55am in the hall. Awards are presented each week and birthdays celebrated. Each class takes it in turn to present an item at assembly. Parents are most welcome to attend.

ATTENDANCE

Attendance at school is compulsory for all children over the age of six years. If your child is unable to attend school, you are asked to ring the school as soon as is practical in the morning with details of your child's absence. If the school does not receive notification on the morning of the absence, then parents will be contacted as per State Legislation requirements.

BIRTHDAY PARTIES

Parents are most welcome to send a small treat to school on the child's birthday to share with classmates. Remember to provide enough for all the children in the class. Please note that as we are a 'Nut Free School', food brought to school cannot contain nuts or nut products.



CLASS PHOTOGRAPHS

Class photographs are taken annually. Parents are asked to order and pay for the photographs on the given day. There is no obligation to purchase. Students take home the prints when they are available.

EXCURSIONS/ INCURSIONS

Excursions and Incursions are a very important part of the children's school experience, and are planned as part of the termly topic. Parental permission is needed for children to take part and parents are often invited to accompany a class on an excursion. Children participate in incursions where outside people come into the school to present or perform. All students are expected to attend excursions and incursions (including the Intensive Swimming Program), as these are an integral part of the school curriculum.

HOMEWORK

Children in Prep - Year 2 are not required to carry out set homework, but parents are required to take responsibility in hearing their child read each night. Children in Years 3-6 will be given homework each week. Time spent on homework comprises of 15 minutes reading and a 20 minute homework task for Year 3-4 students, and 30 minutes homework and 20 minutes reading for Year 5-6 students.

Homework in Grades 3 to 6 consist of one page of English work, one page of Mathematics, a spelling focus and nightly reading.

Please note that we do not set homework that involves access to the internet/ screen time.

Parents are requested to make suitable arrangements for the child to do their homework, eg., ensure your child has a quiet room to complete tasks.

PROFESSIONAL LEARNING DAYS

Six days per year are allocated for school-based staff professional learning. On such days the school will be closed and parents will be given advance notice. On these days care will be provided by the After School Care program, provided there are sufficient numbers.

SUNSMART POLICY

It is the policy of St. Joseph's school that children be educated on Sunsmart Education. Therefore, children of this school must wear the official school hat in terms one and four. Children without a hat will need to sit in the designated shaded area. It is recommended that on hot days, children already have sunblock on before they arrive at school and we encourage students to wear sunglasses.

SUPERVISION

Children are supervised on the playground and in the classrooms from 8:30am and after school until 3:45pm. Children who are still here after 3:45pm are placed in the After School Care program and parents are required to pay for this care. We are legally not allowed to leave children unsupervised on the school grounds and we ask that students do not arrive at school before 8:30am. During lunchtime and playtime the children are supervised by the teachers at all times.

Allergy Aware School

St. Joseph's is a 'Nut Free School' as we have a number of children who have a nut allergy. Therefore we ask for students not to have products that contain nuts in their lunches. The teachers will work with all the children in the school to ensure they are aware of our requirements.

School Uniform

UNIFORM SHOP

The Uniform Shop is run by volunteer parents and is located in the main building. The entrance is up the small steps, next to the adventure playground. A uniform order form is available at the school office, the form is also available on the school's website.

SUMMER UNIFORM

Boys

- Blue Shorts
- Light Blue Shirt
- School Jumper
- Navy Socks
- Black Shoes
- School Hat

Girls

- School Dress
- School Jumper
- Navy Socks
- Black Shoes
- School Hat

WINTER UNIFORM

Boys

- Blue Long Sleeved Shirt
- Long/ Short Blue Trousers
- Navy Socks
- School Jumper
- School Rain Jacket
- Black Shoes

Girls

- Blue Checked Tunic or
- Long/ Short Blue Trousers
- Blue Long Sleeved Shirt
- Navy Blue Tights or Socks
- School Jumper
- Black Shoes

SPORTS UNIFORM

Boys

- Coloured Sports Polo Shirt
- Sports Shorts
- White Socks
- Runners
- School Tracksuit

Girls

- Coloured Sports Polo Shirt
- Sports Shorts
- White Socks
- Runners
- School Tracksuit

Out of School Hours Care

St. Joseph's 'after hour's program' is managed and run by Extend. The program is run by qualified staff and takes place in the Multi-Purpose Room from 7:00am until 8:30am before school and 3:30pm until 6:00pm each afternoon.

The Program

The After School Care program is designed to give children a variety of experiences where they can participate and develop skills through a range of activities. Children are able to participate in sport, art and craft, computers, cooking as well as other interest areas. Children are provided with afternoon tea. Indoor and outdoor leisure activities are conducted, and homework is supervised. Bookings may be made on a permanent or casual basis.

Emergency bookings may be made by telephone by ringing Extend. The program is registered under the Commonwealth Child Care Cash Rebate Scheme.

For further information visit www.extend.com.au

We look forward to welcoming you and your child to our school community and if you have any further questions please do not hesitate to contact us.

