School Policies and Procedures 2014
St Mary of the Angels’ Parish, Geelong
Phone: 5222 1977, Fax: 5229 0587
Web site: www.stmarysgeelong.com.au

St Robert’s is part of the Catholic Parish of St Mary of the Angels. As such, it offers a Christ centred education and is concerned about the growth of the children within the Christian tradition.

St Robert’s School considers each family to be an important part of a very special community. We at St Robert’s value any contributions parents may be able to make and invite you to take an active role in your child’s education by sharing any time, ideas or skills that may help in maintaining our school as the great school it is.

Mark Soldani  Fr Kevin Dillon
Principal          Parish Priest

REvised 2014
CONTENTS

PART 1  INTRODUCTION
1.1 HISTORY OF ST ROBERT’S SCHOOL NEWTOWN
1.2 ST ROBERT’S SCHOOL SHIELD AND MOTTO
1.3 ST ROBERT OF NEWMINSTER ABBOT
1.4 SCHOOL STAFF 2014
1.5 ST ROBERT’S SCHOOL PRAYER

PART 2  PHILOSOPHY
2.1 ST ROBERT’S SCHOOL MISSION AND VISION STATEMENTS
2.2 THE SOURCE AND SUBSTANCE OF RELIGIOUS EDUCATION
2.3 PARENTS AND THE CURRICULUM

PART 3  GENERAL INFORMATION AND SCHOOL ORGANISATION
3.0 SCHOOL ADVISORY BOARD
3.1 ENROLMENT PROCEDURES
3.2 SCHOOL HOURS
3.3 UNIFORM AND GROOMING
3.4 PUPIL HEALTH
3.5 PUPIL ABSENCES
3.6 COMMUNICATION BETWEEN HOME AND SCHOOL
3.7 CONTACT WITH SCHOOL
3.8 ASSESSMENT AND REPORTING TO PARENTS
3.9 LUNCH ORDER/ FAST FOOD POLICY
3.10 PARENTS AND FRIENDS ASSOCIATION
3.11 SCHOOL CLOSURE/STAFF DEVELOPMENT
3.12 EXCURSIONS/PERMISSION SLIP & MEDICAL AUTHORISATION
3.13 CUSTODY CHILDREN
3.14 ASSEMBLIES
3.15 LEADERSHIP
3.16 CRITICAL INCIDENT MANAGEMENT

PART 4  INFORMATION CONCERNING STUDENTS
4.1 PASTORAL CARE
4.2 STUDENT WELLBEING
4.3 DISCIPLINE
4.4 INTEGRATION
4.5 OUT OF SCHOOL CARE PROGRAM

PART 5  CURRICULUM
5.1 CLASSROOM ROUTINES AND EXPECTATIONS
5.2 HOMEWORK POLICY
5.3 BLOCK TEACHING
5.4 INTEGRATED APPROACH TO LEARNING AND TEACHING
5.5 CURRICULUM AREAS
5.6 TIME ALLOCATIONS ACROSS 8 KEY LEARNING AREAS
5.7 EVALUATION

PART 6  POLICIES
1. INTRODUCTION

1.1 HISTORY OF ST ROBERT’S SCHOOL  NEWTOWN.

The Early Days

During the 1940’s the first meetings were held, under the guidance of Fr W. O’Driscoll, to establish a primary school and Mass centre in the locality of Chilwell (as it was then known). During 1940-41 the land on which the school now stands was purchased through the good offices of Mr Pat O’Keefe.

The first annual report of the School Committee of 1944 reads:

We owe a debt of gratitude to the late Right Reverend Monsignor Robert Benson PP, to whose memory this school is dedicated, for his courage and foresight in purchasing this wonderful site. It behoves us to achieve the object of his intentions.

School Life

School first commenced on the Feast of Ss Peter & Paul, June 1942. The preparatory class, as well as Grades 1 and 2, made up one group under the supervision of the late Mrs Margaret Sylvester.

In 1943, the Sisters of Mercy came to St Robert’s for the first time and Sr Roberta Rainsford took charge, in the company of her assistant, Sr Bertha Leonard. The school catered for girls and boys from Preparatory Class to Grade 8. As time passed the school terminated at Grade 6 and pupils went to local Catholic secondary schools for Grade 7. At this early stage the boys left St Robert’s to attend the Christian Brothers’ College, St Joseph’s.

The Sisters of Mercy ended their association with the school in 1977, Sr Bernardette Briggs the last Mercy Sister to be Principal. Mrs Noelene Colwill accepted the appointment of the first Lay Principal. The association with the Sisters had lasted 34 years and the subsequent lay staff have built upon the firm foundation that the Sisters had established.

Building and Grounds

In 1942 the first part of the present school building was built, fronting Nicholas Street. This consisted of one classroom, entrance hall and cloak room. The latter was also used as a lunchroom as well as a storage place for church effects
during the week. At this time the school premises were used for Sunday Mass and other parish meetings. A second classroom was added in 1943 and the building, as it now stands, was completed in 1948.

In 1970 an additional classroom and staffroom were built, to the rear of the initial buildings. At this stage St Robert’s was a one-stream school, with a classroom for each grade level, from Preparatory to Grade 6. In 1977 the portable classroom was moved in and placed on the site where a shelter shed once stood.

The site was originally that of Donaghy’s rope works. In addition to Donaghy’s, the Newtown City Council and Stinton’s Nursery and Plant Farm, were instrumental in laying out the school grounds and gardens.

**Plant Development**

The modernization and refurbishment of the original building was completed in 1986. During 1992 the building was extended to provide two additional classrooms and expand the administrative and staff quarters. Part of this project included the rebuilding of the front fence and entry and some minor landscaping in the front garden. The School Authority worked closely with The Heritage Commission to ensure that the 1920’s landscape of the area was maintained and enhanced.

The Church building underwent extensive modernization in 1989.

In 2001 Architects were engaged to draw up a master plan for major capital works for the school. This master plan included the demolition of existing toilets, construction of new toilets, construction of additional classrooms, relocation of library and the upgrade and part construction of a new administrative area.

Capital Grant submissions were placed with both State and Government agencies through the Catholic Education Commission of Victoria. As anticipated a jointly funded project, incorporating a considerable Parish/School financial contribution and a grant allocation from the Catholic Education Office’s Supplementary Capital Fund, work commenced in November 2005 and was completed in September 2006. Works included five new classrooms and the refurbishment of existing classrooms including the addition of terrace areas to the classrooms along the eastern side of the school and the relocation and upgrade of the school administration area. In 2007 the relocation of the school library with an attached IT facility was established at the southern end of the school’s Mass Centre.

In 2008 the school oval was redeveloped with the installation of a new all weather synthetic playing surface. Junior and Senior Adventure play areas and the Sand play area were extended as part of this development.
In 2009 grounds were further developed to provide exclusive junior, middle and senior adventure playground areas and a new community center incorporating a school chapel, library, ICT room and Food/Science/Visual Arts area was completed in September 2010.

In 2013 the school again embarked on a final Capital works program creating additional learning spaces to cater for fourteen classes, a new staffroom and teacher’s workroom. As well as this, major improvement works to the children’s play and recreation areas were carried out. Work was completed late in term 3 2014.

1.2 ST ROBERT’S SCHOOL SHIELD AND MOTTO

The St Robert’s School Banner holds pride of place in the Sanctuary of the School Chapel. Its location reminds us that all who are members of the St Robert’s School Community are called to reflect upon the place of God in their lives.

The latin words “Sic Currite Ut Comprehendatis” that appear on our school shield translated into English mean “so run that you will obtain the prize (or honour).” The ‘prize’ being the knowledge that one has achieved the best and most honourable result in a manner in which Christ taught us. This message was given by St Paul when writing to the Corinthians (IICOR.) A further translation in the context of our school would be “striving to achieve the best and most honourable result within the context of our faith, Christ’s teachings and in being the best that we can be.”
1.3  ST ROBERT OF NEWMINSTER, ABBOT (FEAST DAY: JUNE 7)

St Robert was born in Gargrave, Yorkshire, England. He took his name from Newminster Abbey, where he and his monks lived until his death on June 7, 1159.

St Robert was parish priest at Gargrave, then became a Benedictine Monk at Whitby. He went to the Abbey of St Mary’s in York, where he revived the Benedictine Rule; and founded three other monasteries – at Pipewell (1143), Roche (1147) and Sawley (1148).

St Robert was known for his kindness, austerity and holiness. He was a great man of prayer, a spiritual writer and exorcist. He led a strict way of life and fasted from food and drink, especially during lent.

St Robert would give his meals to the poor and is reputed to have given a beggar not only food but also the plate, which was returned from seemingly out of nowhere one meal time.

St Robert was summoned to the continent by St Bernard of Clairvaux, to give an account of the Abbey. This visit might have been in 1147 or 1148, as St Robert also had an audience with the then Pope, Eugene 111.

St Robert often visited a holy hermit, St Godric; and on the night St Robert died, St Godric saw his soul ascending to Heaven like a ball of fire.
PRINCIPAL:  Mark Soldani
VICE PRINCIPAL/REC:  Annice Lappin

CLASS TEACHERS:
Foundation  Carolyn Colman
Foundation  Julie Prendergast
Grade 1  Bridgette Henderson/Jenny Coverdale
Grade 1  Yvonne Erwin
Grade 2  Lucas Oddo
Grade 2  Krissy Thompson
Grade 3  Kate Haas
Grade 3  Julie Snowdon
Grade 4  Mandy Amezdroz
Grade 4  Marie Monea
Grade 5  Sandra Presa
Grade 5  Nikki Fiesley
Grade 6  Paul Broekman
Grade 6  Debbie Boland

SPECIALIST & SUPPORT STAFF:
Reading Recovery  Louise Kluver
Physical Education  Louise Kluver (F-2)
Physical Education  Claire Lappin (3-6)
Library  Maria Kristiansen
Music  Theresa Lewis
Indonesian  Santi Sherry
ICT  Pam Niewman

AIDES & ASSISTANTS:
Teacher Aide  Phil Dodds
Teacher Aide  Sally Soldani
Teacher Aide  Joan Saltalamacia
Teacher Aide  Paulette Faulkener
Teacher Aide  Dianne Nolan
Teacher Aide  Katrina Fanning
Teacher Aide  Rhonda Sullivan
Teacher Aide  Jo Downie
Teacher Aide  Tania Durante

ADMINISTRATIVE STAFF:
Secretary  Nola Schwidlewsiki
Secretary  Robyn Gannon
Grounds  Gerd Schwidlewsiki
MARY, MOTHER OF JESUS,
FILL OUR HEARTS
WITH A LOVE OF GOD AND A GREATER LOVE
FOR EACH OTHER.
BRING TO OUR WORLD A LASTING PEACE,
BASED ON RESPECT
AND JUSTICE FOR ALL.
HELP ALL NATIONS TO FOLLOW THE WISHES
OF JESUS, THAT WE SHOULD LIVE IN LOVE AND
PEACE WITH EACH OTHER.
THROUGH CHRIST, OUR LORD.

AMEN
2. PHILOSOPHY

We the community of parents, staff and clergy at St Robert’s, believe that working together as a team can give our children a primary school preparation that will establish a strong foundation for lifelong development. As a team we recognize the need to provide a quality education that will give each child the means to acquire an understanding and appreciation of their own worth, their strengths and their ability to make an important contribution to society. We recognize the need to provide a “Success for All” environment.

We recognize the need for all to recognize ourselves as valued members of a society that comprises a variety of cultural, religious, social and ethnic groups all unique and different from our own.

The importance of a positive attitude and confidence in the learning process will encourage the acquisition of solid habits and attitudes leading to greater knowledge, responsible citizenship, good health and the maintenance of one’s physical, spiritual and emotional well being.

Every endeavour should be made too prepare each child for a world of rapid change and unforeseen demands. It is important to encourage an acceptance that a continuing education beyond primary years, through secondary and throughout their adult lives is a normal expectation.

Our commitment is therefore to work collectively as a team to ensure that solid foundations for continued development are formed throughout each child’s formative years at St Robert’s Catholic Primary School.
2.1 ST ROBERT’S PRIMARY SCHOOL VISION AND MISSION STATEMENTS

At St. Robert’s our VISION is......

EDUCATION for LIFE.

Following the example of Jesus, supported by Faith, encouraging our parents and caring for those in our community, we will endeavour to educate all for their future.....

Through....

As members of the Body of Christ, in partnership with parents, our Parish Priest and the community.
At St Robert’s our MISSION is ....

As a Catholic community and part of the Parish of St. Mary of the Angels we are called to be Christ centred in building community and providing dynamic learning through…

**THE PHYSICAL ENVIRONMENT**
- by encouraging flexible use of resources and space that caters for and drives a positive and stimulating learning program.
- by creating an environment that is supportive, safe and friendly and welcomes all members of our community.

**PASTORAL CARE**
- by providing a supportive environment where personal resilience skills are developed, positive self esteem is fostered and a sense of belonging to a community is an integral part of learning and well-being.

**THE CURRICULUM**
- by designing an innovative and integrated curriculum that reflects strong connections between knowledge, processes and skills.
- By offering developmental, challenging and progressive learning experiences, which promote achievement as an individual and as a member of a learning community.

**SOCIAL JUSTICE**
- by identifying opportunities for planning and teaching social justice, integrated within the key learning areas.
- By seeking justice in all relationships within the community – parents, staff, students
- By developing within students the skills to enable them to live and act justly

**WELCOME**
- by collaborating with the community to know, accept and include all students and their families, in their diversity, so that they will become positive and effective contributors in the school community.
- by recognizing, appreciating and treating with respect and dignity all who come together to form our school community.

**WORSHIP**
- by bringing to the children in our care, a sense of wonder and awe in the gentleness, creativity and love of our God.
- by gathering together as often as possible for prayer, and important liturgical celebrations.
- by being faithful to our Catholic heritage, traditions and values.
The network of relationships that exists between God, people, the Church and the world at large, provides Religious Education with its content, methods and directions.

Our Religious Education program is one which draws its strength and effectiveness from a spirit of co-operation amongst parents, priests, teachers, catechists and all others involved in the ministry of Religious Education.

Our classroom program is underpinned by the Text series for Religious Education, ‘To Know, Worship and Love,’ which is the main resource of Religious Education for young people in schools throughout the Archdiocese of Melbourne. Its use is part of the Church’s contribution and service to each person’s integrated education and development.

This series of texts is used most effectively:

- in social and learning contexts that feature commitment to the Gospel of Christ, fidelity to his teaching Church and an awareness of the depth and richness of her living tradition.
- in an environment that emphasises an awareness of, and a responsiveness to, the reality of each person’s life.
- and is maximised in contexts that are responsive to the signs of the times and in which the Church is concerned to meet the needs of people.

The principles that underlie the series are:

- Formation in faith is a life-long journey.

- The needs of students to change and develop over time. Therefore, there are a variety of approaches required. All three dimensions – Knowing (cognitive), Worshipping (faith) and Loving (life) – are evident throughout the learning and teaching process.

- The learning and teaching process becomes the vehicle through which catechesis occurs.

- Catechesis remains the primary goal of religious education. Catechesis leads young people into communion, into intimacy with the Blessed Trinity – God our Father, Jesus the Son of God and, the Holy Spirit.
• The context in which students find themselves influences their expression of faith. Thus teachers utilise strategies that respond to and respect the cultural diversity of students and their families at the local level.

• The family is the basic community of the Church. Therefore links between home and school are important, highlighted and encouraged.

It is through this learning and teaching program then, that we, at St. Robert’s Primary School, aim to help each child develop a conscious loving relationship with God our Father, in Jesus Christ and through the Holy Spirit.

We hope to achieve this aim through fostering in the child:

- an awareness of themselves as loved and gifted by God.
- an awareness of others in relationship to themselves and God.
- an awareness of the world where God shows His love.
- an awareness of the Faith Community, which for us is St. Mary’s Parish, how it lives, and what is its message.

---

**FOUR CATHOLIC FOUNDATIONS**

1. We believe in one God, Father, Son and Holy Spirit, who loves us.

2. We believe in one Redeemer, Jesus Christ, only Son of God, born of the Virgin Mary, who died and rose from the dead to save us.

3. We believe in the Catholic Church, the Body of Christ, where we are led in Service and worship, by the Pope and Bishops.

4. We believe that Jesus, Our Lord, calls us to repent and believe; that is, to Choose faith not doubt, love not hate, good not evil and eternal life in heaven not hell.

---

This is our faith.
We are proud to profess it in Christ Jesus, Our Lord.
2.3 PARENTS AND THE CURRICULUM

“As it is the parents who have given life to their children, on them lies the grave responsibility of educating their family. The task of imparting education belongs primarily to the family, but it requires the help of society as a whole.

By providing for friendly contacts between pupils of different characters and backgrounds, the school encourages mutual understanding and constitutes a centre in whose activity and growth families, teachers and the community should take part.” (From the Declaration of Christian Education in the Documents of Vatican 11.)

The curriculum is the primary concern of the Principal and teaching staff of the School. It is unreasonable to expect parents to undertake the specialised task of selection and/or evaluation of curriculum, however, at appropriate times, parents may be approached for reactions to new innovations in curriculum. At all times, parents have a voice through their representatives on the School Advisory Board on all matters of the running of the school. It is the policy of our school that parents are encouraged to be involved in the School Program through participation in elective type programs, classroom practices and helping with extra-curricular activities including sport and excursions. To enable parents to become more familiar with the curriculum, they are invited to ask questions or comment on curriculum issues and are encouraged to take part in information sessions and workshops organised through or by the School.
3. GENERAL INFORMATION AND SCHOOL ORGANISATION

3.0 SCHOOL ADVISORY BOARD

The St Robert’s School Advisory Board acts in an advisory capacity to the Parish Priest and to his appointee, the Principal. Although it is not a decision making body it does have a capacity to influence outcomes as it provides for consideration being given to popular opinion or concerns based on parent’s viewpoints.

Condensed minutes of each meeting will be made available to the school community following each meeting of the Board.

Meetings are scheduled to take place on two occasions each term. Notice of meetings will be published in the school newsletter in the weeks leading up to each meeting. Where possible, agendas for meetings will also be published before each meeting.

Parents are encouraged to make contact with their representatives to have views considered and if deemed appropriate brought to the attention of the Board. In each case representatives on the Board will inform parents of the best course of action, which may include advice as to a more desirable forum other than the School Advisory Board.

All members of The Advisory Board do their best to keep all members of the school community up to date with any developments regarding the day-to-day and future operations of the school.

Composition of the School Advisory Board:

- The Parish Priest
- School principal,
- Seven parent representatives,
- Two staff representatives
- One Parents and Friends representative
- Up to two nominees co-opted by the Parish Priest.
3.1 ENROLMENT PROCEDURES

- Expressions of interest are made to the school and parents are invited to collect an Application For Enrolment Form from the St Mary’s Parish Office at 150 Yarra Street Geelong. Parents are then asked to contact the school and arrange a meeting with the Principal to discuss relevant issues.
- Following discussions with the principal parents can then complete the Application to Enrol Form and lodge it at the school office on or before the close of applications date.
- On receipt of all forms, applications are processed and decisions regarding enrolments are made.
- Parents are notified of result.

PREREQUISITES FOR PROCESSING OF APPLICATIONS OF ENROLMENT

Before any application for enrolment can be processed it is a requirement that the following documentation be supplied to the school:

1. Copy of Birth Certificate
2. Copy of Baptism Certificate
3. Immunisation Certificate issued by Local Shire Office

3.2 SCHOOL HOURS

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 to 9:00</td>
<td>Teacher supervision of yard</td>
</tr>
<tr>
<td>8:55/9:00</td>
<td>Music/Bell children line up.</td>
</tr>
<tr>
<td>9:00 to 11:15</td>
<td>Class Session 1.</td>
</tr>
<tr>
<td>11:15 to 11:45</td>
<td>Recess.</td>
</tr>
<tr>
<td>11:40/11:15</td>
<td>Music/Bell children line up.</td>
</tr>
<tr>
<td>11:45 to 1:15</td>
<td>Class Session 2.</td>
</tr>
<tr>
<td>1:15 to 2:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:10/2:15</td>
<td>Music/Bell children line up.</td>
</tr>
<tr>
<td>2:15 to 3:30</td>
<td>Class Session 3.</td>
</tr>
<tr>
<td>3:30</td>
<td>School Concludes</td>
</tr>
<tr>
<td>3:30 to 3:45</td>
<td>Teacher supervision of gates</td>
</tr>
</tbody>
</table>

Staff members are NOT AVAILABLE for supervision before 8.30am or after 3.45pm as they have other duties to perform.

Parents will be notified of dismissal times regarding the last day of school terms.
3.3 UNIFORM AND GROOMING

Uniform is an important aspect of school life, among other advantages, the following appear relevant:

- Uniform stimulates a sense of pride and belonging in one’s school.
- Uniform adds to one’s personal dignity and grooming.
- Uniform assists orderliness in life’s habits and extends one’s sense of organization and application in work.
- Uniform makes a statement about one’s values and life style and suggests a commitment to such.

The uniform policy at St. Robert’s School is, therefore, based on very important principles and should be adhered to by all families associated with the school. The uniform regulations are as follows:

- Colours of school uniform are navy, red and white.
- Jeans and denim are not allowed.
- Track suits and runners are not to be worn except on days when physical education classes are conducted or otherwise advised.
- School jumper is navy blue crew neck.

The St Roberts School Policy on uniform was formulated by Parents & Friends Assoc. and is frequently reviewed and updated as the need arises. A considerable amount of effort has gone into the selection of our uniform with a great deal of care taken in providing practicality and flexibility. A uniform code is strictly maintained at St Roberts and children must present a note in the event that they are not wearing correct school uniform.

Most of the following items are available at our Uniform Shop which is operated by volunteers and is located at the school. Items with logos must be bought from the St Robert’s School uniform shop as they are not available elsewhere. If uniform items are bought at an alternative shop they must be the same style, colour and material finish as those provided at the St Roberts Uniform Shop. Items are not to have any other colour trims, stripes or logos on them.

All articles must be clearly marked with student’s name.

Black shoes are part of the summer and winter uniform for girls and boys. These shoes must be a polish able material such as leather or vinyl.
<table>
<thead>
<tr>
<th>GIRLS</th>
<th>SUMMER</th>
<th>BOYS</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Blue/White cotton check dress</td>
<td>with</td>
<td>Grey shorts</td>
</tr>
<tr>
<td></td>
<td>with red trim</td>
<td>Blue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Navy socks</td>
<td>socks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Navy school jumper</td>
<td>jumper</td>
<td>Navy school jumper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WINTER</th>
<th>School Kilt (compulsory for photos &amp; excursions)</th>
<th>Navy blue gabardine pants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Navy blue gabardine pants</td>
<td>Light Blue shirt</td>
</tr>
<tr>
<td></td>
<td>Navy socks or navy tights</td>
<td>(Light blue skivvy permitted)</td>
</tr>
<tr>
<td></td>
<td>School jumper</td>
<td>Navy socks</td>
</tr>
<tr>
<td></td>
<td>White blouse (White skivvy permitted)</td>
<td>Navy School jumper</td>
</tr>
</tbody>
</table>

**SCHOOL HATS TO BE WORN FROM THE 1ST WEEK IN SEPTEMBER**

**PHYSICAL EDUCATION GIRLS AND BOYS**

- Navy school polo shirt with logo and house stripe
- Navy blue shorts (no lycra or tightly fitted pants, no netball skirts)
- Plain navy blue track pants (no stripes or logos)
- School Rugby Jumper with logo
- Plain white socks covering ankles
- Runners

Physical Education (PE) uniform is only to be worn on specified PE days or as otherwise advised.

**GROOMING**

- Extremes in hairstyle are not permitted (eg rat’s tails, shaving, colouring and excessive use of hair gel)
- Long hair should be tied back while at school. Ribbons, clips etc should be plain school colours (navy, red or white).
- Students with pierced earrings are permitted to wear studs or small sleepers only. Other jewellery should not be worn to school.
- Nail polish must be removed prior to attending school.
Your child’s health is very important. If a child is sick, he/she should not attend school as it slows down recovery and prevents effective learning. In case of infectious disease, what follows is the official guide for your assistance on the most common diseases relating to school age children. Further information on other diseases and implications are available from the school.

“Contact” means child of school age or preschool age living in the same house as the patient, “patient” includes carriers and “school” includes any preschool centre, kindergarten, primary school or post primary school.

**INFECTIONIOUS DISEASES: EXCLUSION FROM SCHOOL**

<table>
<thead>
<tr>
<th>Disease</th>
<th>Patient shall be excluded from school-</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox</td>
<td>Until fully recovered. Note: Some remaining scabs are not an indication for continued exclusion.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Until at least two negative nose and throat swabs have been obtained at intervals of not less than 48 hours, the first swab taken not less than 24 hrs after cessation of antimicrobial therapy</td>
<td>If domiciliary to be excluded and released after investigation by Medical Health Officer</td>
</tr>
<tr>
<td>Viral Hepatitis</td>
<td>Until a medical certificate of recovery is produced or on subsidence of symptoms but Not before 7 days after onset of jaundice</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Excluded until treated</td>
<td></td>
</tr>
<tr>
<td>Impetigo (School Sores)</td>
<td>Until sores have fully healed. The child may be allowed to return provided that appropriate treatment is being applied and that sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>For at least 7 days from the appearance of the rash or a medical certificate of recovery is produced.</td>
<td>To be excluded for 12 days after last contact unless medical documentation of prior infection or immunisation is provided</td>
</tr>
</tbody>
</table>
Mumps       Until fully recovered.  Not excluded.

Pertussis (Whooping Cough) For 4 weeks or until a medical certificate of recovery is produced. Not excluded.

Poliomyelitis For at least 14 days from onset and also until a medical certificate of recovery is produced. Not excluded.

Ringworm Until appropriate treatment has commenced, supported when requested by a medical certificate. Not excluded.

Rubella (German Measles) Until fully recovered and at least 4 days from the onset of the rash. Not excluded.

Scabies Until appropriate treatment has commenced, supported when requested by a medical certificate. Not excluded.

Streptococcal Until a medical certificate of recovery is produced. Not excluded.

IMMUNISATION CERTIFICATES

- Details of Immunisation status must be supplied with Application for Enrolment.
- Failure to produce evidence of Immunisation in the correct form means that children must be excluded from school in the event of an outbreak of an Infectious Disease in which the child has no evidence of Immunisation.

*St Robert’s School is a Smoke Free Zone!*

“NO HAT NO PLAY” POLICY

Children are encouraged to wear the school hat in the playground particularly on sunny days during the summer terms (1 & 4). Children who do not have a hat on days when the sun poses a threat to their health are requested to stay in a designated shade area where they will be sheltered from the dangers of the sun. Parents are encouraged to ensure that children have their hats at school at all times during terms 1 & 4.
PICK UP AND DROP OFF POLICY

St Robert’s School is located between two rather narrow streets, Nicholas Street at the front of the school and Mervyn Street considered the rear entrance to the school. Both these streets present problems relating to parking and children crossing. Nicholas Street is serviced by a school crossing and it is essential that everybody comply with By-law Regulations when the crossing flags are displayed. The local By-laws officer and the crossing supervisors are quick to pounce on anyone not observing the regulations. Mervyn Street is an unsupervised street but again the By-laws officers are diligent in ensuring that motorists observe the road rules and park only in designated zones. No parent should park over driveways or in no standing areas. It is now policy of the school that no child will be permitted to cross Mervyn Street without adult supervision. Parents or carers are asked to park their vehicles, collect children from the gate and escort them to their cars when leaving school and escort children across the road to the gate when arriving at school. Teachers who observe vehicles parked on the school side of Mervyn Street may allow the children to move on unsupervised given that they do not have to cross the road.

It is suggested that, in an attempt to avoid congestion at the end of the school day and particularly on very wet days, parents or carers consider delaying pick up by 5 minutes. A teacher will remain on supervision until children are collected.

3.5 PUPIL ABSENCES

In case of sickness, keep your child at home and call the Doctor if necessary. Report absences the day the child is sick, before 9.30 am and send a note to the teacher when the child returns to school. If your child becomes ill at school, you will be contacted. It is important that the school has emergency contact numbers to ring if you cannot be reached. The school should be informed of changes to emergency contact numbers, home or work phone numbers immediately.
COMMUNICATION BETWEEN HOME AND SCHOOL

A GENERAL PRINCIPLE
St Robert’s has a policy which encourages and welcomes frequent and warm communication between all elements of the school community. Parents should not hesitate to contact any member of the professional staff whenever they perceive there is a need to do so.

INFORMATION SESSIONS
Formal Information sessions are held throughout the course of the year specific to particular needs. The first of these being early in term one at a time when both teacher and student have had sufficient time for orientation into a new year and a new set of routines, procedures and circumstance. This first meeting is a means to impart relevant information from both parties. For the teacher it provides the opportunity to inform parents of plans for class development, curriculum, class activities, routines, procedures, and teacher/student/parent expectations. For the parent it provides the opportunity for questioning and clarification of the same, i.e.: curriculum, class activities, routines, procedures and teacher/student/parent expectations. The parent/carer here too has the opportunity to arrange a time to discuss areas of concern regarding their child and associated strategies. At this point future meetings can be arranged if deemed necessary at a later mutually convenient time.

COMMUNICATION BETWEEN SCHOOL AND HOME
Open, regular and effective communication is an essential feature of St Robert’s which has a policy which encourages and welcomes frequent communication between all sectors of the school community. Teachers must not hesitate in contacting parents or carers should they perceive the need to do so.

CASUAL AND DAILY INTERACTION
This is a most valuable mode of communication. It works best where the school operates in a warm, welcoming, open and informal way. Some times of the day are better than others for this type of communication. Often this is when parents are in the school to drop off or pick up children. At other times, when parents are present in the school for specific purpose such as hearing reading, helping with art or sport, they may wish to come to the staff room for refreshments. Parents are welcome to do so and take advantage of casual and social contact with staff members.
SCHOOL NEWSLETTER

This is a regular feature of communication in school life. It is issued on a weekly basis and is given to the eldest child of each family in the school. The newsletter serves the entire school community and seeks to publicise all the activities and developments relevant to the school and also the parish, where this is appropriate and required. Advance notice of events, dates and needs is given in the newsletter as well as some reflective discussion on the liturgical, religious and educational emphasis of the time.

PHONE, INTERNET, E-MAIL AND MOBILE PHONE TEXT

When appropriate and urgent, parents may wish to communicate with the principal or staff by the phone. When a child is ill or hurt, the phone will be the normal and initial mode of communication as the child’s comfort and welfare may require swift action. The school can also be contacted via e-mail and the school will also make contact with parents when appropriate via an e-mail or text message.

SCHOOL OFFICE HOURS

The school office is attended by a school secretary on a full time basis. This is Monday to Friday 8:30 am to 4:30 pm. The administration is also assisted by several mothers who give their services freely to the Community. All administration staff are available to assist school clients in any way possible.

3.7 CONTACT WITH SCHOOL

SCHOOL VISITORS BOOK

The School encourages visitors to our school and asks that all visitors, parents, friends or the general community, report to the office to notify office staff of their visit and fill out and sign the Visitors Book. A visitors pass will be issued and should be returned to the office prior to departure.

SIGN IN/SIGN OUT REGISTER

On occasions children may need to be collected from school during school hours. Parents are asked to notify the school prior to the child being collected and advise as to who will be collecting the child. On arrival at the school, the person collecting should report to the office to complete the Sign In/Sign Out Register before moving to the classroom to collect the child. A brief detail of reason for collection should be noted. In the event that a child arrives at school
considerably later than normal, parents are asked to report to the office and complete Sign In /Sign Out Register and briefly outline reasons for late arrival. A Late Arrival notice will be issued for presentation to the class teacher.

3.8 ASSESSMENT AND REPORTING TO PARENT PROCEDURES

STUDENT REPORTS
At St Robert’s, school curriculum in all learning areas follows guidelines outlined for Victorian Schools in the Department of Education Australian Victorian Essential Learning Standards (AUSVELS). The school curriculum contains statements of intended learning outcomes which allow students to undertake programs, activities and experiences appropriate to their level. A further Learning Area of St Robert’s is, of course, Religious Education.

Student reports are completed and distributed on two occasions in every school year – a mid year report one week prior to the end of Term 2 and an end of year report one week prior to the end of the school year.

It is a general expectation that children do their best and we understand that children are more likely to reach their potential in a supportive environment that is both challenging and encouraging.

The purpose of the Report is to provide insight into a child’s progress in aspects of learning areas covered to date. It should be noted that a teacher bases assessment on attainment of aspects in outcomes covered at this point in time. With the exception of Preps, who are expected to attain understanding of all Level 1 concepts in a single year, all other classes have two years to work through the prescribed levels.

Definitive assessments indicating achievement levels in all areas are the basis of these reports.

PARENT/TEACHER INTERVIEWS
Parent/Teachers interviews are available following the distribution of mid-year and end of year reports. The focus of these interviews is on the progress of the child and concerns or queries can be addressed by both parents and teachers. Parents can ask the school to provide them with written information that indicates their child’s achievement in the subjects studied compared to the general trend of students from their child’s student peer group.
3.9 LUNCH ORDER/ FAST FOOD

The school does not allow ‘Fast Food’ lunches to be brought into the class. Children may be withdrawn from school over the lunch period but parents must report to the child’s class teacher to report the child’s withdrawal and then to the office to record details in the sign in sign out register.

3.10 ST ROBERT’S PARENTS AND FRIENDS ASSOCIATION

The Association is an important part of St Robert’s school community. Over the years the efforts of the Association have advantaged every child in the school. New parents, in fact all parents, are urged to be active in the Association and the functions organized by it at all times.

A vital form of communication is through the parents’ meetings which are held on a monthly basis or as otherwise required. The minutes of the meetings are displayed on the school notice board and details of upcoming events and other relative news are included in the weekly newsletter.

AIMS AND FUNCTIONS OF THE ASSOCIATION

1. To promote and support the Catholic Education of children in the school.
2. To assist the Principal in improving the school and its grounds, maintaining the school library and equipping the school rooms.
3. To raise funds for teaching aids, amenities and general improvements.
4. To provide a forum where members may discuss matters of interest to foster the school community.
5. To provide a social focus for parents and others interested in the school.
6. To report and to liaise with the School Advisory Board.
PARENTS FOR PARENTS

Parents for Parents has been operating within our school community for some time now offering support and friendship to families who might just be in need of a helping hand. There is nothing flash or fancy about the concept and the group’s method of operation is not complicated. Put simply Parents for Parents is coordinated by a group of mums, (dads aren’t excluded it just so happens that to this point no dads have actually taken on a coordinators role) who pretty much just try and keep a look out for families that may be in need of something at some particular time.

Ever had a sprained ankle or a broken leg that perhaps makes driving the gang to school a little difficult for a short time? The Parents for Parents may be able help out with transport, at least until you get used to driving with plaster.

A new baby is a very special time but they do tend to throw a spanner into the works as far as general routines go and the odd casserole or two during mums time in hospital to help dad out with the meals or when mum gets home with the new bundle of joy might just make life a little easier for everyone. A home baked cake or a slice for the kids play lunch can also make a difference in some small way.

We’ve all had kids so we all know nothing will stop the odd “bug” outbreak that has its own way of progressing through the family. Mums and dads aren’t immune and sometimes a little help looking after the kids after school can be just the tonic needed. It is here where the Parents for Parents group may be able arrange an after school pick up or “play-over” at a friends place.

By now you should have got the picture. As I said it’s nothing flashy it’s simply Parents helping each other out.

Everyone can be involved in the program. All you need to do is let one of our Parents for Parents coordinators know that you are willing to help out when and if needed.

From time to time a call for assistance might be brought to your attention through a notice in the school newsletter or you could be registered on a list volunteering to whip up one of your famous stews, casseroles, pasta dishes or cakes for a family who might be preoccupied dealing with any one of a number of things that spring from left field when one least expects it. I think you know were I am coming from.

The Parents for Parents Contacts are available from any of our class teachers so if you are aware of anyone that might benefit from a little gesture from the Parents for Parents let the teachers know and they will pass it on. Alternatively, contact one of the coordinators direct.

This is a wonderful group promoting an environment that is caring, welcoming and friendly and that’s what this community at St Robert’s is all about!
3.11 SCHOOL CLOSURE/STAFF DEVELOPMENT

Staff meetings are held after school once each week.

The school normally closes, with Catholic Education Office approval, on at least four days each year. This is to enable staff to keep abreast of current teaching practices and to implement them into school programs. Staff also participate in private study courses and other in-service programs.

Alternative care for children when the school is closed, for any reason, is a FAMILY RESPONSIBILITY.

3.12 EXCURSIONS PERMISSION SLIP AND MEDICAL AUTHORIZATION

Prior to any activity outside the school, these slips are sent home to be completed and returned.

NO CHILDREN WILL BE TAKEN FROM THE SCHOOL WITHOUT PARENTAL APPROVAL BEING HELD IN WRITING. It is a parent’s responsibility to ensure that consent is provided.

3.13 CUSTODY CHILDREN

It should be noted that parents have equal rights in respect of their children. These rights are the rights to joint custody, guardianship and access. The only way in which these joint rights can be altered is by an order of the Court. Unless a court order is in force, both parents are the guardians of the child and each has joint custody and access.

3.14 ASSEMBLIES

The Whole School assembles once every two weeks, on a Monday afternoon at 3.00pm. Awards are presented, student achievements acknowledged and a class presentation may be shared. Parents, if they have the time, are encouraged to attend.
3.15 LEADERSHIP PROGRAM

STAFF LEADERSHIP

Positions of Leadership provide for two very important aspects in the life of the school.

1. P.O.L’s foster and strengthen leadership in the school.
2. P.O.L’s provide a promotional framework for staff within the school.

The P.O.L’s positions are derived through the consultative processes that occur in the school and by the determination of the Principal. The roles for P.O.L positions are outlined and agreed to by the school’s Consultative Committee and ratified by the Principal.

The consultative processes determined the following P.O.L’s for St Robert’s School for 2014:

FIRST ASSISTANT/REC
LEARNING & TEACHING CO-ORDINATOR (x2) P.O.L 2
WELLBEING CO-ORDINATOR P.O.L 1
LITERACY EXPERT P.O.L 1
NUMERACY EXPERT P.O.L 1
SPORTS CO-ORDINATOR P.O.L 1

POSITIONS OF LEADERSHIP GUIDING PRINCIPLES

RELIGIOUS EDUCATION CO-ORDINATOR:

The ministry of the religious co-ordinator can be divided into three general areas: Formation, Curriculum, and Administration.” (Religious Education Guidelines pg 19)

“The religious education co-ordinator has particular responsibility for the religious nature of the school. This includes both those activities, planned and unplanned, which foster a Catholic environment, and those which contribute to the formal religious education program. The religious educator’s role is one of witness, leadership, guidance and service.” (Religious Education Guidelines Pg 20)
WELLBEING CO-ORDINATOR

The Wellbeing Co-ordinator operates within the context of the St Robert’s Student Wellbeing Policy.

The wellbeing and care of students, and staff are shared responsibilities between governments, local communities and school leadership groups.

Parish communities have a responsibility to establish programs that are designed to enable young people and their families to develop in faith and participate fully in Parish life and activities.

The School, in making appropriate educational provision for all students and staff seeks to meet the needs of each individual

Teachers at our school are supported in their efforts in working together to ensure all students have adequate opportunity and encouragement to participate fully in the educational, social, spiritual and faith life of the school and its community

(In addition to this the Wellbeing co-ordinator will be assisted by an independent Health and Safety Officer)

The Health and Safety Officer will vet and administer:

- The St Robert’s Occupational Rehabilitation Policy and Risk Management Program.
- The Health and Safety Policy and Provisions in the St Robert’s workplace
- The Workcover provisions under Victorian Government regulations
- The St Robert’s Counter Disaster Policy and Procedure – Emergency Management
- Overview the Excursion and Camp Policy and Procedures
- Matters of general safety and security within the School operations and plant
- Maintain the Master Log Book Essential Services Compliance Management Program

LITERACY EXPERT

The importance of maintaining a high standard of literacy enhancement at St Robert’s cannot be underestimated. The demands of modern society inspire all of us as teachers to strive to achieve higher standards in the literacy levels of our children.

Contrary to expectations that modern information technologies would lead to a reduced reliance on the printed word, the reality is that reading and writing are even more important although the form of texts is changing.
All children need to achieve success in early literacy at school to ensure positive consequences and outcomes for their subsequent educational progress, career and life opportunities.

**NUMERACY EXPERT**

Mathematics is an area of knowledge older than recorded history and has, through the ages, developed into a sophisticated complex body of knowledge.

It pervades all aspects of our lives, has applications in all human activities and provides a universal way of solving problems in many and diverse areas.

Competence in mathematics therefore enhances both an understanding of the world and the quality in which one can participate in society.

**LEARNING AND TEACHING CO-ORDINATOR**

The ever developing nature of curriculum highlights the necessity for the appointment of a clearly defined Learning & Teaching Leader Role. The gradual introduction of a National Curriculum (AUSvels) has further enhanced the need for effective co-ordination of the design and implementation of curriculum incorporating all Strands and the relative Domains and Dimensions.

The Learning & Teaching Leader is there to support teachers and parents in meeting the learning needs of all students. This can best be achieved through a well co-ordinated approach to establishing school based initiatives that will ensure continuity in curriculum delivery and provide comprehensive coverage in all key learning areas.

**SPORTS COORDINATOR**

The Curriculum at St Robert’s is planned carefully to ensure the development of the whole child, including intellectual, spiritual, physical, emotional and social dimensions. In line with Catholic Education policy our school strives to promote the development of a healthy lifestyle by providing a well organised and active environment in which all students can have an opportunity to participate in a wide range of sports and physical activity. Through sport children can develop a sense of fair play, self confidence and an ability to work with others as a team and as individuals through intra-school, inter-school and outside school events.

“Opportunities are provided for students to participate in a large range of sports at school, district, zone, state and national levels” (Faith in Your Child’s Future- Parent Handbook for Victorian Catholic Primary Schools 2009, pg.13)
STUDENT LEADERSHIP

THE “SENIOR SIX” PROGRAM

The student leadership program is designed to foster responsibility for our year five and six students. Teachers in charge of these classes are expected to co-ordinate the Leadership Program in consultation with the Principal. A senior hat that is distinctive to the school hat is presented to the senior children in anticipation of their acceptance of the school’s expectations of them as leaders in our school. The school has devised a Leadership Declaration that the children sign and agree to prior to the presentation of their hats.

It has become customary at the school to timetable a reward program at the conclusion of the school year. Planned activities are a token of thanks and appreciation for the assistance our senior children have given throughout the year. Students may, depending on the manner in which they have conducted themselves as school leaders throughout the course of the year, be excluded from some or all of the activities planned during reward week. These decisions follow a series of review meetings with the individual students by the class teacher in which certain aspects and possible consequences of their behaviour are discussed.

THE BUDDY SYSTEM

A buddy system operates at St Robert’s school that forms part of the leadership program. At the completion of each year, the Grade 6 children are matched up with a Foundation student who will be their special “buddy” for the new school year. It is the responsibility of the teachers from each of these levels to co-ordinate the manner in which they wish to conduct the program. An expectation is that the buddies would meet on at least two separate occasions per term for some sort of formal activity.

The fundamental philosophy of the buddy system is that the younger members of the school can seek guidance and support from our senior members. Hopefully they will build a strong and lasting relationship with each other over the course of the year.
The school needs to be prepared to meet emergency situations that may arise to threaten the well-being of the school community.
All classes should have on display in a clearly visible location a plan outlining evacuation directions for each classroom. Teachers should familiarize themselves with the details on this plan and be prepared to act in the appropriate manner should an emergency occur. To this end the school has arranged the following response as a procedure in face of threat to the school buildings.

A. When a threat is identified the Counter Disaster Co-ordinators will sound the alarm. The alarm signal shall consist of a distinctive high pitched horn or an extended sounding of the school bell.
B. On the sounding of the alarm the class teacher in charge of each group will calmly assemble the children, collect the class roll (class list), and escort the children to the pre-arranged exit for the group.
C. Once clear of the exit the teacher will lead the children to the designated assembly area as per plan and sit them down in two rows, the class roll will be taken marking students present or absent.
D. If a child is absent, the information shall immediately be conveyed to the Counter Disaster Co-ordinators (Principal & Deputy Principal) through the Evacuation Officers present.
E. This information will be immediately relayed to the senior emergency officer (police or fire officer), safe areas of the school will be searched by staff and unsafe areas searched by the emergency service personnel.
F. Once located, the child/ren will be returned to the class group/s to which he/she belongs or, if an injury has been sustained, referred to the appropriate agency.
G. Teachers will remain with their group until all children have been accounted for and released by the Principal for collection by parents.
H. If the threat passes prior to dismissal, the normal daily routine will resume.

TO ASSIST STAFF AND CHILDREN TO FOLLOW THESE REGULATIONS
A MAP OF THE SCHOOL AND THE ASSIGNED EXIT FOR EACH CLASS GROUP WILL BE CONSTANTLY DISPLAYED BY THE ROOM DOORWAY.
IN ADDITION A BRIEF STEP-BY-STEP INSTRUCTION IS APPENDED. THE ASSIGNED EXIT, PROCEDURE AND PRACTICE SHOULD BE MEMORISED BY STAFF AND STUDENTS ALIKE AND THE EXERCISE OF THIS PROCEDURE SHOULD BE SECOND NATURE TO ALL.
THE HEALTH AND SAFETY OFFICER WILL BE RESPONSIBLE FOR PERIODIC PRACTICES OF THE SCHOOL DISASTER PLAN AND WILL LIAISE WITH THE PRINCIPAL TO PUT SUCH PRACTICES INTO EFFECT. THE HEALTH AND SAFETY OFFICER WILL CONSTANTLY MONITOR AND EVALUATE THE EFFECTIVENESS OF THIS PLAN.

ROLES AND RESPONSIBILITIES:

COUNTER DISASTER CO-ORDINATORS.

The Principal and the Deputy Principal or any staff member who identifies a potential threat to the safety of the school community shall:

- Sound the alarm and call emergency services.
- Move to the CENTRAL LOCATION (C.L) of the complex and direct and supervise the evacuation.
- On completion of evacuation, search the building with the evacuation officers and ensure that all persons have left (Buildings in danger should be left to the emergency staff).
- Move to the exterior and receive reports from class group teachers.
- Act on any absences reported by class teachers.
- Supervise the collection of children by parents or a responsible adult.
- Liaise with the Police and other emergency personnel.

CLASS GROUP TEACHERS AND SPECIALIST TEACHERS

These personnel will act as follows after the sound of the alarm:

- Follow the procedure for evacuation as outlined for the occupants of the room (This is displayed near the door of the room).
- Moved towards the assigned exit and on to the school oval by the route indicated on the plan.
- Take the class roll checking for any absent children.
- Report absent children to the Counter Disaster Co-ordinator.
- Supervise and care for children in the group until parents arrive to collect them.
- Remain on duty until released from duty by the Principal and /or Deputy Principal.

UNATTACHED PARENTS WHO ARE IN ANY PART OF THE SCHOOL DURING EVACUATION PROCEDURES SHOULD BE DIRECTED TO THE CENTRAL LOCATION TO REPORT TO THE COUNTER DISASTER CO-ORDINATOR, WHO WILL, IN TURN, DIRECT SUCH PEOPLE TO CHECK PARTS OF THE BUILDING AFTER THE STAFF AND CHILDREN HAVE LEFT OR SEND THEM DIRECTLY TO THE SAFE ASSEMBLY AREA IN THE CENTRE OF THE OVAL.

EVACUATION OFFICERS
This group includes the school secretaries, teacher aides, unattached specialist staff and staff on time-release as well as any unattached parents on school campus at the time of an emergency.

In a counter disaster response this group will follow the procedure below:
Move carefully and quickly to the CENTRAL LOCATION.
Receive instructions from the Counter Disaster Co-ordinator of what area of the building they will check.

- Check the area designated, clear the building via the nearest safe exit.
- Escort children and any other party to the safety of the center of the oval.
- Ensure the children are united with their class group and check with the class teacher that they are now marked as present.
- Assist in reporting absent children to the Senior Emergency Officer or the Counter Disaster Co-ordinator.
- Remain on duty until released from duty by the Principal or Deputy Principal.

PROTRACTED CONTAINMENT PLAN

In the event of the need for protracted containment of staff and students the children will assemble in their established class setting. Teachers will remain calm and in control ensuring that all children are settled at all times throughout confinement. Given the assumption that there is no internal threat to the children’s safety and that power and the P.A. system is operational, staff will take directions from the principal or officer in charge via the P.A. system. At no time will the class teacher leave the group unsupervised. On the occasion of a need for the supervising teacher to leave the group he/she can only do so after a suitably qualified and appropriate person is organised and physically present with the group for the entire time of the supervising teacher’s absence.

At no time during the period of containment are students permitted to leave the school building. Children will be permitted to use the internal toilets located off the staffroom facility. Children needing to use the toilets must be accompanied by at least one other student or when possible an adult.

Support staff including aides, school officers and specialist teachers will report to their designated area to be used as a support for supervising teachers. These areas will be allocated at the beginning of each school year and clearly marked on the school’s protracted containment plan.

Class groups located in the Church building shall be moved when appropriate into the main school building. Once a situation for protracted containment is
identified teachers in charge of these groups will gather the children in an orderly manner, conduct a roll call to ensure all are present and determine the safest route to the main building. They will then forward off in an expedient but controlled and orderly manner. On arrival the teacher in charge will conduct a second roll call to ensure that all children are once again present. Once settled in the library all rules of containment will then be adhered to.

The period of containment will remain as long as the threat to the safety of the children exists. When deemed appropriate by the authority in charge a state of confinement will be lifted and teachers will take direction for the resumption of normal conditions from the authority in charge.

When a situation becomes obvious what do we do to inform outside sources of the situation?

Prior to the redeployment of office personnel and should it be deemed necessary a message via the telephone will be relayed to an appropriate authority as directed by the principal or the officer in charge. A mobile phone or the school’s portable phone should remain with the principal/officer in charge as a constant means of communication should it be necessary. A community service announcement through the local radio station may be used as a blanket measure in informing the parish community of the situation at hand. These numbers are located on the school’s protracted containment plan.

When a containment situation is deemed appropriate while the children are outside, the school bell/siren will sound as per Emergency Fire/Evacuation plan, repeated sounding of siren (three short blasts). On hearing this, the children will move to assemble at their class assembly lines. Teacher will respond immediately and move to said lines to collect children and proceed into the classrooms. Route taken shall be that indicated on the school’s evacuation plan.

A quick headcount of children should be undertaken prior to moving the children into the classroom. Teachers should remain calm at all times. On arrival into class teachers should immediately conduct a roll call to ensure that all students are present or accounted for and adhere to all conditions as set out in the school’s Emergency Procedure Handbook.

**OFF SITE EVACUATION ASSEMBLY AREA:**

In the event that assembly on the evacuation assembly area on the school site is inappropriate then a secondary off site assembly area is located across Mervyn Street in Claremont Park. Teachers will follow all normal procedures
as set out in the Emergency Procedure Handbook, however, will exit the school via the double gates at the Mervyn Street on the Church side of the school grounds. It will be the responsibility of the first teacher to arrive to unlock and open the gates. Teachers in charge of groups will supervise the children’s crossing of the road to ensure that safe passage across and to the designated assembly area is assured.

**BUSHFIRE PREPAREDNESS GUIDELINES**

The way schools in Victoria respond to bushfires were revised in 2009.

New fire danger ratings and warnings have been introduced in Victoria to provide clear direction on the safest options for preserving life.

Schools – and children’s services – identified as being at high fire risk will be closed on days declared by fire authorities to be Code Red.

Our school has not been identified as being at high fire risk – we will not be preemptively closed on a Code Red day.

While our school has not been identified as being at high fire risk, we do plan offsite activities – such as camps and field trips – during the fire season. If such activities are considered to be at risk from fire, they will be rescheduled or cancelled. This includes:

- Forecast Code Red fire danger weather warning or faced with the threat of bushfire.
- Forecast extreme or severe fire danger weather warning.


The school will notify parents and guardians directly of any changes to a planned offsite activity.

Offsite activities include any activity undertaken by staff and children away from their school. This can include:

- Camps
- Excursions
• Field trips
• Sporting activities
• Training or conferences for staff.

Our school is well positioned to respond to all emergencies – including an unpredicted breakout of a fire or a known fire unexpectedly changing course. When this occurs, our school’s emergency management plan will ensure that we respond to the threat in a timely and appropriate manner.

As part of preparing for the fire season, we have completed the Catholic Education Commission of Victoria’s (CECV) self-assessment of our emergency preparedness.
4. INFORMATION CONCERNING STUDENTS

4.1 PASTORAL CARE

Pastoral Care draws its inspiration from the life of Jesus Christ. In Jesus, we experience God as a caring shepherd who is faithful to the flock, who knows them and cares for them.

At St Robert’s, we receive and educate children with the same care and attention. We need to discover the nature of each individual child, their strengths and weaknesses, their joys and their fears and we endeavour to educate our children with respect and love. Therefore, it is the responsibility of all our teachers to provide a strong sense of well being, belonging and security where every child is given every opportunity to be affirmed in their dignity and worth and helped in growing to their full potential.

Pastoral care at St Robert’s has as its foundation-

1. That each child is special and individually loved for who they are.

2. That each child should acquire habits and attitudes associated with responsible citizenship

3. That the nature of pastoral care is the belief that each person is created in the image and likeness of God (Genesis 1:27), with the inherent dignity that this implies, and all are created as social beings, with the mutual rights, obligations and needs that this implies.

4. That the school affirms and gives expression to the belief that ‘the person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ’s teaching and the promotion of the human person is the goal of our school.’

5. That the school exercises its pastoral responsibilities under the leadership of the Principal. Parents exercise their responsibility by providing positive support and collaborative engagement with the school in support of student and school community wellbeing.

6. That respectful and cooperative school-family relationships provide an effective channel of pastoral care for students. The school and families share responsibility for developing and maintaining such relationships of trust, characterised by respect for the goodwill of the other and a willingness to engage collaboratively.
7. That student wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement, and where those experiencing difficulty or special need receive particular care and support.

8. That enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective pastoral care is therefore recognised as promoting the achievement of learning outcomes and thus contributing to the School Improvement Framework.

9. That effective whole-of-school approaches to pastoral care require age-appropriate behavioural education and skilling of students, and pastorally driven management of student behaviour through processes focused on both individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.

10. That effective school-community partnerships offer opportunities for networks of pastoral care for students. Appropriate local services and agencies may be identified, and links or partnerships developed, to support the needs of students and their families and to enhance the school’s own pastoral initiatives.

### 4.2 STUDENT WELLBEING

The Student Wellbeing Policy is designed to meet the needs of the students at St Robert’s School, Newtown.

The Student Wellbeing Officer is a Staff Member responsible for its implementation in conjunction with the School Principal.

**GUIDING PRINCIPLES:**

The wellbeing and care of students and young people are shared responsibilities between schools, governments and local communities.

Parish Communities have a responsibility to establish programs which are designed to enable young people and their families to develop in faith and participate fully in Parish and School Community activities.
The School, in making appropriate educational provision for all students, seeks to meet the general needs of children and young people as well as the needs of each individual.

The teachers at our School work together to ensure all students have adequate opportunity and encouragement to participate fully in the educational, social, spiritual and faith life of the school and its community.

Specific School Rules are communicated to the children at regular intervals. These rules are designed to make the child’s experience at our School a safe, happy and rewarding one.

ST ROBERT’S PRIMARY SCHOOL FIRST AID AND MEDICATION

Medication

Many students attending school need medications to control illnesses such as asthma, epilepsy, allergies, and behavioural conditions. Whilst it is preferable for medications to be administered at home, the school recognises that there will be times when a student’s continued attendance at school and access to learning is dependent on continuity of therapy. Occasionally it will be necessary that the school, as part of its duty of care, assist students to take their medication.

To ensure the safe administration of any medications at school, procedures have been developed at St. Robert’s Primary School. These procedures are in accordance with the school’s First Aid and Medications Policy.

4.3 DISCIPLINE

Discipline is a vital ingredient in the achievement of our goals, however, corporal punishment is expressly forbidden at our school. We endeavour to encourage self-discipline in the children by adopting a positive approach to discipline. A calm attitude providing support for the children in their attempts to adopt self-discipline is the policy of St Robert’s School, Newtown. At times, disciplinary measures will be used to encourage children to re-think their actions, but in all cases, such measures will endeavour to focus on a positive and supportive attitude.

Related Information:
St Robert’s School Rules and Discipline Policy 6.12
“God loves and works for each one of us – the poor, unlearned and unskilled, the disabled, the richly endowed, the strong, the quick-minded, those with ready capacities, consequently He is careful to take each one of us differently.”

(Guidelines for Religious Education – Senior Primary, Page 12, Para 4)

Our Policy on the integration of special needs children, is in line with the “Integration Handbook- Students with Disabilities in Catholic Regular Schools”, Catholic Education Office. Our policy involves measures to accommodate such areas as Curriculum adaptation and development; Social and academic stimulation; Access in a multi-levelled building/play area; Professional development of staff; Program monitoring and evaluation.

4.5 OUT OF SCHOOL HOURS CARE

We share access to both before and after school care on all days of the week. The St Robert’s/Chilwell program operates through Chilwell Primary School. Children from St Robert’s have a supervised walk (about 3 mins) from the program to St Robert’s each morning and from St Robert’s to the program each day at 3.20pm.

Before School Care

Hours: 7.30 – 8.45 am

After School Care

Hours: 3.30 – 6 pm

For further information and costs or to book students in for Out of School Care Phone 0417014973.
New enrolments are welcomed and a Registration Fee per family is required. For security and safety reasons Parents must sign their children in and out of the program daily. We realise this may be inconvenient but it is necessary and your co-operation will be appreciated.
The Council generally offers School Holiday Programs and Application Forms are available from the School Office.

5 CURRICULUM

The curriculum foci, key concepts and learning outcomes for each of the Key Learning Areas are currently drawn from the National Curriculum AUSvels. These standards describe what is essential for all students to achieve from Foundation to Year 12 in all Victorian Schools. The National Curriculum Standards provide the framework for planning curriculum by setting out standards for students to achieve in core areas. St Robert’s staff use the AUSvels standards to plan their teaching and learning programs, including assessment and reporting of student achievement and progress.

In addition to this and within the context of the strategy plan for catholic education St Robert’s School has formulated a School Improvement Plan that identifies Learning and Teaching, which incorporates strong curriculum content and pedagogy, as one of the five key spheres of schooling. The school has developed specific action plans to identify and support teaching and learning strategies that will develop an understanding of intended outcome across all AUSvels levels. The school reflects on this plan each year as a means of assessing the school’s effectiveness in attaining immediate and long term goals.

Teachers are encouraged to use a variety of resources and develop a range of learning and teaching strategies. They will provide appropriate activities relative to specific needs of individual students determined by each child’s position on the development continuum and relative to the desired outcomes.

Educational Principles of AUSvels:

- **Learning for All:** All students can learn given sufficient time and support.
- **Pursuit of Excellence:** Seeking to do one’s best.
- **Engagement and Effort:** If students work hard and make an effort they will achieve.
- **Respect and Evidence:** Seeking understanding and truth through structured inquiry and the application of evidence to test and question beliefs.
- **Openness of Mind:** Being willing to consider a range of different views and consider different ways finding a solution.

Rationale:

The way we view the process of learning drives how we teach. In order to meet the needs of students in our care we should cater for the diverse ways that people learn.
St. Robert’s Catholic Primary School Learning Charter

Belief Statements:

*Students learn best when:*

1. They are in a relaxed state of alertness, safe, valued, engaged and supported.

*In learning environments that reflect this principle the teacher:*
  - captures the students’ attention through relevant and purposeful activities.
  - promotes practical and hands on activities where students are encouraged to take risks.
  - creates a learning environment that is positive and stimulating.
  - is aware of the emotional state of each of their students.
  - provides adequate time and opportunity to complete set tasks.

2. The learning environment is stimulating and well organised.

*In learning environments that reflect this principle the teacher:*
  - is knowledgeable, thoroughly planned and organised.
  - has a clear understanding of what learning they want their students to achieve.
  - provides teaching situations that involve creative and critical thinking.
  - is enthusiastic in their delivery.

3. Working with challenging intellectual strategies that involve whole brain thinking.

*In learning environments that reflect this principle the teacher:*
  - plans opportunities for students to capture, sort and store information.
  - models effective metacognitive processes and provides purposeful feedback and time for reflection.
  - plans topics and tasks that are linked to higher level concepts and ideas.
  - provides explicit instruction in thinking strategies and ensures its use across the curriculum.

4. They are in a physical environment that promotes optimum learning.

*In learning environments that reflect this principle the teacher:*
  - ensures that students have access to a wide variety of resources.
  - promotes regular opportunities for hydration and healthy snacks.
  - creates a stimulating environment, catering for all students’ needs.
  - displays a variety of pieces of work to model students’ processes and achievements.
5. They are encouraged to think for themselves, take risks and are working at a developmentally appropriate level.

*In learning environments that reflect this principle the teacher:*
- designs tasks that cater for the varied abilities and needs of the students.
- encourages the students to think for themselves.
- promotes risk taking and allows students to approach tasks in various ways and come to understand that mistakes are an integral part of the learning process.

6. They have input and ownership of their learning.

*In learning environments that reflect this principle the teacher:*
- encourages children to recognise their own preferred learning styles.
- involves students in the planning process.
- recognises and caters for a diverse range of intelligences and learning styles.
- provides opportunity for individual choice.

7. They are provided with opportunities to interact co-operatively and collaboratively.

*In learning environments that reflect this principle the teacher:*
- ensures flexible, dynamic groupings to allow for a wide range of collaborative learning.
- allows students the opportunity to incorporate their own questions to guide their learning and develop understanding.
- provides the forum for students to become facilitators of their own and others’ learning.
- creates opportunities for the students to discuss, share and reflect throughout their learning.
- provides a structure and role definitions so the students are empowered to contribute in a positive way during collaborative group work.
5.1 CLASS ENVIRONMENT

At St Robert’s, we endeavour to make our classrooms happy, secure places where the children will feel comfortable to be themselves and to grow and develop to their full potential. We expect all children to participate fully in all set activities and to co-operate with teachers and with one another to ensure everyone has the opportunity to learn.

The class rules are simple and are based on respect for one another.

Each class has its routines, rules and expectations which have been generally formulated to ensure the well being of all class members. Children become familiar with these routines, rules and expectations very early in the year and in some cases are themselves instrumental in the adaptation of certain expectations particular to their individual class needs.

Related Information: St Robert’s School Rules and Discipline Policy 6.12

5.2 HOMEWORK

RATIONALE

Homework is a requirement of the curriculum that introduces, revises, reinforces or consolidates skills and knowledge taught or about to be taught in the classroom.

WE BELIEVE THAT:

Homework given should be appropriate to the level of ability.
Homework should become part of a home routine which will encourage time planning.
Homework will develop positive study skills for the future.
Children will be responsible and also accountable for their own homework

WE ENDEAVOUR:

To set homework tasks according to ability and communicated through the class designated format.
To set time limits according to grades as discussed at the beginning of the school year.
To give homework on a regular basis to develop effective study techniques for the future.
To regularly monitor that homework is completed to an acceptable standard.
5.3 BLOCK TEACHING

Block teaching is the method of teaching whereby instructional time is broken into specific time allocations which are strictly adhered to. At present, it has been decided that Literacy, Numeracy and Religious Education are allocated block times, Literacy receiving 2 hours per day, Numeracy 1 hour per day and Religious Education 30 minutes per day. R.E is supplemented by liturgy participation, celebration and preparation.

An uninterrupted Literacy Block operates each day. No interruptions are accepted during these hours and class related matters need to be directed through the office.

5.4 AN INTEGRATED APPROACH TO LEARNING AND TEACHING

Learning through an integrated studies approach is enhanced when students are actively engaged in meaningful and relative topics. Learners construct and produce knowledge by solving problems, conducting inquiry, engaging in reflection and building a repertoire of effective strategies. Integrated studies helps students to become life long learners and allows efficient coverage and delivery of curriculum in terms of expertise, resources and time.

Forward planning of topics and foci (themes) allows comprehensive coverage of the Curriculum and Standards Framework levels and serves to ensure continuity from Prep to Grade 6.

Integrated studies at St Robert’s incorporates the areas of: Civics and Citizenship, Health, Science, Technology, Geography, History, Humanities, Economics and the Arts. The Forward Planner which outlines years, weeks, subjects, whole school and area topics and special events is reviewed at the completion of each year.

At St Robert’s level teams – Junior, Middle and Senior plan integrated units using a planning proforma which is common across the school. Assessment tasks appropriate to each unit are devised and an evaluation of each unit is undertaken upon its completion.
ENGLISH – KEY LEARNING STATEMENT

Rationale:

Language is the basis of communication. Therefore, we will endeavour to immerse children in a wide variety of experiences which will enhance all areas of language development.

Teachers will take advantage of opportunities to further develop their understanding of this curriculum area.

Parents are the first educators of their children. Therefore, every effort will be made to respect languages other than English when teaching the English curriculum. Through the home reading program, we will endeavour to involve parents in each child’s language development.

We will endeavour to run regular Parents Information Nights, which will aim to help parents to understand different reading strategies, as well as to encourage and develop written and oral language skills which can be developed in the home environment.

The curriculum focus, key concepts and learning outcomes for this area of the curriculum are taken from the St Robert’s Curriculum. Teachers will use a variety of resources to develop a range of teaching and learning strategies. We will endeavour to provide appropriate activities aimed at students’ individual needs.

We will cater for individual differences in the English program by providing access to a wider variety of literature, individualised spelling programs and small groups in an effort to develop confidence and competence.

Teachers are expected to plan the English Program in detail, meet regularly and plan collaboratively. A detailed record of work in this area will be kept by all teachers and monitored regularly by the Principal.

Since we acknowledge that all children are at different levels of development, we recognise the need for assessment. Reporting to parents in a manner in accordance with current School Policy is an integral part of the child’s development in this area.
LIBRARY

The primary roles of St Robert’s School Library are to function as:

(a) a resource centre
(b) a learning/teaching centre
(c) As a resource centre, we have a comprehensive collection of resources including Picture Story Books, Junior/Senior Fiction, Non-Fiction, Pictures, Charts, Teachers Resources and a growing collection of books for Parents. Our Library is fully computerised.

As a learning centre, our library provides materials, which will enrich and support our curriculum. Each class is presently timetabled for 45 minutes weekly, where basic library skills and information retrieval skills are taught in relation to classroom programs, where applicable. We endeavour to instil in our children a love of reading and an appreciation of good literature and the library collection forms the basis of our Middle and Senior Reading programs.

Children are encouraged to borrow/return during the timetabled lessons on a specific day each week, but other times are made available also. Prep – Grade 4 children are allowed to borrow two books for a two week period. If a specific need arises, (e.g., a Project) books may be renewed. Grade 5 & 6 may borrow 4 books at any given time. While books are issued for a two week loan period, they may be changed as frequently as daily if the student so desires. A replacement fee will be charged for books lost or damaged. The library is there for our school community, so parents are welcome to browse and borrow too.
MATHEMATICS – KEY LEARNING STATEMENT

Rationale

At St Robert’s School, we lead each child to an understanding of Maths, encouraging them to reach their full potential with confidence in a nurturing environment.

Our curriculum aims to foster a well balanced development in the academic area of Mathematics, so we will conduct information sessions which will inform parents about current mathematical methods. We expect parents to use the knowledge gained to support the mathematical program at our school.

The curriculum focus, key concepts and learning and teaching for this area of the curriculum are based on the National Curriculum Learning Standards (AUSvels).

In addition to the St Robert’s Curriculum, teachers will use a variety of resources to develop a range of teaching and learning strategies. We will endeavour to provide appropriate activities aimed at student’s individual needs.

Our school offers experiences which allow children to participate, encouraging and valuing the individual’s contributions within the group and by the whole group. We lead each child to an understanding and acceptance of his/her individuality by extensions or personal help. We challenge the students by providing experiences in co-operative learning and materials where the children will learn by looking at Maths concepts and adapt them to the world around us.

The teachers will implement the total curriculum accepting that check-lists and/or tests and other assessment methods must be used to establish the childrens’ growth points, thus influencing the tasks we need to set for the children. Reporting to parents in a manner in accordance with current school policy is an integral part of the child’s development in this area.

We acknowledge and encourage the family participation by providing home learning experiences which will encourage parental participation in the Mathematics program.
HEALTH AND PHYSICAL EDUCATION – KEY LEARNING STATEMENT

Rationale

The curriculum focus, key concepts and learning outcomes for this area of the curriculum are taken from the St Robert’s Curriculum which is based on the National Curriculum Learning Standards (AUSvels). In addition to this, the teacher will use a variety of resources to develop a range of teaching and learning strategies.

We encourage parents to share their knowledge and to provide their children with Health and Physical Educational activities at home. We encourage and provide the opportunity for parents to assist the teachers in implementing programs, such as swimming, water safety, P.M.P, etc.

We will provide co-operative learning opportunities where the children participate in Health and Physical Education activities and we will encourage and assist each child in developing their skills, gifts and talents to their full potential.

We will develop in the children a sense of belonging and pride in their school by attending Inter and Intra School sporting competitions.

We accept that checklists, tests and other assessment methods must be used to establish children’s abilities, thus influencing the tasks we need to set for the children.

Reporting to parents in a manner in accordance with current School Policy is acknowledged as being important to the child’s health and physical well being.

Teachers are expected to keep abreast of curriculum trends and developments and are given the opportunity to attend professional development activities and appropriate in-services.

A detailed program will be kept by all teachers and monitored regularly by the Principal.

As Catholic Educators, we will ensure that the Health and Physical Education programs reflect the teachings of Christ, His message and the traditions of the Catholic Church.
HUMANITIES (GEOGRAPHY, HISTORY, ECONOMICS, CIVICS AND CITIZENSHIP)- KEY LEARNING STATEMENT

Rationale

At St Robert’s School we encourage children to explore the world around them through our class programs. We encourage our children to explore and develop their understanding of concepts by investigating, researching, observing, discussing, playing, listening, locating information, exploring and comparing.

Teachers are guided by our St Robert’s School Curriculum based on the National Curriculum Learning Standards (AUSvels). By using a variety of resources to develop a range of teaching and learning strategies, the curriculum areas will be taught in a meaningful way based on relevant shared experiences aimed at students’ individual needs, both within our families and at school. Such resources will be used to complement the St Robert’s curriculum, including computer technology and electronic media.

By developing a range of teaching and learning strategies, we will endeavour to provide appropriate activities aimed at the individual and collective needs of our students. Our learning and teaching activities will reflect the teachings of Christ, His message and the traditions of the Catholic Church.

Parents will be encouraged to participate through the sharing of their experiences which are relevant to the topic.

Teachers keep a detailed record of work covered in this area and this is monitored regularly by the Principal.

Teachers are given the opportunity to make informed decisions regarding the teaching of this subject matter through appropriate professional developmental activities.

We accept that checklists, tests and other assessment methods must be used to establish children’s abilities, thus influencing the tasks we need to set for the children. The significance of reporting to parents is acknowledged and is carried out in accordance with the current School Policy.
THE ARTS – KEY LEARNING STATEMENT

Rationale

Through our Arts program we lead each child to an understanding that they are special and we aim to develop their gifts and talents to their full potential. We work towards developing positive self-esteem, assisting the children in becoming confident members of the school community.

We offer experiences which encourage children to participate fully in the Arts and develop their sense of belonging.

We will achieve this by implementing programs which cover the areas of DANCE, MUSIC, DRAMA, MEDIA and VISUAL ARTS.

We will endeavour to provide opportunities for the child to develop ideas, explore their feelings, strengthen their values, improve their skills and reinforce the cultural beliefs of the wider community.

When planning our curriculum, we will provide assessment methods which allow scope to cater for the individuality of each child.

We, as educators, will take the opportunities provided to further our professional development in these areas, informing the parents to ensure their understanding of these trends and developments.
SCIENCE (PHYSICS, CHEMISTRY and BIOLOGY) - KEY LEARNING STATEMENT

The study of science within the St Robert’s Science program is designed to build students’ understanding of how science has impacted on the way the science is used throughout the society in which they live.

Science at St Robert’s involves students learning the processes of science through the ways they undertake and reflect on their own investigations and those of others.

Students explore and investigate the way science affects the society in which they live. Students’ own experience of science assists them to develop an understanding of these interactions.

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

Through their investigations, children will gain insight into science as a human activity and the relationship between science, technology and society both now and in the future. They will be encouraged to explore how science is used in multiple contexts throughout their lives in their immediate environment and in the world they live in.

Parents will be encouraged to participate through the sharing of their experiences which are relevant to the topic.

Teachers keep a detailed record of work covered in this area and this is monitored regularly by the Principal.

Teachers are given the opportunity to make informed decisions regarding the teaching of this subject matter through appropriate professional developmental activities.

We accept that checklists, tests and other assessment methods must be used to establish children’s abilities, thus influencing the tasks we need to set for the children. The significance of reporting to parents is acknowledged and is carried out in accordance with the current School Policy.
INFORMATION AND COMMUNICATIONS TECHNOLOGY – KEY LEARNING STATEMENT

Rationale:

At St Robert’s, we encourage our children to explore the world around them through our technology program. We will provide co-operative learning opportunities where the children will investigate, design, produce and evaluate technology through the three strands of:
*Information
*Materials
*Systems

By developing a range of teaching and learning strategies, we will endeavour to provide appropriate strategies aimed at the individual and collective needs of our students.

Activities will be provided so the child is challenged to make decisions and improvements in the knowledge that all ideas are accepted as a means to solving a problem. This will lead to growth in self-esteem and risk-taking.

Teachers are given the opportunity to make informed decisions regarding the use of the available Technology through appropriate professional development activities.

We accept that checklists, tests and other assessment methods must be used to establish children’s abilities, thus influencing the tasks we need to set for the children and that reporting to parents will be carried out in accordance with current School Policy.

LANGUAGES OTHER THAN ENGLISH – KEY LEARNING STATEMENT

Rationale:

The L.O.T.E studied at St Robert’s from Foundation to Year 6, is Indonesian.

Parents are encouraged to recognise the importance and advantage of experiences associated with a language other than English.

Parents do this by talking, questioning, taking an interest in and encouraging their child to share their experiences in Indonesian.
We give the children an understanding of the importance of other cultures and respect for individual differences. The children will build confidence in listening, speaking, reading and writing in Indonesian.

Parents and Parish are welcomed to attend and participate in Indonesian activity days, excursions and class activities. We invite parents to contribute by sharing their cultural experiences, skills and resources. Despite families’ cultural religious background, children will participate in activities that portray the teaching of Christ, His message and traditions of the Catholic Church.

We accept that checklists, tests and other assessment methods must be used to establish children’s abilities, thus influencing the tasks we will need to set for the children.

---

**5.6 TIME ALLOCATION ACROSS KEY LEARNING AREAS**

Proportion of time allocation across the 8 key learning areas:

<table>
<thead>
<tr>
<th>Middle/Senior School Grades 3 to 6</th>
<th>Junior School Grades Prep to 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: 8 hours min.</td>
<td>English: 10 hours min.</td>
</tr>
<tr>
<td>Maths: 5 hours min.</td>
<td>Maths: 5 hours min.</td>
</tr>
<tr>
<td>Health &amp; PE: 3 hours min.</td>
<td>Health &amp; PE: 3 hours min.</td>
</tr>
<tr>
<td>Arts: 2 hours min.</td>
<td>Arts: 2 hours min.</td>
</tr>
<tr>
<td>Indonesian: 45 mins</td>
<td>Indonesian: 45 mins</td>
</tr>
<tr>
<td>Science: 1 hour min.</td>
<td>Science, Humanities, Social Sciences: 1.5 hours min.</td>
</tr>
<tr>
<td>Humanities/Social Sciences: 1hr min.</td>
<td></td>
</tr>
<tr>
<td>ICT: 1 hour min.</td>
<td>ICT: 1 hour min.</td>
</tr>
<tr>
<td>R.E.: 2 hours min</td>
<td>R.E.: 2 hours min</td>
</tr>
</tbody>
</table>

(Please note these are min time allocations averaged over 40 weeks)
We believe, that for evaluation purposes at St Robert’s School, the following strategies are utilised:

I) Folders containing samples of children’s work are used to indicate the child’s development in language.

II) Individual check-lists will be completed by teachers and Information from them used to formulate an ongoing profile.

III) Regular consultation will occur between staff members, staff and parents, and between staff, parents and children.

IV) National Assessment Program- Literacy and Numeracy (NAPLAN) assessments for years 3 and 5 will provide information for students, teachers and parents about student achievement.

V) Regular school based assessment tasks will be take place to assist teachers to identify students’ strengths and weaknesses

VI) Whole school “Assessment Weeks” will be timetabled (two times per year) across all classes to ensure that the identification of strengths and weaknesses of all students is maintained and assist in the planning for individual and group learning and teaching strategies.
6. ST. ROBERT’S SCHOOL POLICIES

6.1 ST ROBERT’S PRIMARY SCHOOL
ENROLMENT POLICY

This document should be read in conjunction with the C.E.O Policy 2.4 “Enrolment Policy Statement of the Archdiocese of Melbourne.”

- Expressions of interest are made to the school and parents are invited to collect an Application For Enrolment Form from the St Mary’s Parish Office at 150 Yarra Street Geelong. Parents are then asked to contact the school and arrange a meeting with the Principal to discuss relevant issues.
- Following discussions with the principal parents can then complete the Application to Enrol Form and lodge it at the school office on or before the close of applications date.
- On receipt of all forms, applications are processed and decisions regarding enrolments are made.
- Parents are notified of result.

PREREQUISITES FOR PROCESSING OF APPLICATIONS OF ENROLMENT

Before any application for enrolment can be processed it is a requirement that the following documentation be supplied to the school:

- Copy of Birth Certificate
- Copy of Baptism Certificate
- Immunisation Certificate issued by Local Shire Office

Acceptance of applications for Enrolment at St Robert’s Primary School shall be considered according to the following priority of criteria:

- Siblings of children already enrolled at the school.
- Catholic children from families who live within St Mary’s Parish Newtown Parish Precinct
- Catholic children from families who live within St Mary’s Parish boundaries.
- Catholic children who live outside the Parish boundaries but whose parents have a good reason for seeking enrolment in the school.
- New children of non-catholic families provided they do not disadvantage others by increasing class sizes too far and do not take the total non-catholic enrolment in the school beyond the limit of about 7%.
- The Parish Priest had the right to admit any child for enrolment that he deems appropriate.
No catholic parishioner will be refused a catholic education in the Parish due to lack of financial resources.

6.2 ST ROBERT’S PRIMARY SCHOOL
LEARNING AND TEACHING POLICY

St. Robert’s Catholic Primary School Learning Charter

Belief Statements:

_Students learn best when:_

1. They are in a relaxed state of alertness, safe, valued, engaged and supported.

_In learning environments that reflect this principle the teacher:_
- captures the students’ attention through relevant and purposeful activities.
- promotes practical and hands on activities where students are encouraged to take risks.
- creates a learning environment that is positive and stimulating.
- is aware of the emotional state of each of their students.
- provides adequate time and opportunity to complete set tasks.

2. The learning environment is stimulating and well organised.

_In learning environments that reflect this principle the teacher:_
- is knowledgeable, thoroughly planned and organised.
- has a clear understanding of what learning they want their students to achieve.
- provides teaching situations that involve creative and critical thinking.
- is enthusiastic in their delivery.

3. Working with challenging intellectual strategies that involve whole brain thinking.

_In learning environments that reflect this principle the teacher:_
- plans opportunities for students to capture, sort and store information.
- models effective metacognitive processes and provides purposeful feedback and time for reflection.
- plans topics and tasks that are linked to higher level concepts and ideas.
- provides explicit instruction in thinking strategies and ensures its use across the curriculum.
4. They are in a physical environment that promotes optimum learning. 

*In learning environments that reflect this principle the teacher:*
- ensures that students have access to a wide variety of resources.
- promotes regular opportunities for hydration and healthy snacks.
- creates a stimulating environment, catering for all students’ needs.
- displays a variety of pieces of work to model students’ processes and achievements.

5. They are encouraged to think for themselves, take risks and are working at a developmentally appropriate level. 

*In learning environments that reflect this principle the teacher:*
- designs tasks that cater for the varied abilities and needs of the students.
- encourages the students to think for themselves.
- promotes risk taking and allows students to approach tasks in various ways and come to understand that mistakes are an integral part of the learning process.

6. They have input and ownership of their learning. 

*In learning environments that reflect this principle the teacher:*
- encourages children to recognise their own preferred learning styles.
- involves students in the planning process.
- recognises and caters for a diverse range of intelligences and learning styles.
- provides opportunity for individual choice.

7. They are provided with opportunities to interact co-operatively and collaboratively. 

*In learning environments that reflect this principle the teacher:*
- ensures flexible, dynamic groupings to allow for a wide range of collaborative learning.
- allows students the opportunity to incorporate their own questions to guide their learning and develop understanding.
- provides the forum for students to become facilitators of their own and others’ learning.
- creates opportunities for the students to discuss, share and reflect throughout their learning.
- provides a structure and role definitions so the students are empowered to contribute in a positive way during collaborative group work.

Reviewed: December 2009
Rationale:

Religious Education is fundamental to all aspects of learning and development at St Robert’s and therefore permeates all Key Learning Areas.

The Staff, our Priests, parents and children form a Community of faith and work together to bring this community a love of Jesus and a desire to live life in his way.

We believe that we do this by:

- Being a welcoming community
- Caring for each other
- Respecting each other’s differences
- Celebrating our faith together
- Recognising our strengths and weaknesses
- Valuing everyone
- Allowing our children to develop and learn to the best of their ability
- Building on children’s faith experience
- Supporting children and families as needed
- Reaching out to others in need, both locally and globally.

We will ensure that our planning, assessment and reporting to parents will be appropriate to the children’s needs and stages of development.

We will be available to discuss and share with parents, concepts covered during the course of the year.

As directed by our Archbishop we will use the ‘To Know, Worship and Love’ texts as our main teaching resource supported by the ‘Guidelines for Religious Education’. 
6.4 ST. ROBERT’S PRIMARY SCHOOL
SACRAMENTAL PROGRAM POLICY

Rationale:

Children will continue their growth in the church family, through the sacraments of Reconciliation, Eucharist and Confirmation.

We believe that:

- The Religious Education Program should be co-ordinated and sequential across the school.
- The Sacramental Program is fundamental to the development of the child’s Religious Education within the Parish School Community.
- Children’s knowledge and understanding of the Sacraments develop as they progress through the grades.
- The parents are the first faith educators of their children.
- The Parish, the school and families work in partnership in the preparation of the children for the Sacraments.

We will:

- Use the text for Religious Instruction Coming To Know, Worship and Love as a major resource for the Religious Education of children across all levels.
- Follow the Religious Education Guidelines set down by the Archdiocese of Melbourne.
- Teach the sacraments at the designated age levels according to Parish and Archdiocesan Policy.
- Provide many opportunities to experience the sacraments that have been taught in class.
- Encourage parents to participate in the lessons, topics, workshops and listen to guest speakers.
- Encourage members of the Parish to support staff and parents in passing on the faith of their children.
- Work with St Mary’s School, St Margaret’s School, Christ The King School and the Parish Sunday Group to plan & implement the celebration of sacraments across the entire Parish.
6.5 ST ROBERT’S SCHOOL NEWTOWN
STUDENT WELLBEING POLICY

Rationale:

St. Robert’s recognises that schools make a substantial contribution to the overall wellbeing of each child in their care. Research shows that a healthy environment, experiences, role modelling and learning opportunities during primary school years can impact significantly on the future wellbeing of children. Schools are crucial in promoting lifestyles and practices that develop positive health, self-esteem, resilience and self-confidence. The school has a broad focus and approach to wellbeing across all levels of the school community that is consistent with The CEOM ‘Student Wellbeing Strategy’.

The school has established some key portfolio areas including:

- Student Wellbeing Coordinators Strategy
- Social and Emotional Learning (SEL) Strategy
- Restorative Practices
- Drug Education
- Transition and Engagement
- Values Education

The School’s Wellbeing Policy is informed and compliant with the Federal Government’s National Safe Schools Framework, and Values for Australian Schools program, particularly with regard to:

- ‘…the right for all members of the school community to feel safe at school.
- ‘…promote care, respect and cooperation, and value diversity.’
- ‘…implement policies, programmes and processes to nurture a safe and supportive school environment.’
- ‘…provide opportunities for student learning through formal curriculum the knowledge, skills and dispositions needed for positive relationships.’
- ‘…focus on policies that are proactive, and oriented towards prevention and intervention.’

Policy Statement

In line with our ‘Vision and Mission’ statement, St. Robert’s Student Wellbeing policy has been developed to ensure our school community is safe, nurturing and inclusive, and addresses the overall wellbeing (emotional, social and physical,) of students.

This policy complements our school’s duty of care responsibility for health and safety of children.

It is to be implemented throughout the year, and is considered when planning all events, eg. assemblies, camps, excursions and sporting events.
Implementation

As part of general wellbeing, our school will encourage a range of physical wellbeing and safety strategies as detailed below:

Behaviour

- Healthy eating, including daily consumption of fresh fruit and vegetables.
- “No sharing of food” practices.
- Drinking plenty of plain water throughout the day.
- Engaging in safe, active, unstructured play
- Recognising that accidents are predictable and preventable.
- Participating in safe, structured physical activities.
- Safe walking and riding to school where appropriate, eg. use of helmets, reflective vests, pedestrian crossings
- Using ‘SunSmart’ strategies, including the wearing of hats and sunscreen, Sep. 1st – May 1st.
- Utilizing shady areas for outdoor activities from September to April.
- Accessing and storing individual asthma and anaphylaxis management plans and medication in a central location.
- Role modelling of healthy behaviours by adults in the school community.
- Adopting healthy fund-raising initiatives.
- Ensuring that our school uniform/sport uniform allows safe, ‘SunSmart’ physical activity and play.

Environment

- Providing a lunch order service that provides appropriate healthy choices.
- Allowing access to clean, drinking water.
- Ensuring our play spaces are safe and shaded, and provide for diverse play activities and experiences.
- Organising outdoor activities to be held in shady areas from September to May.
- Monitoring playground behaviours to promote safe, inclusive and friendly play.
- Providing a range of quality resources to support active, structured and unstructured play experiences.

Curriculum

This policy applies to all areas of the curriculum and supports VELS Health and Physical Education and Interpersonal Development domains.

- Ensuring Wellbeing and Health education and resources are available for all staff, children and families.
- Reinforcing and promoting wellbeing (emotional, social, physical) messages and behaviour to the whole school community through avenues such as: education and training, newsletters, parent meetings, staff meetings, school assemblies.
- Following Federally mandated time allocations for physical activity for children (2 hours per week, P – 6).
Implementing our federally mandated ‘School Based Drug Education Program’ on an annual basis.

*Wellbeing and health messages include information regarding safe and healthy practices, safe and healthy lifestyles and social/ emotional/ physical resilience.*

To support our Student Wellbeing policy, our school is also a member of the following programs:

- Asthma Friendly Schools
- Kids – ‘Go For Your Life’ program
- SunSmart Schools program

We also use support materials and resources from:

- ‘Go for Your Life’ Healthy Canteens Advisory Service
- Kidsafe
- Ride2School Program
- Traffic Safety Education Group
- Walk Safely to School Day
- Life Education Van

**Related Policies**

- Pastoral Care policy
- Sport policy
- Healthy Lifestyles policy
- First Aid and Medications policy
- Bullying policy
- Cyber safety policy

**Review**

This policy will be reviewed by the ‘Wellbeing Core Team’ every three years. They will:

1. Review the behaviour of children and make recommendations for improvement.
2. Assess the school environment and its capacity to support the wellbeing policy, and make recommendations for further support.
3. Update and promote curriculum material relevant to wellbeing and health activities.
St. Robert’s School places a high priority on creating an environment that supports and encourages all students to develop and maintain a healthy lifestyle, through positive, daily choices and practices in the areas of nutrition and physical activity.

**Rationale**
Evidence indicates that school-based programs focusing on healthy eating and physical activity should be comprehensive, integrated, and inclusive, and should operate at the curriculum, environment and community levels. Such programs are more likely to lead to positive advancements in the health of school children and adolescents, and impact on the reduction of childhood obesity and Type 2 diabetes.

**Aims**
- To promote the overall wellbeing of all students, and other members of the school community.
- To implement a’ Health & Physical Education’ curriculum that supports the development of positive habits and choices in the areas of nutrition and physical activity.
- To encourage healthy eating and drinking habits within the school and wider community.
- To develop knowledge and skills to support participation in physical activities that promote a healthy lifestyle, with associated health-related benefits.

**Whole-School Benefits**
- Positive eating and physical activity habits are associated with greater concentration, improved learning outcomes, and lifelong health and wellbeing.
- School communities can participate proactively in supporting the development of positive and healthy, lifestyle habits.
- All members of the school community can contribute to the creation of an environment that promotes healthy eating and physical activity.
- The school will support all community members, including staff, students, parents and volunteers, in efforts to implement this policy.

**Implementation**
- All students will be encouraged to drink water throughout the day, with continuous access to own water bottles and drinking taps, particularly during physical activity.
- A ‘water only’ policy will apply within class times.
- All classes will provide a daily ‘fruit and vegetable’ break at some point during morning classes.
- Children have access to healthy and attractive environments within which to eat snacks and lunch.
- Adult members of the school community are encouraged to model healthy eating habits.
- Professional development opportunities supporting positive health and physical activity programs are made available to all staff.
- Healthy eating and drinking choices are promoted, while confectionary, fried foods and high-sugar drinks are discouraged.
- Confectionary items will not be used as rewards in classes, or by administrative staff.
- The school’s lunch order menu will comply with D.E.E.C.D School Canteen and Food Services Policy, eliminating confectionary and fried food items and the provision of high-sugar drinks.
- Fundraising activities promote healthy lifestyle messages, e.g., ‘Get Up & Move’ walkathon.
- Information regarding healthier nutrition and exercise is placed in the school newsletter.
- Our newsletter, teaching staff and health curriculum promote fruit and vegetable consumption both at home and school.
- All grade levels P-6 comply with federal government expectations of two hours structured physical activity per week.
- Play and sport equipment is available to all students at recess and lunch breaks, to encourage vigorous, physical activity in the playground.
- Students are provided with additional opportunities for physical activity, e.g. interschool sport, ‘jump rope for heart’, athletics carnival, tabloid sport events.
- All students, families and staff are encouraged to participate in ‘stride & ride’ to school days at least once per term.
- Adult members of the community are encouraged to be physically active, and to model positive exercise behaviours.
- Partnerships are established with local community sports and physical organisations to promote healthy student participation both within and beyond school hours.
- Families are encouraged to develop safe and active transport solutions for arriving at and departing from school.

Related Policies
1. Pastoral Care Policy
2. Student Wellbeing Policy
3. Sport Policy
4. First Aid & Medications Policy
Rationale

Exposure to ultraviolet radiation from the sun causes sunburn, skin damage, and increased risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of skin cancer. This policy is followed whenever UV index levels reach 3 and above. In Victoria, UV Index levels are 3+ from the beginning of September to the end of April.

Objectives

The goals of this policy are as follows:

- Increase student and community awareness about skin cancer and sun protection
- Encourage the school community to utilize a range of sun protection measures whenever the UV Index levels reach 3+.
- Work towards a safe school environment that provides shade for students, staff and the school community.
- Assist students to be responsible for their own sun protection.
- Ensure families and new staff are informed of the school’s sun protection policy.

Strategies

All children and staff use a combination of sun protection measures between September and May. Particular care is taken between the hours of 10.00am - 2.00pm (11.00am-3.00pm daylight saving time).

Sun protection is considered when planning all outdoor events, e.g. assemblies, camps, excursions, sporting events.

ST ROBERTS IS A REGISTERED ‘SUN SMART’ SCHOOL
Medication

Many students attending school need medications to control illnesses such as asthma, epilepsy, allergies, and conditions causing hyperactive behaviour. Whilst it is preferable for medications to be administered at home, the school recognises that there will be times when a student’s continued attendance at school and access to learning is dependent on continuity of therapy. Occasionally it will be necessary that the school, as part of its duty of care, assist students to take their medication.

To ensure the safe administration of any medications at school, the following procedures have been developed at St. Robert’s Primary School.

Guidelines for Administration of On-going Medication to Students

Where long-term medical or allergic conditions requiring medication exist, a written, individual, management plan should be provided by the student’s parents and doctor. This should contain details of:

- The usual medical treatment needed by the student at school, or when participating in off-site activities such as inter-school sport, camps, excursions.
- The medical treatment and action needed if the student’s condition deteriorates.
- The name, address and telephone numbers for emergency contact, including family doctor.
- Parent authorisation for a staff member to administer medication.

Copies of management plans will be kept in the relevant classroom medical information folder, and in the central medical information folder.

All on-going medications will be stored in the First Aid Room, in a container labelled with the child’s name and grade.

Staff members will continue to receive on-going training in the administration of asthma and allergy medications, i.e. relievers and epipens. In line with the principles of ‘duty of care’, classroom teachers will generally be responsible for administering asthma or allergy medications. Details regarding administration should be entered on the medications register; this document & clipboard is located with the medication containers.
In emergency situations, any member of staff may administer asthma or allergy medications, in compliance with our emergency action plan. It is preferable that two staff members attend to situations requiring emergency administration of medication.

Guidelines for Administration of Medications for Short Term Illnesses

It is preferable that short-term medications be administered at home. Where possible, it is recommended that parents obtain prescriptions that enable medication to be given in morning and evening time slots, eg. slow-release antibiotics, antihistamines, etc.

Some short-term illnesses may require the completion of a course of medication when the child returns to school, eg. panadol, antibiotics, antihistamines, cough mixtures. Written parental approval will be required prior to administration of such medications by the classroom teacher. These medications may be kept in a secure, locked space within the student’s classroom, or in an appropriate container in the staffroom fridge, but must be sent home at the conclusion of each day. *Medication Consent forms* can be obtained from the office. Completed forms should be retained by the classroom teacher, and stored in the medical information folder. *Changes to medication require a new authorisation form to be completed.*

Medical Information/Individual Management Plans

Information regarding ongoing medical conditions/health issues for any student will be collated and entered onto the ‘*medical register*’. In addition, this information will be included in the ‘*medical information folder*’ for each classroom. Individual management plans for students with asthma or allergies will be stored in classroom folders. Classroom medical information should be taken on excursions and school camps. A central ‘*medical information folder*’ will be kept in the First Aid Room, with individual medication boxes & medication register.

It is the responsibility of the ‘Student Wellbeing Coordinator’ to update medical information for students on a regular basis, maintaining both the ‘medical register’ and the ‘medical information folders’. Assistance with this task may be provided by administration staff.

First Aid

A member of staff will be allocated responsibility for maintaining the First Aid/Sick Bay area, and for restocking first aid kits. The supervision of children in the First Aid/Sick Bay area will be shared by office staff, principal, and/or a designated staff member.
A ‘first aid roster’ will operate at lunch breaks, with all staff sharing this responsibility during recess breaks. Teachers on this roster will be responsible for administering first aid to children sent in by yard-duty teachers, and for providing ‘rapid response’ to a request for medical assistance in playground areas. Details of minor injuries that do not require direct contact with parents, should be recorded on an ‘accident/illness’ form which is then signed by principal and teacher, photocopied and sent home to the student’s guardians. The photocopy of the completed form should be stored in the relevant folder in the office. It is the responsibility of the teacher of yard-duty, who responds initially to any accident or request for assistance, to ensure that this notification process is completed.

When an injury at school requires medical treatment, WorkSafe authorities must be notified, using the Notification Process (see purple notices next to each external phone line). This will generally be the responsibility of the principal and/or O.H&S. representative.

Teachers on yard-duty will carry a small bag containing band-aids, tissues, and gloves to treat minor injuries. An ‘emergency assistance required’ card will be included in each bag, together with ‘inside passes’. ‘Portable’ first aid kits will be available to take on excursions/school camps.

Where possible, staff members with Level 2 first aid training will be responsible for providing additional first aid support.

Anaphylaxis Risk Management Strategies

NO SHARING/SWAPPING FOOD
Children are not permitted to swap/trade/share food with one another. It is important that children eat only the food that is provided in their own lunch boxes. This policy extends to treats provided for birthdays, feast days, etc. We ask that parents do not send any ‘special’ food treats to help celebrate birthdays, etc.

PACKAGED FOOD PRODUCTS CONTAINING NUTS
We ask all families to avoid sending nut bars and other foods containing nuts as a main ingredient, as lunch box items. ‘Nut free’ items should be selected for school lunches.

PEANUT BUTTER AND NUTELLA SANDWICHES
Please avoid sending sandwiches using these spreads. If this is unavoidable, please notify the classroom teacher so an alternative eating space can be arranged. Contact with peanut butter or Nutella can kill children with nut allergies!
WIPING TABLES/WASHING HANDS
It is recommended that tables be washed down at the end of snack and lunch breaks to remove traces of nuts and other allergens. It is also recommended that children wash hands at the conclusion of recess and lunch breaks to eliminate traces of allergens that may have been picked up in the playground.

ALLERGY ALERT ZONES
Junior classes with children with diagnosed severe food allergies have signage that alerts families to this situation.

ACTION PLANS AND MEDICATION
Action plans, medication and epipens for children diagnosed with severe food allergies are kept in a central storage area. Details of children with anaphylaxis action plans are kept in classroom medical information folders.

EPIPEN TRAINING
Training in the administration of epipens is undertaken by all staff on an annual basis.

COMMUNICATION
Regular reminders of these strategies will be placed in school newsletters.

CURRICULUM
Information regarding food allergies/healthy and safe nutrition choices will be included as part of the Health and Physical Education program.

It is the responsibility of the ‘Student Wellbeing Coordinator’ to update medical information for students on a regular basis, maintaining both the ‘medical register’ and the ‘medical information folders’. Assistance with this task may be provided by administration staff.
RATIONALE

Drug Education at St Roberts is to provide the children with life and social skills to develop their self-esteem so that they can cope with situations as they arise and the ability to make decisions regarding their welfare. Drugs are an integral part of our society thus we need to include learning about drugs as a central element of our curriculum. Drug Education should begin at an early age before adolescence and therefore in primary school. The principle of Harm Minimisation shapes our approach to drug education through four stages of intervention – Primary Prevention, Early Intervention, Intervention, Restoring well being (Postvention). Refer to the appendices.

GOALS

- To know what a drug is.
- To know how drugs are used for good in our community and misused in our community.
- To establish responsible beliefs regarding drug use.
- To develop skills that enable children to make responsible and independent decisions.
- To gain knowledge about the harmful effects of drugs.
- To provide an environment which fosters valuing ourselves and others.
- To provide support for children and their families involved in drug related incidences.

CURRICULUM GUIDELINES

- Drug Education will be integrated into the curriculum at an age appropriate level. The information will include;
- Prescribed medicines
- Vitamins
- Analgesics
- Caffeine
- Needle stick injuries (Syringes)
- Asthma medication
- Alcohol
- Tobacco
- Steroids (illegal)
- Cannabis
Some skills that will be developed in a drug education related context include:

- Values clarification
- Co-operative behaviours
- Assertiveness
- Decision making

Some issues that will be addressed in this context include;

- Role models and mixed messages from the media
- Safe practices with medicine
- Passive smoking
- Alternatives to drug use

**DRUG RELATED INCIDENTS**

*(Strategies)*

**Stay calm**

- Ensure the safety of students and staff

**Assess the situation**

- Find out what is happening
- Find out the type of drug taken
- How it was taken
- How much was taken
- Whether the person has any past experience/allergies with the drug
- Whether more than one type of drug has been taken

**Ensure Safety & Provide assistance**

- The safety of students and others is the teacher's first priority
- Take quick common sense action to ensure safety
- This may be to summon first aid, isolate the student, confiscate the drugs or other sensible action

**Seek further assistance, if necessary**

- Teachers should always seek the assistance of the principle when dealing with these problems.

**Involve school leaders**

- All details of the teacher's involvement should be documented and sent to the principal

**Contact parents/guardians**

- When a student is at risk, seek the advice of the principal and refer to the school Pastoral Care Policy
- Parents have a right to know when their children are misusing substances

If necessary report the incident to the appropriate authorities.

- Possibly the police, CEO, Work
**WELLBEING**

The health and well being of each individual of St Roberts forms the basis of our wellbeing approach. St Robert provides:

- A welcoming community where every individual has a sense of belonging and acceptance to enhance self-esteem.
- The whole school community is embedded in an environment that is encouraging, supportive and stimulating.
- The dignity of each person is central to the Social Justice in our school.

<table>
<thead>
<tr>
<th>Confidentiality and Privacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ right to privacy will be respected, but a teacher cannot always guarantee confidentiality. If an inappropriate disclosure occurs, the children’s privacy will be protected as much as possible. Children are taught to protect their own privacy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>When appropriate agencies such as the following may be used to aid the health and well being of the students:</td>
</tr>
<tr>
<td>The Quit Campaign</td>
</tr>
<tr>
<td>Local Health Centre</td>
</tr>
<tr>
<td>Asthma Foundation</td>
</tr>
<tr>
<td>Royal Children’s Hospital</td>
</tr>
<tr>
<td>Life Education Van</td>
</tr>
<tr>
<td>Pastoral Care Agencies/Counsellors</td>
</tr>
</tbody>
</table>

**MEDICATIONS & FIRST AID**

St Robert’s implements procedures to provide the appropriate first aid to students:

- All teaching, administrative staff and Integration Aid are Level 2 trained.
- The staff recognize their duty of care to administer the necessary first aid to students.
- In the case of serious injury/illness an ambulance or medical practitioner is called and they are then responsible for the diagnosis or treatment of the student.
- The school’s first aid facilities meet the requirements of the ‘**Victorian Government School’s Reference Guide to Student Health**’ (4.5.1.4). attached.
- Medications are only administered following the policy set out in The St Robert’s Staff Handbook. (attached)
- The Sunsmart policy requires students to wear hats every day in terms 1 and 4. Students are aware of the ‘**NO HAT NO PLAY**’ policy and are directed to undercover areas.
- Parents need to provide sunscreen for their child’s use.
LINKS TO OTHER POLICIES

This policy should be read in conjunction with related policies including:

- Student Wellbeing Bullying and Harassment Policy
- Critical Incident Policy
- First Aid/Sick Bay/Medications Policy
- Emergency Procedures Policy

EVALUATION AND ADMINISTRATION OF THE POLICY

The ISDES Core Team Leaders in consultation with the Principal will be responsible for evaluating the policy and ensuring the staff is trained to administer it.

Indicators of successful implementation will include:

- Documented consultation with staff, parents and the community.
- The development and delivery of units of work.
- The use of community resources e.g. The Quit Campaign and the Community Health Centre Personnel.
- Published guidelines for dealing with drug related incidents
- Published guidelines for recording and administrating first aid medications
- Staff awareness of teachers with first aid qualifications.
- The provision of professional development for staff.
PHYSICAL EDUCATION

Rationale:
Physical Education is an integral part of our curriculum in that it promotes skills and fitness as well as developing healthy social attitudes.

We believe that:
- Physical Education enables the child to develop an understanding of their body to its fullest potential.
- Physical Education should be conducted in a non-threatening and risk taking environment.
- Physical Education should offer the child the opportunity to experience a wide variety of activities and equipment.
- Physical Education should foster healthy attitudes towards teammates, competitors, officials, coaches and other personnel.
- Sporting equipment and resources should be maintained and developed to maximize sporting opportunities for the children.
- Physical Education should enable the child to utilize their talents outside the school environment.

We will:
- Give the children a variety of experiences to enable them to realize the capabilities of their own body.
- Provide a range of activities that are able to be performed by and are challenging to children who possess a wide range of abilities.
- Provide a fitness and skills component to all Physical Education lessons.
- Encourage the child to respect all the endeavours of others regardless of individual differences.
- Promote positive support and role modelling from teachers, helpers and supporters connected to any school activity.
- Promote correct usage and respect for all sporting equipment and resources.
- Provide opportunities for children to participate in extra-curricula sporting activities and encourage those of particular talent to progress to a higher level.
SCHOOL SPORT

Rationale:

St Robert’s Primary School is committed to the holistic development and wellbeing of all students. We recognize that sport is an integral part of physical wellbeing and aim to provide students with the best possible sporting programs and sporting facilities.

All representative sporting teams are organized and, where possible coached by members of teaching staff or parents at the school. This promotes respect and understanding between staff, parents and students.

Aims of Sport at St Robert’s School:

1. To promote the opportunity for all students to actively participate in a wide range of individual and team sports.

2. To develop student qualities of: self esteem, personal fitness, team commitment, sense of fair play, appreciation, acceptance and tolerance for student differences, variances in levels of ability, good sportsmanship school spirit.

3. To provide pathways and support for students to achieve sporting success at all levels.

4. To develop physical skills and strength to ensure that St Robert’s Primary school students can participate competitively in inter school sporting teams.

5. To pursue improved achievement at all levels, for individuals and for teams.

6. To allow children of all abilities the opportunity to participate in team sports at school and outside of school.

7. To provide opportunities and encourage children to attempt a wide range of sporting events and activities that may be familiar or unfamiliar to their experiences.
Representative Sporting Programs

St Robert’s has a number of sporting events on the calendar year that are both team and individual, competitive and inclusive of all abilities. At St Robert’s school we have determined that certain events on the school’s sporting calendar will require the school to field the best representative teams. Best representative teams at St Robert’s acknowledge the school’s core values and gives preference to children in their final year at St Robert’s. In determining team selections due consideration is given to a student’s overall capacity to contribute to the team of their choice. With this in mind the selection criteria set for grade six students who have nominated their sport of preference is based upon the student’s overall performance and not exclusively on their skill level. All aspects of school life incorporating our school’s core values will be considered during the selection process. These aspects include:

- Skill Level
- Understanding of the rules
- Attitude/Behaviour in and out of class
- Work ethic
- Respect, for others, peers, parents and teachers
- Leadership qualities- responsibility, tolerance, inclusion, care compassion and integrity

It is an expectation that, for events, coordinated by the Geelong District Catholic Schools Sports Association (GDCSSA), affiliated with the Barwon Zone, Regional and State School Sports’ Associations the school will field its best representative team based on the above criteria. These teams have a potential to represent the Catholic sector in a higher level of competition and need to be seen as great ambassadors for our schools, demonstrating the highest quality of junior sportsmanship.

All other sporting events will be made available to all students inclusive of all abilities with priority given to students in their final year of competition. Events deemed by the school to serve a purpose of exposing children to a range of sports will be used to field teams inclusive of all abilities. Our objective is to engage students in such activities with less focus on winning and a greater emphasis on providing all students with an opportunity to explore and participate in a wide range of events.

For such events, although open to all children within a class bracket, e.g. 3/4 and 5/6, priority will be given to grade 4 children ahead of grade 3 children and grade 6 children ahead of grade 5 children.
It is an expectation that children attending representative sporting events wear the correct school sports uniform as specified in the school’s uniform policy. Non-compliance to this expectation without a valid reason may result in exclusion from the event.

(Revised and approved by School Advisory Board 2014)
Rationale
St Robert’s School does not tolerate bullying in any form. All members of the School Community are committed to ensuring a safe and caring environment, which promotes personal growth and positive self-esteem for all.

What is Bullying?
Bullying is an act of aggression causing embarrassment, pain or discomfort to another:
- It can take a number of forms: physical, verbal, gesture, extortion and exclusion
- It is an abuse of power
- It can be planned and organised or it may be an unconscious act
- Individuals or groups may be involved

Some examples of bullying include:
- Any form of physical violence such as hitting, pushing or spitting on others
- Interfering with another’s property by stealing, hiding, damaging or destroying it
- Verbal or written use of offensive names, teasing or spreading rumours about others or their families
- Using put-downs and belittling others’ abilities and achievements
- Sexual or racial harassment
- Hurtfully excluding others from a group

Bullying relies on secrecy to survive. St Robert’s School requires that all cases of bullying are reported and will do whatever it can to prevent it. This requires the co-operation of students, teachers and parents.

Objectives
- To raise awareness of the unacceptability of bullying and harassment in the St Robert’s School community
- To recognise that bullying and harassment are serious issues
- To reduce the incidence of bullying and harassment
- To have procedures/strategies in place should bullying and harassment occur

Implementation Guidelines
In order to ensure that bullying and harassment are not tolerated, all members of the school community must speak up and report incidents of bullying.
This requires staff to:
- be role models in word and action
- arrive at class on time and move promptly between specialist programs
- develop an atmosphere of courtesy, co-operation and consideration within each class
- be observant and act on signs of distress or suspected bullying
- report suspected incidents to the Principal, Vice-Principal or Wellbeing Co-Ordinator who will follow up the report
- maintain effective documentation processes and record-keeping procedures

This requires students to:
- refuse to be involved in any bullying situation. If present when bullying occurs he/she should take some form of preventative action
- report any incidents or suspected incidents to help break down the code of silence about bullying and harassment
- avoid retaliation
- look out for younger students
- help each other
- if confronted, stay calm and walk away

This requires parents to:
- watch for signs of distress in your child eg. unwillingness to attend school, headaches or unusual requests
- treat your child with respect and listen to their opinions and feelings
- advise your child to tell a teacher about the incident. It is preferable they report it themselves
- do not encourage your child to retaliate
- be willing to attend interviews at school about the incident

Consequences
Note: The series of consequences outlined below may not all be applied in more serious cases of bullying
Consequences for bullying may include:
- A record of observed bullying (using the “Incident Report” format), placed in the relevant year level folder
- In the first instance, a warning by the Teacher and the opportunity to modify behaviour
- If the bullying continues an interview with the Principal, Vice-Principal, Wellbeing Co-Ordinator and parent/s will occur where further consequences will be discussed. These may include behaviour contracts, detentions, yard restrictions or counselling. In some cases, a referral to District
Psychologists/Social Workers or other appropriate agency will be considered.

- For a further bullying incident parents may be contacted and required to pick up the student who will be suspended according to DEET and Catholic Education Office guidelines, for a period of time to be determined on a case management basis.

**Evaluation**

This policy is to be evaluated triennially by the Welfare Leadership Team. Evidence to determine the policy's effectiveness may include:

- Number of reported incidents of bullying
- Number of sanctions issues relating to bullying
- Number of referrals of students affected by bullying

When teachers, students and parents work together on bullying, we can provide a safe, supportive and secure environment in which students and staff members are respected and one which emphasises the value of the partnership between home, school and community.
When a student is being disruptive in class or in the playground, is behaving in a manner that is a threat to the wellbeing of other children or fails to follow a directive of the teacher, the following procedures shall be adhered to:

**In the Classroom:**

- The teacher shall give the student one verbal warning.
- For a second offence the student shall be given an ‘Exit Form’ and be exited to another classroom.
- On arrival at the designated classroom, the student shall complete the ‘Exit Form’.
- At the next break in class, the student will meet with the Student Wellbeing Officer to hand in the completed form and discuss the issue.
- At the earliest convenient time during the same day, the teacher who issued the exit will meet with the Student Wellbeing Officer.
- Any student who receives three exits within a week shall be deemed at risk and the Student Wellbeing Officer shall organize a Support Group Meeting.
- Any student who receives five exits within a month, shall likewise be deemed at risk and the Student Wellbeing Officer shall organize a Support Group Meeting.
- Exit forms will be tabled at the Support Group Meeting.

**EXIT FORM**

Name……………………
Today I was exited from my………… lesson by……………………………
This was a fair/unfair exit because….
............................................................
............................................................
This exit would not have occurred if I had……………………………………
............................................................
Teachers comments………………
............................................................
............................................................
Date……………………
In the Playground:

When things go wrong the teacher shall follow the Restorative Practice of asking the following questions:

- What Happened?
- What were you thinking at the time?
- What have you thought of since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When someone has been hurt ask the following questions:

- What did you think when you realised what had happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Teachers on duty are to take the Playground Incident Record folders with them while on yard duty and are to record any incidents of unacceptable behaviour. This record of playground behaviour is reviewed by the school’s Wellbeing Coordinator and the principal at regular intervals and further action, in accordance with the school’s Bullying and Harassment Policy (6.1), may be deemed necessary if repeat offenders are identified.

6.13 ST. ROBERT’S PRIMARY SCHOOL GRIEVANCE POLICY

Rationale

St Robert’s School accepts that, from time to time, parents may have a concern or issue about school life and that those concerns or issues need to be communicated to the school. The school has difficulty taking action if not informed of grievances within an appropriate time. All members of the School Community are committed to ensuring a safe and caring environment, which promotes personal growth and positive self-esteem for all.

Implementation Guidelines

In order to ensure that grievances are addressed, all members of the school community must speak up and report issues and concerns. The following steps may be of assistance:
• Speak to the classroom teacher or specialist teacher about the issue or problem. It may be a good idea to make an appointment so that teachers can make an appropriate time and allow for uninterrupted discussion. (Discussion during class time should be avoided). Simple misunderstandings and confusions can usually be sorted out at this level.

• If you are unable to find a satisfactory solution to the problem make an appointment to see the Principal or Deputy Principal to discuss the matter further.

• If the issue or concern needs further attention you can make an appointment with the Parish Priest to discuss the matter further.

6.14 ST ROBERT’S PRIMARY SCHOOL
OUTSIDE OF SCHOOL ACTIVITIES AND EXCURSIONS POLICY

Rationale:
Excursions are an integral part of enhancing the school curriculum. It reinforces skills and knowledge and extends beyond the classroom experiences which cannot be catered for in the classroom.

We believe that:

• Excursions will broaden the children’s understanding of a topic.
• Excursions create a feeling/meaning and greater impact for a given topic.
• Children learn in a variety of ways

We will:

• Provide excursions that relate to the topics being taught.
• Provide excursions that extend and develop the children’s understanding through visual/hands on experiences.
• Cater for the individual learners in our class by providing a variety of learning experiences and styles.

OVERNIGHT CAMPS AND EXCURSIONS

Grade six students at St Robert’s School have traditionally attended a three day, two night camp as part of their educational experience. It is the responsibility of the grade six teachers in consultation with the principal, to determine the nature and location of the camp.
The grade six camp must be prepared well in advance so that adequate time is given to the thorough planning of all aspects of the excursion. The educational goals and benefits of the activity should be well developed and clearly communicated to parents well in advance so that all students and their parents/guardians have adequate time to prepare and address any issues or concerns.

Because this excursion is in a different environment to the school, management of the activity needs to be as comprehensive as possible. All possible scenarios need to be discussed and then adequate and professional preparation initiated.

The ability to provide a duty of care should be a guiding force in determining the elements of the excursion.

From time to time teachers from other classes may determine that an overnight excursion would provide a valuable experience for the children and add richness to the educational experience. Again, as is the case in grade six, these types of activities must be prepared well in advance so that adequate time is given to the thorough planning of all aspects of the activity and the educational goals and benefits of the activity should be well developed and clearly communicated to parents well in advance so that all students and their parents/guardians have adequate time to prepare and address any issues or concerns.

In all cases the principal needs to authorise any out-of-school activities and has final responsibility for approval. Prior to the conduct of an excursion the approval of the school board or the Principal must be obtained. In approving the excursion, consideration should include the contribution of the activity to the school curriculum adequacy of the planning, preparation and organisation in relation to:

1. school policy, guidelines and advice provided by the CECV and CEO
2. information provided by community groups and organisations that specialise in the activity proposed
3. appropriateness of the venue
4. consideration of seasonal and locality factors that might increase risks (i.e. bushfire season).
5. provisions made for the safety and welfare of students and staff
6. experience and competence of staff relevant to the activities being undertaken
7. adequacy of student supervision.

The Catholic Schools Emergency Management Manual (November 2013) should be referred to as a useful guide to emergency management procedures.
OFFSITE ACTIVITIES EMERGENCY MANAGEMENT

St Robert’s School, as part of planning for offsite activities, shall establish a contingency plan for activities that may be affected by extreme weather (including bushfires). Contingency plans document the arrangement to cancel, relocate, recall or otherwise change the offsite activity to ensure student safety.

The school Emergency Management Plan should extend to and incorporate all offsite activities and include the impact on student supervision if staff members are required to assist injured students or go for help.

All excursion staff and, where appropriate, students need to be familiar with the procedures for dealing with emergencies on each excursion. Emergency procedures pertaining to campsites should be explained as soon as practicable after arrival and a trial evacuation exercise should be carried out immediately to familiarise staff and students with emergency evacuation protocols and ensure the procedures are appropriate.

On days of Code Red fire danger Principals may cancel excursions. Where possible, three days notice will be given. Where excursions are not cancelled, special fire safety precautions may be required.
Rationale:

Homework is a requirement of the curriculum that stimulates, revises, reinforces or consolidates skills and knowledge taught or about to be taught in the classroom.

We believe that:

- Homework given should be appropriate to the level of ability.
- Homework will develop positive study skills for the future.
- Homework should become part of a home routine which will encourage time planning.
- Children will be responsible for their own homework and also be accountable for it.

We will:

- Set homework tasks according to ability and communicated through the class designated format.
- Give homework on a regular basis to develop effective study techniques for the future.
- Set time limits according to grades as discussed at the beginning of the school year and in accordance with planning team decisions.
- Regularly monitor that homework is completed to an acceptable standard.

- As a general guide refer to the following when setting homework-

  Prep: At the discretion of the planning team
  Gr.1/2: At the discretion of the planning team
  Gr.3/4: Approx 1hr 15min - 1hr 45min per week
  Gr.5/6: Approx 2hrs - 2hrs 30 min. per week
Rationale:

Technology and in particular computer technology, is an integral part of today’s modern world. The children need to be exposed to this technology and given the opportunity to develop skills.

We believe that:

- There are many ethical and moral areas associated with the use of computers in our Catholic classrooms.
- Computer learning should be sequential.
- The children learn best when given the opportunity to work with computers in a ‘hands on’ environment.
- Computers are a significant educational tool.
- Learning will be enhanced when the children are given the opportunities to work and interact with their peers while developing their computer skills.
- The use of computers will broaden and accelerate the children’s progress in the key learning areas.
- The children will be aware of both hardware and software that is available.

We will:

- Set clear and concise guidelines for computer usage.
- Provide a broad program plan for each class level.
- Provide opportunities for the children to use computers within their daily classroom learning situations.
- Give the children the knowledge to use this tool effectively and efficiently.
- Use computers to teach and develop computer skills in a variety of learning environments.
- Provide social interaction, learning situations which occur through peer tutoring and working with others.
- Use computers throughout the whole curriculum.
- Cater for those who have a broad range of understanding, knowledge and ability.
- Expose the children to the variety of technologies, both hardware and software, associated with computer usage.
Rationale:

To provide clarity to staff members and protection to the employer.
To provide protection to the Employer in the area of use of computers by staff.

We believe that:

- Passwords for school or network accounts should not be made known to unauthorized persons.
- There is a moral code of conduct and practice, which needs to be followed and maintained.
- Only appropriate sites and content should be visited or opened.
- When inappropriate sites or content are assessed accidentally immediate steps should be taken to close the site.
- All staff will limit their personal use of Internet and Email and use it in accordance with Catholic Ethos.
- Only appropriate material is transmitted, received or stored.
- All staff have a responsibility to maintain the security of access.
- All staff have a responsibility to avoid potential legal liability.
- Be aware of computer viruses that could compromise the performance of your computer or security of your data.
- All relevant copyright laws will be adhered to including software and its usage.
- As our Internet and Email usage develops there will be a need for constant review and change to which all staff will need to embrace.

We will:

- Endeavour to ensure that staff do not access material which is inappropriate and offensive on the Internet and will instruct staff in the proper and responsible use of the Internet.
- Secure passwords and network accounts to be only known by authorized people.
- Adhere to the moral code of conduct and practice that is required at the school.
• Be aware that monitoring by the Administration will occur.
• Close inappropriate sites immediately.
• Adhere to required restraints both budgetary and morally as set by the Administration.
• Ensure that students do not access material that is inappropriate and offensive on the Internet and instruct students in the proper and responsible use of the Internet. The school cannot be held liable for the actions of students who deliberately contravene the school’s policies and guidelines. (Covers points 7, 8 & 9 in the beliefs above.)
• Make the Principal aware of the importance of maintaining staff Professional Development by accessing appropriate in-service programs that assist in current use of Information Technology.

CATHOLIC EDUCATION VICTORIA INTERNET SERVICE (CEVN-IS)

Schools shall take every reasonable precaution to ensure that no person is able to make unauthorized use of or gain unauthorized access to the CEVN –IS provided to the school.

Schools shall make every reasonable effort, including without limitation by way of establishing a compliance program, to ensure that its pupils, employees, contractors and agents will not:

a. use the Service for any illegal purpose;

b. use the Service to menace or harass any person or cause damage or injury to any person or property;

c. use the Service in a way that may be regarded by a reasonable person as offensive or abusive;

d. use the Service to publish or distribute any material that is illegal, defamatory, obscene, depicts acts of violence or which may incite or perpetuate hatred against any person or group or have the likely effect of causing offence or harm;

e. use the Service for any purpose that may infringe any third party intellectual property right;

f. use the Service to copy, distribute or transmit any work in violation of another’s copyright or moral rights;

g. use the Service for any purpose that may constitute an infringement or the commission of an offence against any law;

h. send or receive any instructions which, if implemented might cause damage or injury to any person or property;
i. expose either party to the risk of any legal or administrative action including prosecution under any law;

j. use the Service to access another’s computer system without permission;

k. delete another’s data from the Service or the CEVN Network without permission;

l. while using the Service, impersonate another person; or

m. send or cause to be sent a “virus” “worm”, “Trojan” or similar program through the CEVN.

Digital Images/Communications Technology

Throughout the primary years of schooling digital images of students involved in school productions and events may be digitally recorded and published on the school website and DVD media. These publications will be made available to the school and wider community. Additionally, photos taken of school based activities may be recorded and uploaded to a school/class blog or website

6.18 ST ROBERT’S PRIMARY SCHOOL INFORMATION TECHNOLOGY & CYBER SAFETY ACCEPTABLE USE POLICY
STUDENTS

St Robert’s Catholic School

Learning Technologies Acceptable Use Policy 2008

Students

General Rules of Usage

(i) Hands should be clean at all times when using any Learning Technologies.

(ii) No food or drink is permitted near any Learning Technologies at any time.

(iii) Modifying any settings on the Learning Technologies (eg backgrounds, screensavers, video settings, shortcuts, etc) is not permitted without permission from a teacher.
(iv) Under no circumstances is it permitted for any software to be transferred between school and students’ homes without teacher permission. This includes any project files, files downloaded from the Internet, via email.

(v) If in doubt about what is permitted at any time, students must ask a teacher.

(vi) In Grades 3 to 6 all children have their own folder on the Network File Server. This means they are required to save their work on the H Drive in their own folder. It is each child’s responsibility to maintain their folder and its contents. File names in folders should be relevant to the file. Files found outside their folders will be deleted. Unacceptable files found within these folders will be immediately removed. Should any child find an unacceptable file within their own folder, they should immediately inform a teacher.

Caring for Computer Centre

(i) The room should be left in an orderly fashion, as it was found. Chairs in, floor and tables clear of any debris. Computers should be left on. Computers will always be on, but may be asleep, and can be activated by pressing a key on the keyboard.

(ii) When working in the lab, students should work quietly so as not to disturb library classes. Students are to sit on the chairs provided, not the benches. Care is to be taken when using pens and pencils, to avoid marks on the benches, tables and carpet. Food and drink are not permitted in this room. Students are to enter and leave the Computer Lab in a quiet and orderly fashion so as not to disturb library classes.

(iii) Students have access to black and white printing in the lab. Colour printing may be completed where access to a colour printer is available and teacher permission is granted. Students are to be under
teacher supervision at all times in the computer lab. For this reason
groups of students cannot be sent on their own from classroom to
complete work or download digital images without a teacher present.

Acceptable Use of the World Wide Web

(i) Students must always seek permission from a teacher and be under
teacher supervision at all times when accessing the World Wide Web.
(ii) Students are not to look for, view or download unacceptable graphics,
sounds, or text files at any time. If students are unsure of what is
acceptable they are to ask a teacher for assistance.
(iii) The downloading of ANY material from the Internet requires
permission from a teacher.
(iv) If a student should accidentally access a site with unacceptable
material on it they should immediately tell a teacher.

Acceptable Use of Email facilities

(i) Students should always use normal, polite and considerate language
when using the email facilities to send and receive messages.
(ii) Students must gain permission from a teacher before sending an email
message anywhere.
(iii) All email messages are to be checked by a teacher before they can be
sent.
(iv) Students are not to access any other person’s email at any time.
(v) Students are to use their own class account for sending email. Students
are not permitted to set up their own accounts.
(vi) Sending any personal information (full name, address, phone numbers,
etc) via the school email system is strictly forbidden.
(vii) The exchange of other files (graphics, sounds, etc.) using the school email system is unacceptable without teacher permission.

(viii) Digital images sent as attachments, may be sent only if a consent form has been signed by parents.

(ix) If a student should receive an email message which makes them feel uncomfortable they are to tell a teacher immediately.

Acceptable Quality of Published Works

(i) Students should thoroughly check their work before attempting to publish it using Learning Technologies. This should include Spelling, Grammar, appropriateness of graphics, sounds, topic, etc. After being checked by a student, the work MUST then be checked thoroughly by a teacher, and be authorised as being suitable for publication.

Copyright Laws

(i) If student work is to be published only within the school setting (eg. books, posters, presentations, etc) then materials copied from other sources need only be referenced in a bibliography or reference list.

(ii) If student work is to be published on the World Wide Web, permission must be gained from the owners of any material copied or used within their work, eg. pictures, sounds, etc. Such permission may be gained through email contact, written requests, etc.

(iii) If students are unsure as to whether they require Copyright permission they should ask a teacher for advice.

Permission for Publication of Student Work

(i) Any student work deemed suitable for public viewing (eg on the Internet, via email projects, etc) can only be published after the appropriate permission form has been completed by respective students’ parent/s or guardian/s. These forms are available for Staff and Students to use.
Personal details of students (close-up facial photographs, full name, address, phone number, etc) are never to be included with published works.

(ii) Work to be published for viewing or use only within the school setting does not require parental permission

Consequences for Disregard of the Acceptable Use Policy Guidelines by Students.

Students at St Robert’s Catholic School have a right to the use of the extensive Learning Technologies available to them. They also have a responsibility to use it sensibly and maturely. Should students not do this, the following system of penalties will be invoked where necessary:

1. **First Offence**: Verbal warning to student, name in Class Learning Technologies Warnings book.

2. **Second Offence**: Written warning issued to Student to go home to parents. Warning to be returned to school signed by parent, name in Class book again.

3. **Third Offence**: Short term (one week) suspension from using any Learning Technology within the school. Letter home to parents, name in book again.

4. **Fourth Offence**: Long term (one month) suspension from using any Learning Technology within the school, letter home and interview with the parents.

5. Any subsequent offences would be referred to the School’s Wellbeing Coordinator who will arrange the formation of a Program Support Group and convene a meeting to discuss and determine immediate and long term action plans.
** Please note that should a deliberate or particularly offensive act occur, steps 1 – 3 may be bypassed.
Students will be made aware of the consequences for misuse on a regular basis in each classroom.


Parent/Student Agreement:

1. Read the copy of the Learning Technologies Acceptable Use Policy.
2. If you and your child understand and agree with the conditions and implications detailed in the document, then please complete the following proforma.

Keep the Learning Technology Acceptable Use Policy at home for future reference.

Return this sheet to your child’s class teacher.

Surname…………………………… First Name……………………………………

Class…………………………

We have read the Learning Technology Acceptable Use Policy and accept the conditions outlined

Parents
Signature………………………………………………………………………………

Student’s
Signature………………………………………………………………………………

Date……………………………………………………………………
VIDEO WATCHING:

- Video/DVD watching at school should support the curriculum of the school.

- Videos/DVD’s may be watched to enhance the presentation of material, to create a common base of exposure to material or for other educational reasons.

- Videos/DVD’s should not be viewed for merely entertainment – this is both illegal and a poor use of school time.

- In general, videos/DVD’s watched should be of a G rating. Should you wish your class to watch a P.G rated film, the video/DVD must have been previewed and in the opinion of the teacher be suitable for the age group.

- Notification to parents beforehand of intention to view a P.G video/DVD is the responsibility of the individual class teachers.

- The Principal’s permission should be sought for such viewings.

MOBILE PHONE POLICY

Generally speaking children are not permitted to have mobile phones at school. Under certain circumstances however it may be deemed necessary that a child requires a mobile phone for a specific wellbeing related reason. On such occasions formal approval to bring a mobile phone to school must be sought through the principal who will then inform the teaching staff. Authorised phones must be given to the child’s class teacher at the start of the day and will be returned to the child at the end of each day. All unauthorised mobile phones will be confiscated by the class teacher and returned to the child at the end of the day.
Uniform is an important aspect of school life, among other advantages, the following appear relevant:

- Uniform stimulates a sense of pride and belonging in one’s school.
- Uniform adds to one’s personal dignity and grooming.
- Uniform assists orderliness in life’s habits and extends one’s sense of organization and application in work.
- Uniform makes a statement about one’s values and life style and suggests a commitment to such.

The uniform policy at St. Robert’s School is, therefore, based on very important principles and should be adhered to by all families associated with the school. The uniform regulations are as follows:

- Colours of school uniform are navy, red and white.
- Jeans and denim are not allowed.
- Track suits and runners are not to be worn except on days when physical education classes are conducted or otherwise advised.
- School jumper is navy blue crew neck.

The St Roberts School Policy on uniform was formulated by Parents & Friends Assoc. and is frequently reviewed and updated as the need arises. A considerable amount of effort has gone into the selection of our uniform with a great deal of care taken in providing practicality and flexibility. A uniform code is strictly maintained at St Roberts and children must present a note in the event that they are not wearing correct school uniform. Most of the following items are available at our Uniform Shop which is operated by volunteers and is located at the school. Items with logos must be bought from the St Robert’s School uniform shop as they are not available elsewhere. If uniform items are bought at an alternative shop they must be the same style, colour and material finish as those provided at the St Roberts Uniform Shop. Items are not to have any other colour trims, stripes or logos on them. All articles must be clearly marked with student’s name. Black shoes are part of the summer and winter uniform for girls and boys. These shoes must be a polish able material such as leather or vinyl.
GIRLS  SUMMER  BOYS  SUMMER
Blue/White cotton check dress  Grey shorts
with red trim  Blue shirt
Navy socks  Navy socks
Navy school jumper

WINTER
School Kilt (compulsory for photos & excursions)  Navy blue pants
Navy blue pants  Light Blue shirt
Navy socks or navy tights  (Light blue skivvy permitted)
School jumper  Navy socks

SCHOOL HATS TO BE WORN FROM THE 1ST WEEK IN SEPTEMBER

PHYSICAL EDUCATION GIRLS AND BOYS

Navy school polo shirt with logo and house stripe
Navy blue shorts (no lycra or tightly fitted pants, no netball skirts)
Plain navy blue track pants (no stripes or logos)
School Rugby Jumper with logo
Plain white socks covering ankles
Runners

Physical Education (PE) uniform is only to be worn on specified PE days or as otherwise advised.

GROOMING

• Extremes in hairstyle are not permitted (eg rat’s tails, shaving, colouring and excessive use of hair gel)
• Long hair should be tied back while at school. Ribbons, clips etc should be plain school colours (navy, red or white).
• Students with pierced earrings are permitted to wear studs or small sleepers only. Other jewellery should not be worn to school.
• Nail polish must be removed prior to attending school.
RATIONALE:

At St. Robert’s School, we believe that the health and safety of all students, parents and employees within the school community is vital to the successful functioning of our school and is the responsibility of the management and employees.

VALUES/SCRIPTURAL CONTEXT:

Anyone who hears my words and puts them into practice is like the wise man who built his house on rock” Matthew 7:24.

POLICY STATEMENT:

The work environment at St. Robert’s will be maintained making every reasonable effort to prevent accidents, from injury and promote the health, safety and welfare of all.

DEFINITIONS:

The Act- the Occupational Health and Safety Act 2004  
Health and Safety Representative (HSR) – a representative of St Robert’s school who has been elected, in accordance with sections 54 to 57 of the Occupational Health and Safety Act 2004, by DWG’s, employees at the school. The term of appointment for a health and safety representative is up to 3 years.  
Management Representative – the principal of St. Robert’s School, or nominee.

Management will:

• Maintain the workplace in a safe and healthy condition and identify any unsafe or unhealthy condition or behaviour  
• Provide and maintain safe equipment  
• Make and monitor arrangements for the safe use, handling, storage and transport of equipment and substances  
• Provide adequate facilities to protect the welfare of all employees, students and community  
• Provide information, training and supervision for all employees enabling them to work in a safe and healthy manner
- Identify hazards, assess risk and implement control strategies to minimize risk of injury to people and property
- Delegate a member of staff to be responsible for the implementation and monitoring of safety procedures and encourage consultation in addressing issues
- Have a duty to keep up to date with current guidelines on Occupational Health and Safety as decreed by Government bodies and ensure their implementation.
- Put in place formal processes for reporting, recording and investigating potential or actual hazards in both the physical environment and work practices.

To ensure the policy can be implemented, the Management will, in collaboration with staff:

- Conduct an audit of OH&S practices and procedures
- Establish grievance procedures
- Establish procedures for regular maintenance of:
  - Buildings
  - Grounds and playgrounds
  - Specialist facilities
  - Electrical equipment
- Ensure regular Essential Services inspections
- Delegate a member of Staff as the Occupational Health and Safety Officer
- Develop a process to identify hazards and control risk in relation to:
  - Manual handling
  - Slips, Trips and Falls
  - Noise
  - Hazardous substances
  - Stress
  - Return to Work
  - Employment of Contractors
  - Ergonomics
  - Radiation
- Develop “Emergency Management Plan”
- Ensure regular evacuation drills
- Organise relevant Professional Development for staff
Employees have a duty to:

- Take care of their own health and safety and that of others in the workplace
- Identify any unsafe or unhealthy condition or behaviour
- Exercise caution within the workplace at all times
- Keep up to date with current guidelines on Occupational Health and Safety as decreed by Government bodies and cooperate in their implementation.

Employees will take an active role in:

- Practices that demonstrate care for their own health and that of others
- Identification of any unsafe or unhealthy condition or behaviour
- Establishing/maintaining safe practices within the workplace
- Participate in relevant professional development
- Designing and implementing procedures for maintenance, hazard identification
TERM DATES 2014 & 2015

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>30\textsuperscript{th} January – 4\textsuperscript{th} April</td>
<td>30\textsuperscript{th} January – 2\textsuperscript{nd} April</td>
</tr>
<tr>
<td>Term 2</td>
<td>22\textsuperscript{nd} April – 27\textsuperscript{th} June</td>
<td>13\textsuperscript{th} April – 26\textsuperscript{th} June</td>
</tr>
<tr>
<td>Term 3</td>
<td>14\textsuperscript{th} July – 19\textsuperscript{th} September</td>
<td>13\textsuperscript{th} July – 18\textsuperscript{th} September</td>
</tr>
<tr>
<td>Term 4</td>
<td>6\textsuperscript{th} October – 19\textsuperscript{th} December</td>
<td>5\textsuperscript{th} October – 18\textsuperscript{th} December</td>
</tr>
</tbody>
</table>

EASTER HOLIDAYS 2014
- GOOD FRIDAY 18\textsuperscript{th} April
- EASTER MONDAY 21\textsuperscript{st} April

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>29\textsuperscript{th} January – 27\textsuperscript{th} March (Jan 29\textsuperscript{th} &amp; 30\textsuperscript{th} Student Assessment Days)</td>
<td>28\textsuperscript{th} January – 24\textsuperscript{th} March (Jan 28\textsuperscript{th} &amp; 29\textsuperscript{th} Student Assessment Days)</td>
</tr>
<tr>
<td></td>
<td>Students begin February 2\textsuperscript{nd}</td>
<td>Students begin February 1\textsuperscript{st}</td>
</tr>
<tr>
<td>Term 2</td>
<td>13\textsuperscript{th} April – 26\textsuperscript{th} June</td>
<td>11\textsuperscript{th} April to 24\textsuperscript{th} June</td>
</tr>
<tr>
<td>Term 3</td>
<td>13\textsuperscript{th} July – 18\textsuperscript{th} September</td>
<td>11\textsuperscript{th} July to 16\textsuperscript{th} September</td>
</tr>
<tr>
<td>Term 4</td>
<td>5\textsuperscript{th} October – 16\textsuperscript{th} December</td>
<td>3\textsuperscript{rd} October to 16\textsuperscript{th} December (TBC)</td>
</tr>
</tbody>
</table>

2015 PUBLIC HOLIDAYS
- Labour Day - Mon 9\textsuperscript{th} March
- Good Friday - Friday 3\textsuperscript{rd} April
- Easter Sunday - Sunday 5\textsuperscript{th} April
- Easter Monday - Monday 6\textsuperscript{th} April
- ANZAC Day - Saturday 25\textsuperscript{th} April
- Queen's Birthday - Monday 8\textsuperscript{th} June
- Geelong Cup – Wednesday 19\textsuperscript{th} October (TBC)
APPENDICES
CATHOLIC EDUCATION COMMISSION
OF VICTORIA LTD (CECV)
GUIDE TO MEETING THE MINIMUM
STANDARDS FOR REGISTRATION FOR
CATHOLIC SCHOOLS
SET BY THE VICTORIAN REGISTRATION AND QUALIFICATIONS AUTHORITY
JULY 2008

CONTENTS
ABOUT THIS GUIDE
INTRODUCTION........................................................................................................... 1
SUMMARY OF REQUIREMENTS FOR SCHOOLS...................................................................... 1
PART 1: CONTEXT
LEGISLATIVE CONTEXT........................................................................................................... 3
EDUCATION PRINCIPLES FOR VICTORIAN SCHOOLS................................................................. 3
MINIMUM STANDARDS FOR SCHOOL REGISTRATION ............................................................ 3
OTHER REQUIREMENTS FOR REGISTERED SCHOOLS .......................................................... 4
ENSURING COMPLIANCE IN CATHOLIC SCHOOLS..................................................................... 5
ROLE OF THE CECV .......................................................................................................................... 5
CATHOLIC SECTOR COMPLIANCE FRAMEWORK........................................................................ 5
CECV REVIEW BODY COMMITTEE ........................................................................................... 6
SCHOOL REVIEW AND EVALUATION.......................................................................................... 7
CATHOLIC SCHOOL REVIEW PROCESSES .............................................................................. 7
REPORTING TO THE VRQA .......................................................................................................... 8
ANNUAL REPORTING ON COMPLIANCE WITH MINIMUM STANDARDS .................................. 8
CECV COMPLAINTS HANDLING PROCESSES ........................................................................ 8
PART 2: MEETING THE STANDARDS
INTRODUCTION......................................................................................................................... 10
1. SCHOOL GOVERNANCE STANDARDS .................................................................................... 12
1.1 DEMOCRATIC PRINCIPLES ........................................................................................................ 12
1.2 GOVERNANCE STRUCTURE.......................................................................................................... 13
1.3 PROBITY ..................................................................................................................................... 15
1.4 PHILOSOPHY ............................................................................................................................... 16
1.5 NOT-FOR-PROFIT STATUS ......................................................................................................... 17
2. ENROLMENT STANDARDS ....................................................................................................... 18
2.1 MINIMUM ENROLMENTS ......................................................................................................... 18
2.2 ENROLMENT REGISTER ........................................................................................................... 18
2.3 ENROLMENT POLICY ............................................................................................................... 18
3 CURRICULUM AND STUDENT LEARNING STANDARDS ......................................................... 20
3.1 CURRICULUM FRAMEWORK ..................................................................................................... 20
3.2 MONITORING AND REPORTING ON STUDENT PERFORMANCE ........................................... 21
3.3 STUDENT LEARNING OUTCOMES ........................................................................................... 22
4. STUDENT WELFARE STANDARDS ............................................................................................ 23
4.1 CARE, SAFETY AND WELFARE OF STUDENTS ....................................................................... 23
4.2 STUDENT DISCIPLINE ............................................................................................................... 24
4.3 MONITORING STUDENT ATTENDANCE ................................................................................... 25
4.4 STUDENT ATTENDANCE REGISTER ....................................................................................... 26
ABOUT THIS GUIDE

INTRODUCTION

The Victorian Government has moved to strengthen the accountability of all schools through the Education and Training Reform Act 2006 (the Act) and the accompanying Education and Training Reform Regulations 2007. The Act and Regulations define a series of minimum standards for registration of schools, effective from July 2007, and describe review processes to ensure these standards are met by schools. The Act also establishes the Victorian Registration and Qualifications Authority (VRQA) as the body responsible for ensuring all schools meet these standards.

The Catholic Education Commission of Victoria Ltd (CECV) has been delegated authority by the VRQA to ensure Catholic schools in Victoria meet the standards and to review them at least every five years.

SUMMARY OF REQUIREMENTS FOR SCHOOLS

• The VRQA has deemed all Victorian schools registered from 1 July 2007 for five years.
• Every school must meet the minimum standards to maintain its registration.
• At least once every five years a school must undertake a review in which evidence of meeting the standards must be produced. The review is usually conducted by the diocesan Catholic Education Office, normally at the same time as the regular school improvement review.
• In non-review years the principal must sign and submit to the CECV (via the diocesan Catholic Education Office) a declaration that the school meets these standards and can produce the evidence required at any time. This is in the form of a checklist (see Appendix 1, p. 33) submitted by October each year.
• A school may be required by the VRQA to produce the required evidence at any time.
• Evidence is mostly in the form of documented policies, statements, declarations, certificates, procedures, rules, registers, plans, or program descriptions. Schools will find that most of this will have already been prepared.
• It is strongly recommended that schools become familiar with the standards and their requirements and compile the required evidence as soon as possible.

This guide assists Victorian Catholic schools with demonstrating compliance with the minimum standards. Part 1 describes the legislative context; the bodies that have been or are to be established; the roles of schools, the CECV, the diocesan Catholic Education Offices and Religious Institutes; the broad requirements of schools, and the review and reporting processes to be used.

Part 2 of this guide identifies each of the minimum standards, the detailed evidence required by schools to meet the standards, and the support and information available from Catholic Education Offices and the CECV to assist and support schools in demonstrating compliance.

This guide covers school registration for the compulsory years only and not those standards pertaining to senior secondary education and overseas secondary student
exchange. In particular it does not address requirements for providers of the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL), or accredited vocational education and training (VET) courses. Further advice on these requirements will be provided in a supplement to the guide.

**CECV guide to VRQA minimum standards Page 3**

**PART 1: CONTEXT**

**LEGISLATIVE CONTEXT**

*Education principles for Victorian schools*

The *Education and Training Reform Act 2006* (the Act) identifies the principles on which the delivery of school education in Victoria is to be based. Some of these principles relate specifically to government schools whilst others apply to all schools. The following principles apply to the Catholic school sector in Victoria:

1. all schools must ensure that their programs and teaching are delivered in a manner that supports and promotes the principles and practice of Australian democracy, including a commitment to—
   i. elected government;
   ii. rule of law;
   iii. equal rights for all before the law;
   iv. freedom of religion;
   v. freedom of speech and association;
   vi. values of openness and tolerance;

2. all Victorian students, irrespective of the school they attend, where they live, or their social or economic status, should have access to a high quality education that—
   i. realises their learning potential and maximises their education and training achievement;
   ii. promotes enthusiasm for lifelong learning;
   iii. allows parents to take an active part in the child's education and training;

3. information concerning the performance of schools should be publicly available;

4. parents have the right to choose an appropriate education for their child;

5. a school community has a right to information concerning the performance of its school;

6. the parent and the student have a right to access information about the student's achievement.

*Education and Training Reform Act 2006, s 1.2.1*

**Minimum standards for school registration**

The Act established the Victorian Registration and Qualifications Authority (VRQA) to be responsible for, amongst other things, the registration of all schools that operate in Victoria; to ensure that minimum standards for the operation of all registered schools are established, maintained and met; and that the standards are regularly reviewed.

*CECV guide to VRQA minimum standards Page 4*

With the establishment of the VRQA and the implementation of the Act and Regulations the former Registered Schools Board was dissolved. The minimum standards referred to in the Act have been established under the *Education and Training Reform Regulations 2007* and they reflect the principles for school education outlined above.

The minimum standards which apply for registered Catholic schools relate to:

- school governance (adherence to democratic principles, school governance structure and probity, school philosophy and not-for-profit status);
- enrolment (minimum enrolment numbers, enrolment policy and enrolment register);
- curriculum and student learning (curriculum framework, student learning outcomes, and monitoring and reporting on student performance);
- student welfare (care, safety and welfare of students, student discipline policies and procedures, monitoring and recording school attendance);
• employment of staff (teacher registration requirements and compliance with the Working with Children Act 2005 for non-teaching personnel);
• school infrastructure (covering buildings, facilities and grounds, and educational facilities);
• information on school performance (student outcomes on statewide tests, student attendance, school financial activities and Commonwealth mandatory reporting on school performance to the school community).

A school must comply with the Act and its Regulations and with any conditions imposed on school registration by these. It is a condition of registration that a school meets the prescribed minimum standards, and it must have policies and procedures in place to enable it to comply with those standards.

Under the Act, the VRQA may satisfy itself whether or not a school is complying with the minimum standards on the basis of:

a. the conduct of a review and evaluation by the VRQA itself; or
b. a report from the person who conducts or represents the school or, in the case of a government school, from the Secretary; or
c. a report of the conduct of a review and evaluation by a body approved by the VRQA to review a school or group of schools.

**Other requirements for registered schools**

Other VRQA requirements which apply to registered Catholic schools and are specified in the Act and its Regulations relate to:

- adding another year level at the school
- establishing another school campus
- changing any of the school’s particulars, including type of registration and location
- school review and evaluation
- reporting to the VRQA.

**ENSURING COMPLIANCE IN CATHOLIC SCHOOLS**

**Role of the CECV**

The Catholic Education Commission of Victoria Ltd (CECV) works on behalf of all Victorian Catholic schools to fulfil accountability and reporting requirements to the Australian and Victorian governments, in cooperation with schools, the diocesan Catholic Education Offices (CEOs) and canonical authorities.

The VRQA has approved the CECV as the body to review Catholic schools in Victoria, and thereby satisfy the VRQA’s requirements under the Act. As a review body the CECV has the responsibility to ensure that Catholic schools maintain minimum standards throughout the period of their registration, and to ensure that the other school registration requirements of the VRQA are met. The CECV will work with schools, Religious Institutes, the CEOs and the VRQA to achieve this.

The CECV will also oversee the registration of any new Catholic school or any changes to the registration of an existing school, to ensure that the required minimum standards are met. Each Diocesan Catholic Education Office will manage its own process of application to register new schools, and will report to CECV during the process of establishing registration prior to final application to VRQA.

**Catholic sector compliance framework**

The CECV has established a compliance framework to assist Catholic schools across the four Dioceses to meet the VRQA’s minimum standards for registration. The key features of the Catholic sector’s compliance framework include:

- ongoing communication between the CECV and the VRQA in relation to school registration requirements;
- a collaborative approach among the CECV, canonical authorities including Religious Institutes, and the Diocesan Catholic Education Offices (CEOs) to review, evaluate and report on school compliance with registration requirements;
- the establishment of a Review Body Committee of the CECV to oversee the
development, implementation and ongoing monitoring of the Catholic compliance framework;
CECV guide to VRQA minimum standards Page 6
• annual reporting by schools to the CECV via an annual online survey of all Victorian Catholic schools, to be conducted as part of the regular data collection in February each year, to ascertain performance of Catholic schools against the minimum standards;
• implementation of periodic school reviews at least every five years to validate compliance with the minimum standards;
• an annual report by the CECV to the VRQA on compliance with the minimum standards by Catholic schools;
• public communication of the details of the compliance framework via pages on the CECV website and via circulars to all Victorian Catholic schools.

CECV Review Body Committee
The CECV has established a CECV Review Body Committee to oversee the development, implementation and ongoing monitoring of the Catholic compliance framework, with the following functions:
• oversee the development, implementation and ongoing monitoring of procedures for Catholic school compliance with the VRQA requirements;
• promote compliance with the minimum standards through the ongoing development of print and online resources, and ongoing communication with schools;
• ensure the development of a Checklist, a Guide for Catholic Schools for Meeting the Minimum Standards and a Record of Review, consistent with the VRQA’s Guide for a registered school and Guide for a school applying to register;
• develop an annual survey so that the CECV is able to capture a self-assessment by Catholic schools for compliance with the minimum standards;
• ensure dioceses or canonical authorities implement school review processes which are able to evaluate a school’s compliance with VRQA requirements;
• maintain a schedule of periodic school reviews across all dioceses that ensures all Victorian Catholic schools are reviewed for compliance with the minimum standards within five years of initial registration or within five years of the last review;
• provide the CECV each year with a report for consideration and submission by CECV to the VRQA. The report:
  o identifies schools reviewed in the previous year
  o gives notification of any schools identified, either by the school review or by the annual survey, as not complying with the minimum standards; and an implementation plan for each school to enable it to achieve compliance
  o identifies any breaches of the minimum standards by schools, and provides advice on how the complaint was resolved;
CECV guide to VRQA minimum standards Page 7
  o identifies Catholic schools applying for new or altered registration in the previous year, and the status of their compliance with standards.
• provide the CECV with a proposed schedule of reviews for the following school year, including names and locations of schools to be reviewed, student and staff numbers, estimated time and duration of review, for submission to the VRQA;
• provide risk assessment advice to the CECV, based on the results of the annual survey of schools, for communication to the diocesan CEOs;
• establish processes to ensure that any request from the VRQA to the CECV in relation to the performance of schools against the minimum standards is addressed;
• ensure that complaints handling processes are in place at the diocesan level and that any complaints regarding non compliance with minimum standards are
reported by the CECV in the annual report to the VRQA;
• provide advice to CECV on applications from schools to VRQA for registration or for changes to registration, and to ensure consistency with VRQA guidelines for registration of schools;
• address any other matters related to Catholic school compliance with VRQA requirements that are referred to the committee by the CECV Executive.

SCHOOL REVIEW AND EVALUATION
In the Act, a condition of a school’s registration is to participate in a review and evaluation process, and to provide enough evidence to establish compliance with the minimum standards.
The VRQA requires a review and evaluation of the compliance of any registered school with the minimum standards within five years of:
• the school’s initial registration, or
• the school’s previous review.

Catholic school review processes
The CECV Review Body Committee, working through diocesan and other canonical authorities, will ensure that all Catholic schools are reviewed against the minimum standards as described in the VRQA’s Guide for a Registered School and Guide for a School applying to Register. Catholic school reviews will use a common checklist (see Appendix 1, p 33) and a Guide to Meeting the Minimum Standards for Registration for Catholic Schools, complementing and consistent with these guides. Where appropriate and practical these reviews will be linked to existing school review processes conducted by canonical authorities.

CECV guide to VRQA minimum standards Page 8
The annual schedule of school reviews, including names of schools to be reviewed, locations, student and staff numbers, estimated time and duration of review, will be provided to the VRQA by October of the year preceding the reviews.

REPORTING TO THE VRQA
In order for the VRQA to carry out its responsibilities under the Act and Regulations, it must be assured that:
• schools are continuing to comply with the minimum standards or other registration requirements;
• any complaints made about a school’s non-compliance with the minimum standards are dealt with appropriately.

Annual reporting on compliance with minimum standards
The CECV will provide the VRQA with an annual report which includes:
• a statement of the level of compliance with the minimum standards by Victorian Catholic schools in the previous year, based upon analysis of the data collected from school self-assessments and reviews;
• the details of schools reviewed in the previous year and outcomes of those reviews;
• notification of any schools identified, either by the school review or by the annual self-assessment, as not complying with the minimum standards, and an implementation plan for each school to enable it to achieve compliance;
• a list of Catholic schools applying for new or altered registration in the previous year, and the status of their compliance with standards;
• a schedule of school reviews for the following year.

CECV complaints handling processes
The VRQA is required to investigate a complaint or concern alleging a breach by a school in relation to the minimum standards of registration.
The CECV will respond to any request from the VRQA in respect of a complaint about a school in relation to the minimum standards. The CECV’s complaints handling processes will ensure that complaints are resolved in a fair and timely manner at the diocesan level and that reports on major breaches are provided. An allegation of a breach of the minimum standards against a school that is referred
by the VRQA to the CECV for investigation will be addressed in the following way:
• The VRQA will raise the issue with the CECV Company Secretary asking that it be investigated.
• The CECV Company Secretary will communicate the information from the VRQA to the appropriate Director of Catholic Education in the Catholic Education Office (CEO) of the Diocese where the school is located.
• The Director will appoint an appropriate Diocesan staff member to consider the information provided by the VRQA and raise the concern with the principal or canonical authority of the school, depending on the nature of the complaint.
• A reasonable time will be allocated for the principal or canonical authority to consider the issue raised by the VRQA.
• The CEO will assist the school to resolve the issue in a fair and timely manner. If the complainant is a parent at the school or a member of the school community, every attempt should be made to address the grievance with his/her involvement.
• Once the issue is resolved, or cannot be advanced further, the Director will inform the CECV Company Secretary of the outcome of the investigation and actions taken.
• The CECV Company Secretary will submit a report to the VRQA on the result of the investigation.
• If the investigation identifies that a breach of the minimum standards has occurred, the CECV Company Secretary will provide the report to the Chair of the CECV Review Body Committee in order for the Committee to meet its annual reporting requirements to the VRQA.

PART 2: MEETING THE MINIMUM STANDARDS

INTRODUCTION
This section describes the prescribed minimum standards for registration of schools within the following categories:
(i) school governance
(ii) enrolment
(iii) curriculum and student learning
(iv) student welfare
(v) staff employment
(vi) school infrastructure
(vii) information on school performance
For each standard, the description comprises:
• the wording of the standard,
• details of evidence required to be provided by the school, and
• further information and advice, including a range of resources available to assist schools in meeting the standards.
Catholic schools work within a support structure in which they collaborate with the CECV, the CEOs and Religious Institutes to develop and implement policies and strategies to meet legal, financial, educational and reporting obligations. This support structure provides useful resources which assist schools to meet accountability requirements, including:
1. The Catholic Education Victoria Network (CEVN) for Catholic schools, providing information and advice for schools on:
   • legal and financial matters
   • curriculum and assessment, including VELS implementation
   • the National Safe Schools Framework (NSSF)
   • student performance data
   • reporting to parents
   • professional learning programs
   • census collection processes
1. SCHOOL GOVERNANCE STANDARDS

1.1 Democratic Principles

STANDARD The programs of, and teaching in, a school must support and promote the principles and practice of Australian democracy, including a commitment to:
• elected Government;
• the rule of law;
• equal rights for all before the law;
• freedom of religion;
• freedom of speech and association;
• the values of openness and tolerance.

EVIDENCE There must be evidence in the form of:
• a statement affirming the school’s adherence to the principles (such as might be included in the school’s constitution, prospectus or handbook)
• an explanation of how the school communicates such a statement to staff, students, parents and the school community.

ADVICE
To demonstrate meeting the standard, it is suggested that a Victorian Catholic school have the following in place:
• A published statement that acknowledges Australian democratic values and includes a commitment to the principles above. This may be found in a school mission, philosophy or vision statement based on the mission or purpose of a Catholic school by referring to the development of the whole child, by committing to assisting students to become active members of the Catholic Church and contributors to the common good of society; etc.
• A poster of democratic values displayed and the flying of the Australian flag as required by the Australian Government.
• Curriculum documents showing that all students undertake studies in the two dimensions of the Civics and Citizenship domain of the Victorian Essential Learning Standards (VELS), that is:
  • Civic knowledge and understanding
  • Community engagement
  providing students with the knowledge, skills and opportunities to understand and practise what it means to be a citizen in a democracy.¹

¹ This third item of evidence is not required for special schools.

RESOURCES
• Learning and Teaching under Curriculum Support in Catholic Education Victoria Network (CEVN) www.admin.cevn/
1.2 Governance Structure

STANDARD The governance of a school must be structured to enable the school to develop its strategic direction, effectively manage its finances and fulfil its legal obligations.

EVIDENCE For a Catholic school, there must be evidence in the form of:
• an outline of the governing body’s structure and membership
• the school’s governance charter, outlining the key functions and responsibilities of the board
• a business plan that relates to the school.

ADVICE To demonstrate that its governance is properly structured in relation to its strategic, financial and legal obligations, a Victorian Catholic school must have the following in place:
• Documentation which identifies the school’s governance structure including a description of the school’s canonical authority.
• Documentation related to the school’s structures and plans for developing its strategic direction;
• Documentation related to the school’s structures for managing its financial and legal obligations.
These may but will not necessarily include:
• policies relating to the operation, professional development, review and induction of the governing body and its members
• enrolment estimates
• the estimated socio-economic status of students
• estimated State and Commonwealth grant funding
• financial projections for the first three years of operation
• an outline of the structure and membership of the school council or governing body

Governance and strategic planning For most primary schools the canonical authority is the Parish through the Parish Priest. A few primary schools come under the authority of a Religious Institute, a Diocese, or a group of Parishes, or a combination of any of these. For Catholic secondary schools, the canonical authority could be a Religious Institute, a Diocese, a Parish, a group of Parishes (Association of Canonical Administrators), or a consortium of any of these.

Catholic primary school boards or parish education boards are advisory boards not canonical authorities; their role is to support the school’s mission and the spiritual and educational development of students through contributing to school planning and policies.

Most secondary colleges have a college board or council which is not a canonical authority but which has been delegated specific functions such as:-
• promoting the Catholic nature of the college
• establishing and reviewing the objectives of the college
• ensuring that the curriculum and educational standards are adequate to meet the needs of the students
• planning, implementing and evaluating the financial and building programs necessary for the recurrent and long-term effectiveness of the college
• overseeing the college’s finances.

For incorporated Colleges the College Board or Council has additional duties and functions as required by the statutes of incorporation.

The canonical authorities of Victorian Catholic schools are also the employers of principals and staff in their schools (except in the Diocese of Sale, which has an incorporated association which employs all Catholic school staff in that diocese). In the case of schools belonging to Religious Institutes which have incorporated boards, the board acts as the employer of school staff on behalf of the Religious Institute.
Employers of Catholic school staff delegate to principals the leadership and management responsibility for all operational matters related to the school. Online and print publications on CEVN can assist Catholic primary and secondary school boards to perform their functions.

**Financial** The school’s Annual Financial Statement (AFS) to the CECV includes details of receipt and expenditure of funds. From the AFS, schools complete the Australian Government’s online Financial Questionnaire. Refer CEVN/Data Collection.

Those colleges belonging to Religious Institutes which are incorporated also meet additional financial requirements according to Victorian or Commonwealth legislation. Catholic primary schools are guided by the *Financial and Administrative Procedures Manual.*

Catholic secondary colleges are guided by CECV audit guidelines published on CEVN.

**Legal** The document *Legal Issues in Schools* (CECV 2003, currently under revision), available on CEVN, advises schools on a wide range of legal issues. Specific CECV and diocesan policies also address legal requirements, such as privacy, criminal records checks, Working with Children checks, use of the internet, enrolment, employment of staff, sexual harassment, and mandatory reporting.

CECV guide to VRQA minimum standards Page 15

The CECV Industrial Relations Unit provides professional advice on employment and industrial relations matters. These may be accessed through CEVN and should be consulted for legal or procedural matters not specifically covered by Catholic sector policies or advice.

**RESOURCES**


### 1.3 Probit

**STANDARD** The proprietor, any member of the governing body and any principal of a non-government school must be of good character and be able to carry out their responsibilities in relation to the operation of the school.

**EVIDENCE**

Schools are not required to provide any evidence in relation to the proprietor or any member of the governing body (i.e. the canonical authority).

For principals, most of the conditions of good character are covered by their ongoing registration with the Victorian Institute of Teaching (VIT), which incorporates a criminal records check. To meet the bankruptcy condition of good character, a Victorian Catholic school must have a *signed attestation by the principal* regarding his/her bankruptcy status. This is included in the annual self-assessment completed online or as part of a school review.

**ADVICE**

**Governing Bodies and Proprietors**

Compliance processes in relation to canonical authorities and proprietors occur at
system level. The Bishop of each Diocese vouches for the good character of the canonical administrators who have authority over their respective Catholic schools, i.e. Parish Priests, members of Religious Institutes, and in the few cases of Diocesan schools, those individuals to whom the Bishop has delegated the authority to govern on his behalf.

The majority of Catholic school boards and college boards are not canonical authorities. They act in an advisory capacity to the principal and the canonical administrator or they may have been delegated specific organisational functions. The exceptions to this advisory role are those boards which are incorporated boards established by the Religious Institutes under either the Victorian Associations Incorporation Act or the Commonwealth Corporations Act. These statutes require directors of incorporated boards to act honestly, exercise reasonable care and due diligence, and advise on bankruptcy status. In conjunction with the requirements for directors’ indemnity insurance and Working with Children checks, this means that Religious Institutes are assured that their board directors are of good character, and able to carry out their responsibilities as board members.

Principals

CECV Policy 1.22 Criminal Record Checks requires all school employees to have had a criminal record check. Principals of Catholic schools must have ongoing registration with the Victorian Institute of Teaching (VIT). A mandatory condition of registration is the completion of a criminal record check.

A clause in the principal’s eligibility documentation, application form and employment contract requires that a person who is or has been bankrupt attests to this during the recruitment and selection process.

1.4 Philosophy

STANDARD School must have a clear statement of its philosophy.

EVIDENCE There must be evidence in the form of a statement of the school’s philosophy. Such a statement could be contained in the school’s constitution, prospectus, strategic plan or business plan.

RESOURCES AND ADVICE

A school mission statement, or vision statement or school philosophy, published in a prospectus or handbook or on a website, would meet the standard. Such a statement is usually required by school reviews or principal reviews or strategic planning processes conducted by diocesan or other canonical authorities.

1.5 Not-for-profit status

STANDARD A school must be a not-for-profit school.

EVIDENCE Compliance processes occur at the systemic level. No evidence will need to be available at the school level.

2. ENROLMENT STANDARDS

2.1 Minimum Enrolments

STANDARD A school must have a minimum of 20 students enrolled. A secondary school must have an average enrolment of 10 or more students for each year level for which it is registered.

2.2 Enrolment Register

STANDARD A register of enrolments must be maintained that contains, for each student:

– his/her name, age and address
– the name and contact details of any parent or guardian of the student
– the date of enrolment
– where applicable, the date the student ceased to be enrolled.

EVIDENCE There must be evidence in the form of the enrolment register that
records that the school has as many or more students than the minimum number required by the standard, or than the minimum number as otherwise approved by the VRQA.

There must be evidence in the form of an enrolment register that is accurate, up-to-date and contains the information required in the standard.

**RESOURCES AND ADVICE**

To demonstrate that it meets the standards for minimum enrolment numbers and the maintenance of an enrolment register, a Victorian Catholic school must maintain an accurate enrolment register with the student enrolment data required by the standard. In the case of minimum enrolments not being met, documentation of exemptions granted by the VRQA must be available.

### 2.3 Enrolment Policy

**STANDARD** The school must have a clearly defined enrolment policy that complies with all applicable State or Commonwealth law. A school established by a particular religious denomination or by a group of religious denominations may have an enrolment policy that gives preference to adherents of that religious denomination or denominations or their children.

**EVIDENCE** There must be evidence in the form of a copy of the school’s enrolment policy and details of how it is implemented.

**RESOURCES AND ADVICE**

To demonstrate meeting the standard, a Victorian Catholic school must have in place an enrolment policy. This may be found on an enrolment form, in a parent handbook or on a web site.

The relevant Diocesan enrolment policy provides the context for school policy, which should be consistent with the Diocesan policy:


**3 CURRICULUM AND STUDENT LEARNING**

**STANDARDS**

### 3.1 Curriculum Framework

**STANDARD** A framework must be in place for the organisation, implementation and review of the school’s curriculum and teaching practices and to ensure that, taken as a whole, the learning areas are substantially addressed.

**EVIDENCE** There must be evidence in the form of:

- the proportion of time allocation across the eight key learning areas
- an explanation of how and when curriculum and teaching practice is reviewed.

**ADVICE**

To demonstrate a framework for organisation, implementation and review of teaching and learning practices, it is suggested that a Victorian Catholic school have documents on:

- school policies on curriculum provision, teaching and learning, assessment and student reporting, consistent with CECV and diocesan policies;
- an indication of how the eight key learning areas (as well as religious education) are addressed and an outline of the time allocations for each of the learning areas, by year level;
- a whole-school curriculum plan showing how the curriculum is organised;
- an outline of the school’s approach to curriculum and to teaching and learning,
integrated programs and online learning;
• a plan for implementation of the Victorian Essential Learning Standards or similar curriculum framework;
• school improvement plans, specifically for action in curriculum, learning and teaching;
• processes by which curriculum and teaching practices are reviewed.

RESOURCES
• School Improvement Framework documentation under CEVN/Profiles and Reports
• Documents on VELS implementation under CEVN/Curriculum Support/Teaching and Learning
CECV guide to VRQA minimum standards Page 21

3.2 Monitoring and reporting on student performance

STANDARD A school must ensure that there is ongoing assessment, monitoring and recording of each student’s performance and provide each student and parent with access to accurate information about student performance, including at least two written reports to parents per year.

EVIDENCE There must be evidence in the form of the school’s assessment and reporting policies and procedures, including how it is meeting Australian Government student reporting requirements.

ADVICE
To demonstrate monitoring and reporting on student performance, it is suggested that a Victorian Catholic school have documents on the following:
• assessment and reporting policies and procedures, including the provision of two written reports each year;
• processes for incorporating the student reporting requirements of the Australian Government;
• student reports to parents;
• reporting student performance against the Victorian Essential Learning Standards (VELS) or other standards framework;
• processes by which assessment and reporting practices are reviewed.

RESOURCES
Diocesan CEOs provide professional learning support for schools and curriculum networks on curriculum, assessment and reporting policies. Information on these may be found at CEVN/Professional Learning.

Online resources include:
• CEVN/Curriculum Support/Teaching and Learning, especially:
  o Guidelines for Assessment and Reporting of Student Achievement P-10: Assessment Against VELS (2006)
  o Reporting Student Achievement: P–10 Guidelines for Schools (2007)
• CEVN/School Improvement Reports – Community – School Performance
CECV guide to VRQA minimum standards Page 22
3.3 Student Learning Outcomes

STANDARD A school must have processes in place which enable it to plan for, and achieve improvement in, student learning outcomes.

EVIDENCE There must be evidence in the form of a strategic plan to improve student learning outcomes.

ADVICE
To demonstrate planning for improved student learning outcomes, it is recommended that a Victorian Catholic school has documentation on:

• samples of student data collected and analysed by the school to monitor student outcomes;
• evidence of using and reporting on AIM / National Testing (NAPLAN) data, VCE/VCAL data, and On Track data (eg: Self-Reflection Reports, Action plans);
• evidence of using data such as student performance against the Victorian Essential Learning Standards (VELS) to set goals/targets for school performance and to design improvement strategies;
• planned opportunities for teacher professional learning;
• how the school uses data to set goals and targets for outcomes.

RESOURCES
• Reports of previous school or principal reviews conducted by the Diocesan CEOs or Religious Institutes, focussing on implementation of strategies for school improvement, including annual action plans;
• AIM/NAPLAN, VCE and VCAL data, available from CEVN/Profiles & Reports/School Improvement Report;
• Professional learning support on using VCE/VCAL and AIM/NAPLAN data to inform school improvement strategies: see CEVN/Profiles & Reports/School Improvement Report;

CECV guide to VRQA minimum standards Page 23

4. STUDENT WELFARE STANDARDS

4.1 Care, safety and welfare of students

STANDARD A school must ensure that the care, safety, and welfare of students is in accordance with any applicable State and Commonwealth laws, and that staff are advised of their obligations under these laws.

EVIDENCE There must be evidence in the form of the school’s policies and procedures for:

• student welfare
• bullying and harassment
• managing complaints or grievances.
• on-site supervision of students
• supervision of students when undertaking off-site activities
• ensuring the safety and welfare of students learning with an external provider.
• distributing medicine
• first aid
• internet use

There must also be evidence in the form of:

• arrangements for ill students, including managing anaphylaxis
• records of student medical conditions and management
• a register of staff trained in first aid.
• mandatory reporting
• emergency management plan (DISPLAN)
• critical incident plan
• accidents register
• incident register
• how the school ensures that staff are made aware of their legal responsibilities for the care, safety and welfare of students.
ADVICE

(NB While the standard uses the term ‘student welfare’, Catholic schools tend to use the term ‘student wellbeing’ which denotes a more comprehensive and integrated approach.)

To demonstrate that it ensures that the care, safety and welfare of students are addressed, it is recommended that a Victorian Catholic school:

• ensure school policies and procedures for student wellbeing are clear and consistent with CECV and diocesan policies;

• have written plans for implementing the Australian Government’s National Safe Schools Framework (NSSF).

• have plans for staff to participate in professional learning sessions on student wellbeing, critical incident management, restorative practices, and the NSSF.

Relevant school policies and procedures on student wellbeing may be in the student diary, staff handbook, school rules, school website as well as within formal policies. A visitors’ register is also advisable.

RESOURCES

• Catholic Education Commission of Victoria Ltd CECV Policy 1.14 Pastoral Care of Students in Catholic Schools (revised 2007)


• Other diocesan policies on student wellbeing, drug issues and mandatory reporting.

• Catholic Education Commission of Victoria 2003, Legal Issues in Schools (under revision), under Documents/Melbourne Archdiocese/Legal Matters in Catholic Education Victoria Network (CEVN) www.admin.cevn, provides advice on duty of care of students, student supervision, serious offences, student health and medical conditions, information on anaphylaxis, out of school activities, child abuse and mandatory reporting, occupational health and safety, preventing and managing accidents and emergencies.

• The Australian Government’s National Safe Schools Framework (NSSF) (2004) provides a basis for promoting a shared vision of physical and emotional safety and wellbeing for all students and seeking prevention of bullying, harassment, abuse and neglect.


4.2 Student Discipline

STANDARD A school’s policies relating to the discipline of students must be based on principles of procedural fairness and must not permit corporal punishment.

EVIDENCE There must be evidence in the form of:

• the school’s behaviour management policy and procedures, including a statement that corporal punishment is not permitted; and

CECV guide to VRQA minimum standards Page 25

• an outline of how the school communicates these policies and procedures to the school community.

ADVICE

Schools use a variety of approaches to promote good student behaviour and to reduce and resolve conflict between students and between students and staff. Relevant school policies and procedures in Catholic schools usually refer to student wellbeing or pastoral care. These may be found in the student diary, staff handbook,
school rules, school website as well as within formal policies. To demonstrate that it meets the standard ensuring a consistent and fair approach to student discipline, a Victorian Catholic school must have the following in place:

- An explanation of the school’s approach to discipline and how it ensures procedural fairness;
- A clear school policy on behaviour management or pastoral care and discipline, which should be consistent with CECV Policy 1.14 Pastoral Care of Students in Catholic Schools;
- Behaviour management procedures and a clear statement that corporal punishment is not permitted in the school;
- A mechanism for communicating the policy and rules to students and their parents as well as staff;
- Procedures for suspension, expulsion and exclusion.

The CECV document *Legal Issues in Schools* (2003, under revision) states that corporal punishment is not permitted in Catholic schools.

**RESOURCES**


**4.3 Monitoring student attendance**

**STANDARD** Provision must be made at the school to:

- monitor daily attendance
- identify absences from school or class
- follow up unexplained absences
- notify any parent or guardian regarding unsatisfactory attendance
- record unsatisfactory attendance information on student files.

CECV guide to VRQA minimum standards Page 26

**4.4 Student attendance register**

**STANDARD** A student attendance register is maintained of students of compulsory school age, in which a student's attendance is recorded at least twice per day and reasons, given or apparent, for student absence are documented.

**EVIDENCE** There must be evidence in the form of the school’s procedures to:

- check attendance at least twice a day
- monitor attendance and to identify absences from school or class, daily
- follow up unexplained absences
- notify parents of unsatisfactory attendance
- record unsatisfactory attendance on students’ files.

There must be evidence in the form of a register in either print or electronic form of the attendance of all students at the school, for each calendar year. The register must show twice daily attendance checks and any reasons for absence.

**ADVICE**

To demonstrate that it ensures that student attendance is monitored and recorded, a Victorian Catholic school must have documentation and procedures for:

- checking student attendance at least twice per day, and recording in the attendance register, in print or electronic form;
- monitoring attendance and recording reasons for absences on a daily basis;
- following up unexplained absences;
- notifying parents of unsatisfactory attendance; and
- recording unsatisfactory attendance.

Attendance registers must be available for examination at any time.
Schools already keep attendance records as required by the Australian Government and the former Registered Schools Board. In addition, all VCE/VCAL providers are required by the Victorian Curriculum and Assessment Authority (VCAA) to record class attendance for all VCE/VCAL students. Catholic schools have in place a process for reporting on student attendance to the school community on an annual basis, as required by the Australian Government and reported to the Department of Education, Employment and Workplace Relations (DEEWR) via Compliance Certificate 2.

RESOURCES
• The document *Legal Issues in Schools* (CECV 2003, under revision), available on CEVN, provides advice to schools on keeping attendance records, monitoring attendance and managing absences.
• Approved schools administrative systems ensure that the electronic recording and reporting of student attendance fulfils accountability requirements.

5. STAFF EMPLOYMENT STANDARDS

5.1 Teacher registration

STANDARD All teachers employed to teach at the school must be registered or have permission to teach, and comply with any conditions or limitations of that registration.

EVIDENCE There must be evidence in the form of a register of teachers containing each teacher’s name and their teacher registration number. While there is compliance at the system level with the Personnel Record System on CEVN, the school’s own register of its teachers must be available and accurate.

RESOURCES AND ADVICE
The CECV Policy 1.22 Criminal Record Checks requires that all teachers employed in Catholic schools must be registered with the Victorian Institute of Teaching (VIT). Schools employing teachers who have not yet become registered need to ensure that the requirements of the policy are met. All details of Catholic school employees must be uploaded to the online Personnel Record System (PRS), found at CEVN/Information/Personnel. The PRS includes the Victorian Institute of Teaching (VIT) teacher registration number, personal details, qualifications, criminal record check, length of service, accreditation to teach in a Catholic school.

5.2 Compliance with the Working with Children Act 2005

STANDARD The requirements of the *Working with Children Act 2005* are complied with in respect of the employment of all staff and any others having direct contact with children at a school.

EVIDENCE There must be evidence in the form of:
• a register of staff with a Working with Children Check
• procedures for maintaining the register.

RESOURCES AND ADVICE
To demonstrate that it ensures compliance with the *Working with Children Act 2005*, a Victorian Catholic school should maintain a register of all non-teaching staff, volunteers and other persons at the school with a Working with Children Check and the procedures for maintaining the register up-to-date. The CECV Policy 1.22 Criminal Record Checks applies to teaching staff and principals in all Catholic schools. Since all teachers and principals must be registered with VIT, and as registration requires a criminal records check, the requirements of the *Working with Children Act 2005* are met.
Catholic schools are required to follow the 2007 Archdiocese of Melbourne Working with Children Protocol and Implementation Guidelines available on CEVN. Catholic Archdiocese of Melbourne 2007, Working with Children Protocol and Implementation Guidelines under Documents/Melbourne Archdiocese/Legal Matters in Catholic Education Victoria Network (CEVN) www.admin.cevn

6. SCHOOL INFRASTRUCTURE STANDARDS

6.1 Buildings, facilities and grounds
STANDARD A school’s buildings, facilities and grounds must comply with any laws that apply to the school, including local laws and building, planning and occupational health and safety laws.

6.2 Educational facilities
STANDARD The educational facilities of a school must be suitable for the programs it offers and for the students’ age levels.

EVIDENCE There must be evidence in the form of:
• a permit to operate an education centre on the site
• evidence that buildings and facilities comply with local planning regulations and with the Building Code of Australia
• an essential services register
• a maintenance schedule for buildings, facilities and grounds
• policy and procedures for occupational health and safety.

ADVICE
To demonstrate that it ensures compliance with buildings, grounds and facilities standards, a Victorian Catholic school should maintain documentation related to:
• Town Planning approvals, or, where this is not possible, a letter from the Planning Authority confirming the school’s existing rights
• Building Approvals for each building
• Essential Services Maintenance
• Risk Assessment Reports under Occupational Health and Safety (Asbestos) Regulations
• Policies and procedures for occupational health and safety

CECV guide to VRQA minimum standards Page 30
• The location of educational facilities for each program offered (e.g. science, physical education, library, etc)
• Detailed plans in order to facilitate emergency and evacuation procedures, so as to meet Australian government standards for facilities and buildings.

RESOURCES
Most Catholic schools will already have the documentation required to meet these two minimum standards if they had been reviewed by the former Registered Schools Board (RSB).

Catholic schools should have either an Approval to Open under the Health Act, if opened before 1985, or a Certificate of Occupancy under the Building Code of Australia (BCA) as interpreted by the Victorian Building Regulations. For Town Planning documentation, older schools were usually noted on their local planning schemes as ‘non-conforming use’ in a residential area. From about 1985, new schools are subject to more rigorous town planning requirements, and the appropriate documentation is available or easily found. Building Approvals require Town Planning approval with all conditions met.

• Planning advice is also provided by the diocesan CEOs through diocesan planning policies which include reference to suitability of facilities for educational purposes.
• Diocesan CEOs can assist schools within their diocese to meet Australian government requirements for facilities and buildings.
• Catholic schools in the Archdiocese of Melbourne are monitored by consultants to ensure their Essential Services Maintenance and Hazardous Materials records are complete. Further information on these matters may be
obtained by contacting planning and facilities staff at the respective Catholic Education Office.
• Catholic schools in the Diocese of Sandhurst are monitored through the cyclic School Review process to ensure their OHS and Maintenance procedures are articulated, evaluated and implemented.

CECV guide to VRQA minimum standards Page 31

7. INFORMATION ON SCHOOL PERFORMANCE

STANDARD

STANDARD Information about a school’s performance must be provided to the school community, including:

7.1 Student outcomes on statewide tests
• a description and analysis of student learning outcomes in statewide tests and examinations for the current year (and for the last two years if the school has been established that long)

7.2 Student attendance
• a description and analysis of rates of student attendance for the year

7.3 School financial activities
• a report of the school’s financial activities

7.4 Commonwealth reports on school performance
• copies of school performance reports required under the Commonwealth funding agreements (i.e. as outlined in the Commonwealth’s Compliance Certificate 2)

EVIDENCE There must be evidence in the form of:
• a copy of the school’s annual report that contains the mandatory information
• an outline of how the report is distributed and promoted.

ADVICE
To demonstrate that it provides information about its performance to the school community, a Victorian Catholic school should have available a copy of the most recent school reports to the school community (containing data on student attendance, financial activities, student outcomes on statewide tests and examinations, VCE and VCAL examination results for the reporting year and the two years prior to that and the mandated Commonwealth school performance reporting requirements):
Analysis of student learning outcomes and attendance rates should, where possible and relevant, note trends over three years and differences between year levels, and make some comments interpreting the data.

RESOURCES
1. Student outcomes on statewide tests The Victorian Curriculum and Assessment Authority (VCAA, www.vcaa.vic.gov.au) provides schools with the following information, either directly or through its Online Data Service or the media:

CECV guide to VRQA minimum standards Page 32
• results of state-wide and national literacy and numeracy tests for Years 3, 5, 7 and 9, including 5-year trend data;
• VCE and VCAL examination results for individual schools (for the reporting year and the two years prior to that).
The School Improvement Reports available through CEVN provide
• data for reporting on outcomes for the reporting year (and two years prior to that).
• advice on how to incorporate these reporting requirements into the school’s annual reporting schedule.

2. Student attendance Catholic schools report annually on student attendance to the school community, as this is a requirement of the Commonwealth government (see subsection 4 below).

3. School financial activities The financial report to the community may be derived
from the existing Australian Government Financial Questionnaire by using the summary sub-totals of the main categories of receipts and expenditure (see Appendix 2, School Financial Report Template). The school’s Annual Financial Statement is the source of this data. Information on the AFS together with guides and templates may be found at CEVN/Data collection/Annual Financial Statement.

4. Commonwealth reports on school performance In accordance with Australian Government Compliance Certificate 2, as reported to the Department of Education, Employment and Workplace Relations (DEEWR), schools already report to their communities in the following areas, where applicable:
   (i) Staff Attendance
   (ii) Staff Retention
   (iii) Teacher Qualifications
   (iv) Expenditure and Teacher Participation in Professional Learning
   (v) Student Attendance
   (vi) National Benchmark Results Years 3, 5, 7, & 9 in Reading, Writing, Spelling & Numeracy
   (vii) Changes in Benchmark Results from the Previous Year
   (viii) Value Added
   (ix) Median results for Year 9 AIM
   (x) Senior Secondary Outcomes
   (xi) Proportion of Year 9 Students retained to Year 12 (or equivalent)
   (xii) Post-School Destinations
   (xiii) Parent, Student & Teacher Satisfaction.
   These areas cover almost all detail required by the rest of the standard.
   CECV guide to VRQA minimum standards Page 33

APPENDIX 1. SELF-ASSESSMENT & ATTESTATION
To answer each question, you will need to refer to the full description of each standard and the evidence required.

Is there evidence to demonstrate meeting the standard?

1. SCHOOL GOVERNANCE STANDARDS
1.1 Democratic principles Support and promote Australian democratic principles
   Yes ☐ No ☐

1.2 Governance structure Fulfil strategic, financial and legal obligations
   Yes ☐ No ☐

1.3 Probity Principal’s attestation (below) Yes ☐ No ☐

1.4 Philosophy Published statement Yes ☐ No ☐

1.5 Not-for-profit status Evidence provided by diocesan authority

2. ENROLMENT STANDARDS
2.1 Minimum enrolment 20 students (10/year in secondary) Yes ☐ No ☐

2.2 Enrolment register Maintain students’ personal and enrolment details
   Yes ☐ No ☐

2.3 Enrolment policy Clear policy, complies with laws Yes ☐ No ☐

3. CURRICULUM AND STUDENT LEARNING STANDARDS
3.1 Curriculum framework For organisation, implementation and review of curriculum
   Yes ☐ No ☐

3.2 Monitoring and reporting on student performance
   Assess, monitor and report to parents on student performance
   Yes ☐ No ☐
3.3 Student learning outcomes Use data for improving student outcomes
Yes ☐ No ☐

4. STUDENT WELFARE STANDARDS
4.1 Care, safety and welfare of students Consistent with laws, staff know obligations
Yes ☐ No ☐
4.2 Student discipline Policies based on fairness, no corporal punishment
Yes ☐ No ☐
4.3 Monitoring student attendance Processes to record attendance and follow up absences
Yes ☐ No ☐
4.4 Student attendance register Record attendance twice per day Yes ☐ No ☐

5. STAFF EMPLOYMENT STANDARDS
5.1 Teacher registration All registered or permitted to teach Yes ☐ No ☐
5.2 Compliance with the Working with Children Act 2005
Keep up-to-date register of staff with WWC check.
Yes ☐ No ☐

6. SCHOOL INFRASTRUCTURE STANDARDS
6.1 Buildings, facilities and grounds Comply with relevant building, planning and OHS laws.
Yes ☐ No ☐
6.2 Educational facilities Suitable for programs and students Yes ☐ No ☐

7. STANDARD ON INFORMATION ON SCHOOL PERFORMANCE
7.1 Student outcomes on statewide tests and exams
Report to school community Yes ☐ No ☐
7.2 Student attendance Report to school community Yes ☐ No ☐
7.3 School financial activities Report to school community Yes ☐ No ☐
7.4 Commonwealth requirements for reporting on school performance
Report to school community Yes ☐ No ☐
I declare that:
• The above assessments of meeting the minimum standards are correct; and
• I am not, or have not been bankrupt or have not taken the benefit of any law for the relief of bankrupt debtors, or compounded with my creditors or made an assignment of my property for their benefit.

Principal’s Signature:…………………………………………..Date……………………….

CECV guide to VRQA minimum standards Page 34

APPENDIX 2. TEMPLATE FOR FINANCIAL REPORTING TO SCHOOL COMMUNITY

Template for financial report to Victorian Catholic School communities
Financial data derived from the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire and external audited reports
Notes on how to complete VRQA template from detailed DEEWR Financial Questionnaire
School name:
Location address:
Reporting framework Modified Cash or Accrual
Recurrent income Tuition (includes boarding)
Derived from DEEWR Financial Questionnaire no.
School fees RI.010
Other fee income
and RI.051

**Private income** RI.053 and RI.055

**State government recurrent grants** RI.085, RI.100 and RI.130

**Australian govt recurrent grants** RI.150, RI.151, RI.155, RI.158, RI.161, RI.165, RI.170, RI.190, RI.230, RI.232, RI.240 and RI.250

**Total recurrent income** RI.260

**Recurrent expenditure** Tuition (includes boarding)

Salaries, allowances & related expenses
RE.015, RE.060, RE.090, RE.110 and RE.130

Non salary expenses
RE.145, RE.195, RE.220, RE.230, RE.240, RE.250, RE.260, RE.270 and RE.290

**Total recurrent expenditure** - RE.300

**Capital income and expenditure** Tuition (includes boarding)

Government capital grants
CI.010, CI.015, CI.020 and CI.070

Capital fees and levies CI.080 and CI.090

Other capital income CI.095 and CI.105

**Total capital income** - CI.130

**Total capital expenditure**
CE.005, CE.030, CE.040, CE.050 and CE.055

**Loans** (includes refundable enrolment deposits and recurrent, capital and bridging loans) Tuition (includes boarding)

**Total opening balance** LN.001, LN.015 and LN.025

**Total closing balance** LN.004, LN.019 and LN.029

CECV guide to VRQA minimum standards Page 35

APPENDIX 3. KEY CATHOLIC SECTOR DOCUMENTS


**SELECTED POLICIES**


Catholic Education Office Melbourne 2007 *Enrolment Policy* (CEOM Policy 2.4) [www.ceo.melb.catholic.edu.au](http://www.ceo.melb.catholic.edu.au)


Diocese of Sale 1992, *Catholic School Enrolment Guidelines*, Policy 2.1, under
GUIDES AND PLANNING DOCUMENTS


Catholic Education Office Melbourne 2006, *Guidelines for Assessment and Reporting of Student Achievement P-10: Assessment Against the Standards*, under Curriculum Support/Learning and Teaching in Catholic Education Victoria Network (CEVN) www.admin.cevn


APPENDIX 4. OTHER RESOURCES


or Schools Reference Guide under Links in Catholic Education Victoria Network (CEVN) www.admin.cevn

Websites
Catholic Education Commission of Victoria (CECV): www.cecv.catholic.edu.au
Catholic Education Office Ballarat (CEOM): www.ceo.ballarat.catholic.edu.au
Catholic Education Office Melbourne (CEOM): www.ceo.melb.catholic.edu.au
Catholic Education Office Sale (CEOM): www.ceo.sale.catholic.edu.au
Catholic Education Office Sandhurst (CEOM): www.ceo.sand.catholic.edu.au
Catholic Education Victoria Network (CEVN): www.admin.cevn
Department of Education, Employment and Workplace Relations (DEEWR): www.deewr.gov.au