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**Mother of God Primary School contact details**

**Address**  
66 Wilfred Road Ivanhoe East 3079

**Telephone**  
9497 1094

**Facsimile**  
9497 4693

**Website**  
www.mogivanhoeeast.catholic.edu.au

**Email**  
principal@mogivanhoeeast.catholic.edu.au

**Principal**  
Ms. Louise McGrath

**Office Staff**  
Ms. Helen Burke

**Parish Priest**  
Fr Thang Vu

**Telephone**  
Parish phone number  
9497 1515  
Fax  
9499 9959
Mother of God Primary School is situated in East Ivanhoe, located in the North Eastern suburbs, approximately 8 1/2 km from the city of Melbourne. It is an established residential area within easy access to the Eastern Freeway and main arterial roads which enter and exit Melbourne C.B.D.

Mother of God community is situated in the city of Banyule Municipality which boasts excellent resources and facilities. Some of which include: The Municipal Library, Ivanhoe Aquatic Centre, Parklands (some of which are used for sporting ground venues) and the Met bus and train service. There is a local shopping centre in East Ivanhoe which caters adequately for the area, although larger centres are of close proximity.

Mother of God School was officially opened to the Parish Community in February 1963. The Sisters of St. Joseph of the Apparition were appointed to teach in the Parish school. The school (an old house) which was on the site when purchased enabled children from Prep to Grade 3 to be enrolled. Extensions in 1964 enabled Grades 4 & 5 to be accommodated in two portable classrooms, that are still in use to this day. In 1974 the main school building was built incorporating an open plan style, and the house was demolished. There have been a number of major alterations and additions to the main building during the years 1983, 1987, 1994, 2004, 2010 and 2012.

Fr. Thang Vu is the Parish Priest. Mother of God Primary School is one of three parish schools within the Catholic Parish of Ivanhoe. Fr. Thang resides in the Mother of God Parish House and his offices are behind Mary Immaculate Church.

The school property consists of a sealed marked games/activities area including a mulched adventure playground. The playground area has established shade trees. Additional outdoor seating and paved areas were also incorporated in this plan. Boundary fencing provide the school with a safe and secure playground. Student amenities were upgraded in 2005. There is a basketball/netball court area. The building program in 2010 and 2012 incorporated 5 new learning spaces, an administration area, multipurpose room and kitchen, staff amenities and student toilets inside.

There is a strong partnership between the local community, highly professional staff and dedicated parents. During 2010 the Mother of God Parent Representative Group was formed. The constitution was established and protocols were put in place.

Parents are interested and involved actively with the school, and actively encouraged by:

- Initiating and participating in social and fundraising activities.
- Being involved in the new family mentoring program.
- Volunteering their sport through such activities as:

  Events Committee
  Maintenance Group
  School Sports
  School Uniform Shop          School Banking
  Classroom Helpers- e.g. literacy Program  Library Assistants
  Class Representatives          Class Excursions
  Book Club Organiser              Before / After School Care Committee
Our Vision

Mother of God Catholic Primary School is a community within the Catholic Parish of Ivanhoe.

As a community we:

- INVITE: by building a sense of belonging and active participation in school and parish life.
- INSTRUCT: through a learning community that is continually developing a culture of inquiry, developing skills, knowledge, values and support
- INITIATE: be creating a sense of welcome and support
- INVIGORATES: by being part of an active learning community we are refreshed and invigorated as we continue on our life journey.

Mother of God Catholic Parish Primary School is a place where individuals come together in a community that draws its inspiration from the individual qualities of its membership. A person’s or community’s own spirit is their inner identity or soul, the sum of those invisible but real forces which make them who they are. Our school community is made up of individuals who have their own real qualities of soul. When these qualities are given to our school community, we will all enjoy the benefits of a harmonious and productive environment in which we can prosper academically and personally.
Mary Mother of God had many special gifts that made her particularly suited to her task as mother and teacher. In Mary we see a perfect example of a person who together with Joseph introduced Jesus to the history, culture and prayer of her people. Mary provided favourable conditions for the development of the potential and essential values for growth. Mary can therefore be seen as a model for educators and parents alike. Her experiences are the reference points for the learning community at Mother of God Catholic Primary School, East Ivanhoe.

Today we are called in challenging and complex conditions to devote our lives to the service of teaching where we assist in the development of the children in our care so that they will live lives reflecting the values and attitudes of our Christian traditions and be worthy citizens of Australia.

*The community of Mother of God see in Mary the perfect model of a teacher.*
Administrative Structure

Parent Handbook

Parish Priest
I
Principal
I

Leadership Team (Principal, Deputy Principal, Religious Education Leader, Learning and Teaching Leaders, Student Well Being Leader)
I

Teaching Staff & Administrative Support

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish Priest</td>
<td>Fr Thang Vu</td>
</tr>
<tr>
<td>Principal</td>
<td>Louise McGrath</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Max Graziano</td>
</tr>
<tr>
<td>Year Prep</td>
<td>Bonnie Marshall</td>
</tr>
<tr>
<td>Junior G</td>
<td>Sawako Gannon</td>
</tr>
<tr>
<td>Junior W</td>
<td>Mary Wynack</td>
</tr>
<tr>
<td>Middle M</td>
<td>Marie Ellul</td>
</tr>
<tr>
<td></td>
<td>Melanie Johnson</td>
</tr>
<tr>
<td>Middle B</td>
<td>Brian Anderson</td>
</tr>
<tr>
<td>Senior G</td>
<td>Max Graziano</td>
</tr>
<tr>
<td>Senior T</td>
<td>Justin Tongue</td>
</tr>
<tr>
<td>Religious Leader</td>
<td>Brian Anderson</td>
</tr>
<tr>
<td>Literacy Leader/ICT</td>
<td>Melanie Johnson</td>
</tr>
<tr>
<td>Learning and Teaching</td>
<td>Melanie Johnson</td>
</tr>
<tr>
<td>Mathematics Leader</td>
<td>Sawako Gannon</td>
</tr>
<tr>
<td>Librarian/ Read Rec</td>
<td>Vicki Gualano</td>
</tr>
<tr>
<td>Student Well Being</td>
<td>Vicki Gualano</td>
</tr>
<tr>
<td>Student Services</td>
<td>Louise McGrath</td>
</tr>
<tr>
<td>Lote-Italian</td>
<td>Rosa Pellicciotta</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Jacinta Harwood</td>
</tr>
<tr>
<td>Sports Co-ord</td>
<td>Max Graziano</td>
</tr>
<tr>
<td>Administration</td>
<td>Helen Burke</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Wilma Paladina</td>
</tr>
</tbody>
</table>
## Mother of God Calendar 2012

Dates can be subject to change. Parents will be notified of changes via Newsletter.

### Term One

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2nd February</strong></td>
<td>Students return to school - Preps 9 – 11am</td>
</tr>
<tr>
<td><strong>3rd February</strong></td>
<td>Preps 9 – 11am</td>
</tr>
<tr>
<td><strong>6th, 7th February</strong></td>
<td>Preps 9 – 1:30pm</td>
</tr>
<tr>
<td><strong>6th February</strong></td>
<td>Assembly – 2:45pm</td>
</tr>
<tr>
<td><strong>8th February</strong></td>
<td>Preps – full time</td>
</tr>
<tr>
<td><strong>8th February</strong></td>
<td><strong>Staff Commissioning Mass with CPI schools</strong></td>
</tr>
<tr>
<td><strong>12th February</strong></td>
<td><strong>Beginning of School Year Mass</strong> – Mother of God Church – 10:30am</td>
</tr>
<tr>
<td><strong>14th February</strong></td>
<td>Information Evening – Year 3 – 6</td>
</tr>
<tr>
<td><strong>15th February</strong></td>
<td>Information Evening – Prep – 2</td>
</tr>
<tr>
<td><strong>16th February</strong></td>
<td>Beginning of School Year Mass for cluster of Ivanhoe at Mother of God</td>
</tr>
<tr>
<td><strong>20th February</strong></td>
<td>School Assembly 2:45pm</td>
</tr>
<tr>
<td><strong>21st Feb</strong></td>
<td>Shrove Tuesday – Parent Helper training session – experienced – 9.00 – library – 1st session</td>
</tr>
<tr>
<td><strong>22nd Feb</strong></td>
<td>ASH WEDNESDAY – service in class</td>
</tr>
<tr>
<td><strong>23rd Feb</strong></td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td><strong>28th February</strong></td>
<td>Family Reconciliation Workshop – 6:30pm at MOG</td>
</tr>
<tr>
<td></td>
<td>Parent Helper training session – new – 9.00 – library – 2nd session</td>
</tr>
<tr>
<td><strong>1st Mar</strong></td>
<td>Parent Discussions with class teacher – students dismissed at 1:30pm</td>
</tr>
<tr>
<td><strong>5th March</strong></td>
<td>District Swimming Championships</td>
</tr>
<tr>
<td><strong>6th Mar</strong></td>
<td>Parent Helper training session – new – 9.00 – library – 2nd session</td>
</tr>
<tr>
<td><strong>7th Mar</strong></td>
<td>School photos</td>
</tr>
<tr>
<td><strong>8th Mar</strong></td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td><strong>12th March</strong></td>
<td>Labour Day Holiday</td>
</tr>
<tr>
<td><strong>13th – 18th March</strong></td>
<td>Catholic Education Week – ‘Throw open the doors – let in the light.’</td>
</tr>
<tr>
<td><strong>14th March</strong></td>
<td>Open day</td>
</tr>
<tr>
<td><strong>15th March (TBC)</strong></td>
<td>Catholic Education Week Mass @ St. Patrick’s Cathedral</td>
</tr>
<tr>
<td><strong>20th March</strong></td>
<td>Twilight Sports – children dismissed @ 1.00p.m. Chelsworth Park 3.15p.m.</td>
</tr>
<tr>
<td><strong>22nd Mar</strong></td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td><strong>27th March</strong></td>
<td>Sacrament of Reconciliation (Year 3 students) 11:45am MOG Church</td>
</tr>
<tr>
<td><strong>27th – 30th March</strong></td>
<td>Senior School Camp – Mt. Buller</td>
</tr>
<tr>
<td><strong>30th March</strong></td>
<td><strong>End of Term for students at 1.30pm</strong></td>
</tr>
<tr>
<td><strong>8th April</strong></td>
<td>Easter Sunday</td>
</tr>
</tbody>
</table>
## Term Two

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16th April</td>
<td>School Begins 8.50am – Term Two</td>
</tr>
<tr>
<td>18th April</td>
<td>Open Day 11.45 – 1.00</td>
</tr>
<tr>
<td>19th April</td>
<td>Official Opening (TBC)</td>
</tr>
<tr>
<td>20th April</td>
<td>Interschool sport – winter season commences</td>
</tr>
<tr>
<td>22nd April</td>
<td>School Mass – Mother of God Church – 10:30am  Open Day: 10:30 – 1:00pm</td>
</tr>
<tr>
<td>24th April</td>
<td>Family Confirmation information evening @ MOG 6.30pm</td>
</tr>
<tr>
<td>25th April</td>
<td>ANZAC Day – public holiday</td>
</tr>
<tr>
<td>26th April</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>1st May</td>
<td>Family Confirmation workshop @ MOG</td>
</tr>
<tr>
<td>10th May</td>
<td>Mother’s Day Celebration</td>
</tr>
<tr>
<td>11th May</td>
<td>SCHOOL CLOSURE</td>
</tr>
<tr>
<td>13th May</td>
<td>Mother’s Day</td>
</tr>
<tr>
<td>15th – 17th May</td>
<td>NAPLAN – National Assessment Program – Literacy and Numeracy - Yr. 3 and Yr. 5</td>
</tr>
<tr>
<td>22nd May</td>
<td>Confirmation Workshop for Confirmation Candidates – Eltham Community Centre</td>
</tr>
<tr>
<td>24th May</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>29th May</td>
<td>District Cross Country</td>
</tr>
<tr>
<td>31st May</td>
<td>Confirmation rehearsal for students at St Patrick’s Cathedral – 10.30</td>
</tr>
<tr>
<td>1st June</td>
<td>District soccer round robin</td>
</tr>
<tr>
<td>3rd June</td>
<td>Catholic Parish of Ivanhoe Confirmation @St. Patrick’s Cathedral 2.30pm</td>
</tr>
<tr>
<td>7th June</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>11th June</td>
<td>Queen’s Birthday – public holiday</td>
</tr>
<tr>
<td>22nd June</td>
<td>Reports sent home</td>
</tr>
<tr>
<td>26th June</td>
<td>Parent Teacher Interviews - Students to be dismissed at 1.00p.m.</td>
</tr>
<tr>
<td>29th June</td>
<td>End of Term 2 – Students Dismissed at 1:30pm</td>
</tr>
</tbody>
</table>

## Term Three – 2 days School Closure - TBA

Mother of God Primary School Parent Handbook 2012
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>16&lt;sup&gt;th&lt;/sup&gt; July</td>
<td>First day of Term 3 – 8.50am</td>
</tr>
<tr>
<td>17&lt;sup&gt;th&lt;/sup&gt; July</td>
<td>Family Eucharist Workshop for Parents at Mother of God @ 6:30pm</td>
</tr>
<tr>
<td>26&lt;sup&gt;th&lt;/sup&gt; July</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>27 July – 12 Aug</td>
<td>Olympics</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt; Aug</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>18&lt;sup&gt;th&lt;/sup&gt; Aug – 24 Aug</td>
<td>Book Week – ‘Champions Read’</td>
</tr>
<tr>
<td>17&lt;sup&gt;th&lt;/sup&gt; Aug</td>
<td>Hooptime – Coburg</td>
</tr>
<tr>
<td>20&lt;sup&gt;th&lt;/sup&gt; – 24&lt;sup&gt;th&lt;/sup&gt; Aug</td>
<td>Book Week – ‘Champions Read’</td>
</tr>
<tr>
<td>23&lt;sup&gt;rd&lt;/sup&gt; Aug</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>20&lt;sup&gt;th&lt;/sup&gt; Aug</td>
<td>District Standardized Athletics</td>
</tr>
<tr>
<td>31&lt;sup&gt;st&lt;/sup&gt; August</td>
<td>Father’s Day Breakfast</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; September</td>
<td>Father’s Day</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Sept</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>16&lt;sup&gt;th&lt;/sup&gt; September</td>
<td>First Eucharist – Mother of God Church – 10:30am</td>
</tr>
<tr>
<td>20&lt;sup&gt;th&lt;/sup&gt; Sept</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>21&lt;sup&gt;st&lt;/sup&gt; September</td>
<td>End of Term 3</td>
</tr>
<tr>
<td></td>
<td><strong>Term Four</strong></td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>Term 4 Begins for Students @ 8.50am</td>
</tr>
<tr>
<td>18&lt;sup&gt;th&lt;/sup&gt; Oct</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Nov</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;/6&lt;sup&gt;th&lt;/sup&gt; November</td>
<td>Melbourne Cup – public holiday</td>
</tr>
<tr>
<td>15&lt;sup&gt;th&lt;/sup&gt; Nov</td>
<td>Assembly</td>
</tr>
<tr>
<td>23&lt;sup&gt;rd&lt;/sup&gt; November</td>
<td>School Closure</td>
</tr>
<tr>
<td>24&lt;sup&gt;th&lt;/sup&gt; Nov</td>
<td>School Fair</td>
</tr>
<tr>
<td>27&lt;sup&gt;th&lt;/sup&gt; November</td>
<td>Combined Schools End of Year Mass for CPI – 10:00am @ MOG</td>
</tr>
<tr>
<td>29&lt;sup&gt;th&lt;/sup&gt; Nov</td>
<td>Assembly</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; December</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Sunday of Advent – School Mass - Mother of God Church – 10:30am</td>
</tr>
<tr>
<td>13&lt;sup&gt;th&lt;/sup&gt; December</td>
<td>Assembly 2.45</td>
</tr>
<tr>
<td>14&lt;sup&gt;th&lt;/sup&gt; December</td>
<td>Reports go home</td>
</tr>
<tr>
<td>17&lt;sup&gt;th&lt;/sup&gt; December</td>
<td>Year 6 Graduation</td>
</tr>
<tr>
<td>18&lt;sup&gt;th&lt;/sup&gt; Dec</td>
<td>Year 6 BIG day out</td>
</tr>
<tr>
<td>19&lt;sup&gt;th&lt;/sup&gt; December</td>
<td>Students finish (TBC)</td>
</tr>
</tbody>
</table>
**School Organization**

The 2012 – 2015 School Improvement Goal is *To strengthen a personalised approach to learning to improve outcomes.* An intended outcome is that *Our students will be engaged and motivated learners.* Students are grouped into seven learning groups which are Prep, 2 Junior Classes (Year 1 and 2), 2 Middle School Classes (Year 3 and 4) and 2 Senior School Classes (Year 5 and 6). In 2012 the staff work collegially to identify the needs and interests of students and endeavour to cater for these in a wide variety of learning experiences.

Students also have specialist classes in Physical Education, Library and LOTE: Italian. These programs are timetabled weekly. Physical Education Lessons are held in the Space Centre at Ivanhoe East Primary on a Wednesday.

As a Catholic Primary School, our Catholic faith and its teachings underpin all curriculum.

A comprehensive curriculum across the three strands of the Victorian Essential Learning Standards is offered and the school is committed to developing sound foundational skills, which empowers them to be independent learners. Reading Recovery is offered to selected children in Year 1 with the staffing allocation of a 0.5 (two and a half days) trained Reading Recovery Teacher.

Formation in faith is a lifelong journey and our Religious education program must be seen in this context. *To Know Worship and Love* is the text series all schools in the Melbourne Archdiocese use as their main resource of Religious Education for young people. Liturgy, sacramental programs, parent evenings, prayer and social action are also important facets of our Religion program.

High priority has been given to building up our learning technologies resources. Each class has a ratio of 1:6 computers and all children have access to the internet and the school intranet. Our students are given the opportunity to use the most up to date technology to enhance their learning. Technology resources have been updated across the school during 2009 and 2010 with the library having a bank of 8 computers, digital tv and a sound system. Each learning area also has access to an interactive whiteboard. In 2012 a note book program will continue in the Senior School.

Curriculum initiatives are further supported by cultural and enrichment programs. Student wellbeing has a special emphasis at our school.

Recognition of extra curricular achievement is recognised:

- through the newsletter
- at school assemblies.
- On our website and intranet

**We aim to have our new website in operation by the end of February 2012 with the support of the Catholic Education Office of Melbourne.**

Class captains are appointed in each class every term. Birthdays and other special events are recognised and celebrated in each class. Special celebration days are held throughout the year to celebrate learning and diversity here at MOG, such days are:

- Italian Day
- Science week

Mother of God Primary School Parent Handbook 2012
● Book Week Dress up day etc.

There is also:
● Mt Buller camp (2012) and Canberra Educational Tour (2013) for the Senior School every alternate year
● Inter School Sport
● Prep and Year 6 Transition programs
● Student Representative Council
● Perceptual Motor Program
● Scholastic Bookclub
● A Buddy Program

In 2012 we have been granted a Community Arts Grant. More information about this grant will be shared with our community during term one.

**School Improvement**
All School programs and practices are evaluated and reviewed regularly. The School Improvement Plan and related Annual Action Plan is informed through the school review process which occurs in a 4 year cycle. During 2011 the school participated in a School Review and developed the 2012 – 2015 School Improvement Plan.

**Victorian Essential Learning Standards (VELS)**
VELS is implemented by an Inquiry Based Approach to Learning.

These Standards have been developed by the Victorian Curriculum Assessment Authority in response to the growing body of evidence on how people learn and the developmental stages of learning that young people experience at school.

Whilst we recognise that student learning is a continuum from Prep through to Year 10, and that different students develop at different rates, they broadly progress through three stages of learning.

1. **Prep to Year 4 (laying the foundations)**, where the curriculum focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy and basic physical and social capacities which underpin all future learning;

2. **Years 5 to 8 (building breadth and depth)**, where students progress beyond the foundations, their literacy and numeracy becomes more sophisticated, and important discipline-based and interdisciplinary capacities are progressively introduced; to

3. **Years 9 and 10 (developing pathways)**, which constitute a bridge to the post-compulsory years and where students begin to focus more clearly on areas of particular interest related to both their future schooling and intended pathways beyond school while developing their understanding of, and connection to, the community in which they live.

If you wish to find out more about the Victorian Essential Learning Standards you can access information from the following website [www.vels.vcaa.vic.edu.au](http://www.vels.vcaa.vic.edu.au)

**Curriculum Features**

**Religion**— *To Know Worship and Love* is the text series all schools in the Melbourne Archdiocese use as their main resource of Religious Education for young people. Liturgy, sacramental programs, parent evenings, prayer and social action also are important facets of
our Religion program.

**English**– We have a firm commitment to quality Literacy programs incorporating daily literacy blocks and students attending our fully automated Library. Reading Intervention Programs include *Reading Recovery, Bridges & Enhancing Reading Intervention Knowledge.*

**Mathematics**– Mathematics involves mastery of several components - knowing mathematical facts, carrying out mathematical procedures and being able to use mathematics in solving problems and understanding the world. The mathematics course is structured in accordance with the VELS documents. A commitment to a strong emphasis on numeracy, incorporating a numeracy block, as is our participation in the National Partnerships Program with a particular focus on Mathematics Learning and Teaching. During 2010 and 2012 we received targeted support from the Melbourne Catholic Education Office.

**Physical Education**– There are weekly sessions with our PE teacher (Mrs. Jacinta Harwood). Clinics are provided throughout the year and students in the Senior School participate in Interschool sports, and also have extra opportunities to participate in various sporting activities, including Bike Ed and lawn bowls. Our Year 4 students will also experience involvement on a rotational basis in Interschool sport.

**Inquiry Based Learning** - “Involve me and I understand.”
Students at Mother of God Primary School are actively involved in their learning through Inquiry Based Learning. Inquiry Based Learning connects learning across the three strands of the Victorian Essential Learning Standards.

**Physical Personal and Social Learning**

**Discipline Based Learning**

**Interdisciplinary Based Learning**

Each inquiry involves different types of knowledge:
- **Personal and social knowledge** – which builds on what the students already know
- **Knowledge of the content subjects** – these are used to organise knowledge. Eg. history, science, biology
- **Knowledge of the process subjects** – providing many different ways of processing the information gained from the process subjects

At Mother of God we believe that students are powerful learners who are actively engaged in the process of *investigating, processing, organising, synthesising, refining* and *extending* their knowledge within a topic.

**L.O.T.E.**—**Italian**– Italian is taught to all students. Students learn about the language, the culture, customs and traditions of Italy.

**Library**– The Information Resource Centre at Mother of God Primary School aims to provide a program incorporating teaching, service and resource management, which will support and enhance curriculum programs in the school. The Information Resource Centre aspires to
provide the school and community with literature, resources and access to information using available technology books.

The ARTS – The Arts is a key component of our curriculum. It is a vehicle for exploring and communicating new ideas. This is done through the Visual and Performing Arts. In 2012 we have been granted a Community Arts Grant. More information on our Community Arts Project will be shared with the community during term one.

More detailed information regarding our curriculum is available from the class teacher at Parent Information evenings held at the beginning of the school year. At the beginning of each term classroom teachers also send home a term overview informing parents of key learning goals and special events.

Home-School Communication

A strong partnership of student, parent and teacher marks a great step along the road to educational goals. This partnership is nurtured by effective communication. Here are some suggestions for fostering quality home/school communication.

Try to establish a relationship of trust right from the start. Don’t lose any opportunity to express welcome, support and appreciation.

When initiating serious discussion, consider appropriate timing. It is not wise to approach a teacher (or parent) when he or she is busy or otherwise occupied.

When there is a possible cause of conflict or complaint, making an appointment ensures that your issue can be suitably addressed. Begin by seeking to clarify the situation, and express a positive desire to help solve the problem.

Try to understand the other person’s ‘world’ and the pressures that he or she is under at this time.

Ask yourself: What is this parent/teacher really saying to me? How can I let him or her know that I have heard?

Try to end difficult interviews with some sort of resolution. e.g. Let’s try this and then we’ll meet again to see how it has gone.

Always look for a WIN – WIN outcome in any home – school concern. WIN – LOSS situations do not help the student.

At large meetings avoid raising personal questions. General meetings do not provide the best context for solving problems, searching for solutions, or resolving personal conflicts.

Resist the temptation to ‘go above someone’s head’ unless this is absolutely necessary. The trust that is lost is very hard to regain.

Always remember: In the final analysis, parents and teachers are on the same side. They share a common commitment to that young person in the middle – the child.

Protocol for parents and visitors entering and leaving Mother of God Primary School

We aim to make our school premises as safe as possible at all times and to ensure there are minimal disruptions to classroom routines.

Mother of God Primary School Parent Handbook 2012
The following outlines the protocol for parents or visitors entering and leaving the school premises between the hours of 9:00 am and 3:25pm.

**All parents/visitors on the school premises during the hours of 9:00am and 3:25pm must report to the school office.**

While a visitor is working as a volunteer or for a specific role on the school premises must –

- Have a current ‘Working with Children’ certificate.
- Sign the Visitor’s book at school office stating name, purpose of visit and time.
- Wear a name tag that will show that permission has been granted to be on the premises.
- Sign out and return name tag at school office on departure.

*Parents/caregivers are discouraged from interrupting classes during class time. If a message or something has to be given to a student please report to the office.*

*Parents/caregivers are also encouraged to keep the main corridor free especially at the beginning and end of the school day so that students are able to enter and leave the building safely and in an orderly way.*

**School’s Expectation of Parents**

- An adherence to Catholic values portrayed in Christian living and worship.
- An interest in and encouragement of cultural and social activities that widen the child’s educational development.
- Co-operation in school activities and enforcement of School Policy.
- Interest in school learning and activities.
- An honest appraisal of the work done by the school and expressed directly to the Principal.
- Support to the Principal, Staff and School Policy

As a team of professionals, we implement programs based on sound educational principals and we value your input. There may be times when you have an issue about school life that you need to resolve. The following steps outline the appropriate process to follow if you find yourself in that position.

- Speak to the class teacher or specialist teacher concerned. Simple matters can usually be sorted out at this level.
- If you are unable to find a satisfactory solution to your problem you may need to make an appointment to see the Principal and/or Deputy Principal to discuss the matter further.
- If it is a serious matter and you still believe it needs further attention, you can make an appointment to see Fr Thang Vu our Parish Priest, who is the overall manager of the Parish Primary School.
- The Catholic Education Office can also offer advice and be involved in resolving issues pertaining to your child’s education—only after all of the above avenues have been examined.

**Absence of Pupils**

When a child has been absent from school, the parents are required to inform the teacher of the reason for the absence. This needs to be in written form, stating date /duration of absence. We ask parents to ring school if child is to be absent, but we are also aware that this may not be always possible. Whilst every effort can be made for children’s appointments dentist, doctor to be made outside school hours, when this is not the case please send a note to the class teacher. Students must be signed in/out at the office. Please inform the class teacher before removing a child from the school grounds.

The **SIGNOUT BOOK** is in the Office. All parents taking their child out early are asked to sign the book and date it.

**Late Arrivals to Class:** If a student is late to his/her class, it will be recorded on the roll and included in each School Report. Staff use a computerised register and this is done as soon as practicable upon entering the classroom in the morning and again after lunch. Students are deemed to be late if they are not in the classroom after the first bell at 8.50 a.m.

**Administration of Medication**

At Mother of God we provide for the well being of our children. This policy is to provide guidelines, which will assist teachers and parents in the secure and accurate administration of medication to students whilst at school. It is based on the premise that the onus is on the parent to provide the correct information for the administration of medication.

At Mother of God we believe that students should be encouraged to attend school whenever possible. Should a student require medication, this should be administered safely. Teachers and parents should feel secure in the knowledge that medication administered to the children is given correctly and only when prescribed.

**Guidelines:** Medication will only be administered when: Written and signed instructions are provided by the parent / guardian. ‘Permission to Administer Medication’ form (appendix 1) is available from the office. It is preferable that parents hand the medication in at the office. Instructions to include:

- Name of the child
- Class Teacher and Class
- Details of Medication (name etc)
- Dosage required
- Instructions for the administering of Medication
- Contact phone number and Signature
- Medication should be sent in its original container with the printed instructions and student’s name still clearly visible.
  - If measuring cup/ spoon is required; this should be provided by the parent and labelled with the child’s name.
  - Where Asthma medication is being self-administered, the parent must inform the teacher in writing at the beginning of each School year.

**Procedure:** Medication is to be passed in at the Office with signed instructions. Medication is to be stored in a safe place (teacher’s filing cabinet) After medication has been administered, staff are to record the date and time medication was administered and sign the entry.
If medication is to be taken home each night, parent is to collect medication from the office at the end of the day. If this is not possible, parent must request in writing that such medication is to be given to the child to be brought home.

**Anaphylaxis**

Mother of God Primary School believes that the safety and wellbeing of children who are at risk of anaphylaxis is a whole-of-community responsibility. The school in consultation with the Education Board has developed a Policy on this matter. The school is committed to:

- providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children’s program and experiences.
- raising awareness about allergies and anaphylaxis amongst the school community and children in attendance.
- actively involving the parents/guardians of each child at risk of anaphylaxis in assessing risks, developing risk minimization strategies and management strategies for their child.
- ensuring each staff member and other relevant adults have adequate knowledge of allergies, anaphylaxis and emergency procedures.
- facilitating communication to ensure the safety and wellbeing of children at risk of anaphylaxis.

The full policy is available from the school office and the school website.

**Appointments**

When making an appointment to meet with a staff member, please arrange a suitable time with the school secretary so that the time will be suitable for both parties. At any time throughout the year a parent may arrange an interview with class teacher to discuss a child’s progress. Please be aware that teachers are unavailable on Tuesday and Wednesday afternoons (staff meetings and professional learning team meetings).

**Assemblies**

The whole school gathers on Monday morning at 8.50am for prayer, presentations and general news. Every second Thursday there is a whole school assembly in the Multi purpose room, commencing at 2.45 pm. This student led assembly is a time for presentations from students and also handing out of awards and birthday certificates.

**Assessment & Reporting**

Assessment is an ongoing process there is a mix of summative assessment of learning to determine what the student has achieved, formative assessment to inform the next stage of learning that will occur and ongoing assessment which focuses on teacher feedback alongside student reflection and self-assessment. Assessment is not an end in itself, but rather a means of educational improvement.

Reporting occurs in a variety of ways. Parent Information evenings are held at the beginning of the year for each class and other evenings are offered throughout the year for sacramental programs and in other curriculum areas when necessary. Term Overviews will be sent home by the classroom teacher at the beginning of each term. Two formal parent/teacher interviews are conducted early in term one and again late in Term 2. Parents are also provided with two comprehensive written reports for each student during the year. Reports are distributed to parents at the end of term two and term four. Teachers will also contact parents if they have concerns about student’s performance at school. Parents are encouraged to visit the School throughout the year and to discuss any aspect of the curriculum and their child’s progress.
In 2012 Catholic Schools will continue to comply with the Australian Government reporting guidelines. The use of the new report cards ensures compliance by-

- Including assessment against achievement levels defined at the state level on a scale of A to E: The C rating means the student is at the standard expected at this time of year.
- Providing students’ achievement relative to the achievement of the student’s peer group at statewide level. No matter where the student attends school, he or she will be assessed against the same standard for the year level. This will be particularly useful when students move from school to school.
- Ensuring that all parents have the option of accessing information about the student’s achievement relative to the child’s peer group at school.

With regard to students with disabilities, schools are required to report to parents against the student’s Individual Learning Plan rather than the VELS.

At Mother of God we also encourage parents to take opportunity to gain information about student achievements through other school activities such as assemblies, the school performance and class presentations.

**Asthma**
Mother of God takes its responsibilities to students with asthma very seriously. Asthma is a condition that can be serious and may require emergency treatment while at school. It is important therefore, to have up to date information about the management of your child’s asthma.

Parents who inform the school that their child is asthmatic is then required to complete School Asthma Action Plan that we request you complete (in consultation with and signed by your child’s Medical Practitioner).

Mother of God follows the Victorian Schools Asthma Policy for Emergency Treatment of an Asthma Attack that must be followed in all Victorian Government schools and is recommended as best practice in all other schools. If, however, your child’s emergency treatment differs from this, there is space on the plan for a preferred treatment, but this must be signed by a qualified, practising Medical Practitioner.

This management form should be updated annually or whenever the student’s asthma or asthma medications change significantly. Please refer to the school’s policy for further information.

Management plans for each child who suffers from asthma will be located within personal files. An asthma registry of students is listed in the first aid room.

**Banking**
If you would like your child to start a bank account we have the Catholic Development Fund Banking each week at school. Children will be given information/forms about this service. This is a voluntary service provided for families in Catholic Education. Our banking day is Monday.

**Book Club**
Book Club operates once per term and families receive catalogues of age appropriate books. If you choose to purchase any of these books correct money and order form must be sent to the office. The books are then delivered to the student via the classroom tote. Monies raised
supports our school library.

**Camps and excursions**
Through shared excursions/incursions, the student learns from first hand experience. All excursions are planned to tie in with topics being studied at school. The students and the teacher prepare for the excursion, and the minute they leave the school gates to visit different places, student’s horizons are greatly expanded. The shared real life experience becomes the focus of research, recording, reporting and other related school activities.

As these excursions are relevant to the curriculum, students are expected to attend. While recognizing their value, we are also conscious of the expense involved and endeavour to restrict this cost to a minimum. All costs are covered via the student levy.

Students in the Senior School attend a school camp each year. In 2012 the children will attend a team building camp at Mt. Buller. Each alternate year they attend an educational tour in Canberra. There is an additional cost for the school camp.

Permission to participate forms are sent home to all parents well before the planned activity, and children will not be permitted to attend excursions and camps without written permission from a parent or carer.

**Classroom Helpers**
At Mother of God we welcome the support given to us by our volunteer classroom helpers especially during the Literacy and Numeracy block.

A Classroom Helpers Training Program will be held for those who are new to this role during term one. For those who have been classroom helpers previously there will be one session held that will revisit the role of the classroom helper.

Classroom Helpers will begin working in the classrooms later in term 1.

As of 2008, in accordance with Government requirements, all classroom and parent helpers must have a ‘Working with Children’ check. Forms are available from the Office or Post Office.

**Excursions – Parent Helpers**
Excursions are an important part of our school curriculum. They provide us with opportunity to share learning experiences with our students outside of the school classroom.

To meet the requirements when taking students out of the school we do need parent/caregivers support on excursions. Parents/caregivers who attend the excursion support the teachers in providing supervision and safety of all students.

Teachers will give you at least two weeks notice of a school excursion and will ask for parent helpers. If you are able to commit to assisting teachers on the excursion please let the classroom teacher know.

Teachers can be restricted on the number of extra adults that can attend an excursion and will endeavour to give interested parents a turn during the year.

If you have made a commitment to attending an excursion and have found that you are unable to attend please give appropriate notice (at least two days notice) to the classroom teacher so that other arrangements can be made.

*Please note we are unable to take pre school children on excursions.*

**Enrolment**
After careful consideration of the Archdiocese of Melbourne’s Enrolment Policy for Catholic Schools and the need of both the School and community, the following enrolment policy aims to establish a selection procedure based on justice and the spiritual needs of the children and their families.

Mother of God’s Parish Primary School sees itself as a centre of education for children from
families who espouse Christian values and lifestyle. It places value on the growth of
individuals, provides support for the family and promotes the development of community
spirit.

Enrolment Procedures for Preps
Enrolment forms for the next year are available from the school office early in term 1.

Open Days are on Wednesday 14th March, Wednesday 18th April & Sunday 22nd April for
all parents with children eligible to commence school the following year.

Present policy is that children must turn 5 years by 30th April of the year in which they
commence.

Separate interviews are conducted by the Principal and are arranged by the School Secretary.
These take place during June and July. Offers of places are posted out and acceptances
required to be returned by the end of August.
Parents will have an opportunity to visit the school and classroom, collect information
regarding enrolment and also speak to staff at the Open day.

Late in term 4 there is an Orientation Day when children come along for a half day session and
there is also a Parent Information evening held late in November.
Any queries please feel free to contact the school.

First Aid
The school is equipped with a sickbay. When illness or accident occurs parents are notified,
and when necessary, are asked to take their child home or to a doctor. Our staff have first aid
training (level 1 First Aid) and yearly update of CPR procedures. Parents will be notified in
writing for minor incidents. Parents will be notified of any First aid administered at school by
a phone call or by a illness/injury parent notification form.
Please refer to first aid policy for further details.

Fees and Charges
As we are a Catholic Primary School, and as is the case with all non government schools, so
we are not wholly funded by government grants. There is a financial commitment made by all
families to support our school.

A school fee account will be sent in terms 1, 2 & 3. We would request payment within 14
days.
In the case of hardship or sudden financial difficulty, arrangements can be made for fees to be
paid, weekly, fortnightly or monthly. Please make arrangements with the Principal for a
confidential meeting where your special arrangements can be discussed.
In 2012 we are experiencing significant increases in costs across the school such as increased
costs in insurance, heat, light, power, security and cleaning of our existing and new facilities.
Along with the annual CPI increase the fees for 2012 are as follows. This was approved by the
Parent Representative Council as of 8th February 2012.

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Fees</td>
<td>$2120 per family per year</td>
</tr>
<tr>
<td>School Levy</td>
<td>$425 per child per year</td>
</tr>
<tr>
<td>Technology Levy</td>
<td>$150 Senior School students only</td>
</tr>
<tr>
<td>Education Tour</td>
<td>$400 Senior School students only</td>
</tr>
</tbody>
</table>

Levies: Class levies are for each child. School levies are determined by the school
principal, in consultation with the Parish Priest. They are kept to a minimum and a strict
account is kept of expenditure. This year levies will be billed separately in first term, with payment due within 14 days. The levies for 2012 are $425.00 per year level. Senior school is charged $150 for the Technology levy, to support the laptop program.

**Ability to Pay School Fees**

Fee concessions and exemptions will be granted to families who are genuinely unable to meet the fees. Exemptions will be reviewed at the commencement of each year. This is done by the School Principal and Parish Priest. Parents who are able, but are unwilling to meet their financial commitments will be made aware of their obligations, as a matter of justice to other families. The recovery of unpaid fees is taken up by the Principal and Parish Priest. **Ability to pay school fees will not be used as a criteria for enrolling students at Mother of God School.**

**Homework (Home Learning Tasks)**

We at Mother of God believe that students should participate in a regular home learning program devised by the classroom or specialist teacher. We believe a home learning program should reinforce classroom work and foster good study habits and time management skills. Parents, in partnership with the school, should encourage their children to establish good home learning patterns from early primary school.

**Parents and caregivers can help their children by:**

- encouraging them to take increasing responsibility for their learning and organisation;
- observing and acknowledging their success and asking how their home and class work is progressing;
- attending school events, displays or productions in which their children are involved;
- encouraging them to set aside a regular daily session to read and complete homework;
- setting an example by reading themselves;
- contacting the relevant teacher to discuss any problems their children are having with homework;
- helping them to complete homework by discussing key questions or directing them to resources. Usually it is better to encourage children to complete homework themselves.
- helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities;
- checking whether homework has been set and ensuring they keep a homework diary;

**Teachers can help their students by:**

- setting regular homework to help students establish a home study routine.
- setting varied, challenging and meaningful tasks related to class work that are appropriate to the students’ learning needs.
- giving students enough time to complete homework, taking into account home obligations and extra curricular activities.
- assessing homework and providing timely and practical feedback and support.
- making effective use of homework diaries.
- helping students develop the organizational and time-management skills needed for them to be responsible for their own learning;
- ensuring that students have good information skills.
- ensuring that parents and caregivers are aware of the school’s homework policy.
- developing strategies to support parents to become active partners in homework.
Failure by students to complete homework on a regular basis should be followed up with parents.

Homework tasks will vary for each level and teacher. However, our general expectation at each level is outlined below.

**PREP**
Take home books. Children are encouraged to spend time on a nightly basis experiencing school or home library books. Students have a ‘Read at Home’ reading journal that needs to be kept up to date. Sight word revision (word banks); this is an extension of class reading activities when necessary. This will generally not exceed 15 minutes a day and not be set on weekends or during vacations.

**JUNIOR SCHOOL**
Take home books; children are encourage to spend time on a nightly basis experiencing literature. Students have a ‘Read at Home’ reading journal that needs to be kept up to date. Look, cover, say, write, check (spelling) folders are sent home on a weekly basis. Weekly spelling – e.g spelling contract. This will generally not exceed 20 minutes a day and not be set on weekends or during vacations.

**MIDDLE SCHOOL**
- The students are expected to spend time on a nightly basis experiencing literature.
- Students may be assigned research tasks which compliment the Key Learning Areas
- Years three and four students are required to use school diary
- This will generally not exceed 20 minutes a day and not be set on weekends or during vacations.

**SENIOR SCHOOL**
- The students are expected to spend approximately thirty minutes daily on set homework tasks, however, research tasks may require more time.
- Students are expected to spend time on a nightly basis experiencing literature.
- Students are assigned research projects/tasks which compliment the Key Learning Areas.
- Students are required to use a diary to assist in planning time management of homework
- This will generally not exceed 30 minutes a day and not be set on weekends or during vacations.
- Weekly homework will be posted on the student’s myclasses page and discussed in class. Completed homework to be emailed to classroom teacher.

*Homework is just that and should be done at home. For students to develop proper study*
**Habits it should be done at a regular time free from distractions preferably at a table/desk.**

**Instrumental Music Tuition**
Christian Nativo Music provides instrumental tuition for Mother of God. Students can learn a variety of instruments and qualified and experienced teachers offer individual classes to all students. Cost of this program is paid directly to Christian Nativo Music and classes will operate on Mondays. For more information: 0408 030 542 or contact@christiannativomusic.com.au

**Internet Guidelines**
Mother of God Primary School offers students and staff access to the Internet and electronic mail (Email). These services provide an opportunity to further enhance the curriculum in all learning areas. The school internet service is protected and operates within tight guidelines where access is denied to inappropriate sites.

As the main purpose for the Internet connection is educational, it should be used in an appropriate manner. All users of the Internet at Mother of God Primary School are required to act in a responsible manner and abide by the practices set out below. Students will be required to return signed forms outlining Internet protocols used at Mother of God, and parent permission for transmission of student images via emails.

**General Usage**
The Internet is a resource to be used for specific purposes relating to school programs. Internet usage will only be undertaken with teacher supervision. Students will not interfere with other people’s computer work. All users will respect copyright laws. Email is not to be sent or received without the permission of a classroom teacher.

- Email is to be for Educational purposes.
- Always send messages that are polite.
- Remember you are representing Mother of God Primary School when you are on the Internet.

**Be Responsible**
- Only access appropriate sites.
- Discuss with a teacher any concerns you have about information accessed. If in doubt press “home” button and inform your teacher.

**Privacy**
- DO NOT disclose any personal information such as full name, home address or phone number for yourself or any other person.
- Tell your teacher if any site is requesting personal information.
- You will not respond to any messages that are mean or in any way make you feel uncomfortable. It is not your fault if you receive a message like that. If you do you will tell your teacher, your parents or guardian immediately.

**Internet access at home**
- We advise parents to set up rules for Internet access at home. Decide upon the time of day and the length of time children can be online and appropriate areas for them to visit. Encourage not accessing other areas without your permission.
- Cybersmart- Australian Government website, which we recommend to parents for keeping your children safe on-line and the web address: http://www.cybersmart.gov.au

*Inappropriate internet usage will lead to loss of internet privileges.*

**Mandatory Reporting**
We at Mother of God school believe that all children have the right to be physically and emotionally safe at all times. Children do not have the power to stop abuse. They are vulnerable members of society, so they need to be protected by family, the community and the
State. As teachers we need to provide a safe environment and it is our role to identify children at risk, whether the abuse is physical or emotional and intervene as early as possible to prevent long term effects of child abuse, promoting recovery of the children and families concerned.

**The law:** Section 64 (1C) of the Children and Young Persons Act 1989 is commonly referred to as the mandatory reporting amendment. It lists which professionals have been formally gazetted and which haven’t as yet. Gazetted, with regard to mandatory reporting, is the formal mechanism for officially publicly announcing those professionals legally responsible to make a notification pursuant to Section 64 (1A)

**Professionals gazetted and legally obliged to report child physical and sexual abuse:** as of 4 November 1993, legally qualified medical practitioners, registered nurses and members of the Victoria police force; and as of 18 July 1994, primary and secondary school teachers and principals.

**Medical Services**
The Government conducted School Nurse’s services are available to all Prep children during the school year. This is a free service and hearing and sight are the main areas to be checked. Further information is available just prior to the nurse’s visit.

**Mobile Phones**
We do not encourage the use of mobile phones. However, we understand that some parents require children to carry them for safety reasons. ALL PHONES MUST BE SWITCHED OFF during school time and kept in bags. No responsibility is taken for them by the school. Contacting students during their time at school should be done via the school phone.

**Newsletter**
A newsletter is used to develop and maintain communications between the School and the Parish Community.

Each THURSDAY a newsletter is distributed throughout the school. This newsletter lists the events of the coming week. It also includes information and other general information on matters concerning the school. On special occasions, letters may be sent home at other times when the need arises, e.g. change in school routines, etc.

These newsletters are sent home with the **YOUNGEST OR ONLY CHILD** in the family. Please ensure your child brings one home as it keeps you up to date with current events.

**Out of Hours School Care Program (OSHCP)**
All primary school-aged children attending Mother of God Primary School (MOG) are eligible to attend once registered. Children can attend casually or on a regular basis. At the start of each school year, an updated registration form is required with a fee before a student is permitted to use the program. Registration forms are available from the school office or the OSHCP Co-ordinator by phoning 0407993618. A handbook is available from our school office detailing the OSHCP services. The program operates from the Space Centre at Ivanhoe East Primary School – adjacent to MOG.

**Parent Representative Council**
The Parent Representative Council was formed during 2010 when the Constitution was developed and protocols were put in place. Parents of the school community are invited to nominate to the PRC at the Annual General Meeting. Its aim is to have a parent from each level represented.
The PRC meets each month during the school term and the PRC minutes are available at the office for your perusal.

All parents are welcome to be involved in the following sub committees:
1. **EVENTS** – Social and Fundraising activities
2. **MAINTENANCE** – supporting the school in the maintenance and development of school facilities.
3. **EDUCATION** – supporting the staff in policy and curriculum development.
4. The PRC will communicate to the parent community through the newsletter and a monthly letter under the PRC banner.

**Parent Mentoring**

In 2012 Mother of God will continue the New Parent Mentoring Program that was initiated in 2009. The aim of the program is to provide friendly advice and support to new MOG families so they can settle quickly into the school routine and gain inside knowledge of our school community.

The Parent Mentor Program will link parents/families together, one new and one existing parent/family, to provide support and friendly advice. Previous new parents have found this type of support beneficial. It does not replace the Class Representative role, the MOG handbook, nor does it replace general friendship groups and coffee mornings. This program aims to enhance existing opportunities and promote involvement in the MOG community.

Participation is voluntary; each person gives their time and expertise voluntarily.

**What will the program be like?**

It could be mutual sharing of ideas and advice on a one on one basis eg a quick phone call, or occasionally the group could get together for friendly discussions or a social gathering.

There are various ways a parent mentor can help you, for example:
- They may provide friendly advice on what happens at the School Sports.
- Assist you in ordering school uniforms,
- Convey information about our Tote System.

If there are any queries contact, Gabrielle Hegarty - mobile 0404 450 645.

**Pastoral Care/ Student Wellbeing**

It is our wish that Mother of God Primary School should be a happy and safe place for everyone- students, parents, staff and visitors. Therefore we have codes of conduct for all members of our school community. Our **student support group** ensures that students have the opportunity to achieve maximum benefit from their school experience by supporting those who are experiencing difficulty at school in their social, emotional, and academic development.

It also promotes a partnership approach in assisting student learning and development and provides a purposeful, non-threatening environment/forum for sharing ideas/strategies and a consistent approach to student management.

Some of the programs offered at Mother of God to assist students in their development are:
- **Student of the week**
- **Student wellbeing support group**
- **Seasons- Grief and Loss Program**
- **Buddy System**
- **Student Representative Council**
- **Class meetings**.

**Student Wellbeing is**
- Assisting students suffering grief through marriage break up or divorce
- Dealing with discipline issues, children’s rights and responsibilities

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- 25 -
• Building self esteem and resilience
• Strategies to assist students deal with anger or bullying
• Dealing with a crisis
• Health issues
• Parenting skills
• Academic assessments
• Teacher assessments
• Student referrals

**Pupil Free Days – School Closure Days**
Regulations allow for the school to be closed on days throughout the year to enable the total staff to attend in-service curriculum activities. Parents are informed of these closures well in advance. Please refer to school calendar. Individual teachers and groups of teachers attend in-service activities throughout the year. On these occasions, replacement teachers are employed. School closure days for 2012 will be 11th May and 23rd November there will also be two consecutive days during term 3 dates yet to be decided.

**School Day for Pupils**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Bell</strong></td>
<td>8.50 a.m.</td>
</tr>
<tr>
<td><strong>Commencement of Classes</strong></td>
<td>9.00 a.m.</td>
</tr>
<tr>
<td><strong>Recess 1- eating time</strong></td>
<td>10.55 a.m. - 11.05 a.m.</td>
</tr>
<tr>
<td></td>
<td>-Playtime</td>
</tr>
<tr>
<td></td>
<td>11.05 a.m. — 11.45 a.m.</td>
</tr>
<tr>
<td><strong>Recess 2-eating time</strong></td>
<td>1.40 p.m. – 1.50 p.m.</td>
</tr>
<tr>
<td></td>
<td>-playtime</td>
</tr>
<tr>
<td></td>
<td>1.50 p.m. — 2.30 p.m.</td>
</tr>
<tr>
<td><strong>Finishing Time</strong></td>
<td>3.25 p.m.</td>
</tr>
</tbody>
</table>

**Before School**
Students are not encouraged to arrive at school before 8.30 a.m. Once students come into the school yard in the morning they must remain there. OSHC is available for early starters.

**After School**
Children are encouraged to go home immediately. Children must wait inside the school grounds when waiting for parents.
All parents and children must use the school crossing. If a child has not been collected by 3.45 p.m. they will be taken to the office and parents will be contacted.

**Student Well Being**
At Mother of God School, our Student Wellbeing strategies operate in accordance with Catholic Education Office guidelines.
We acknowledge the critical role that wellbeing plays in improved student outcomes and work in partnership with families in developing a wellbeing culture across the school which is inclusive and builds positive relationships.
We strive to create safe and effective learning environments for all through school structures, processes and curriculum teaching and social/emotional learning.
Mother of God school embraces the Physical, Emotional, Cognitive, Social and Spiritual dimensions of wellbeing through all our learning programs.

Behaviour Management–Mother of God School Community–Code of Behaviour
Rationale: We, the community of Mother of God School believe that the value of each individual should be respected and celebrated. We believe in restoring and strengthening relationships and building community by encouraging a caring school climate through a
restorative approach to behaviour management. We believe that every person has the right to feel safe at all times and this basic human right is the foundation of our policy.

Principles: At Mother of God School we aim to
- Establish quality relationships to achieve our vision of a supportive, positive and stimulating learning environment in which all students will achieve their full potential - academically, socially and emotionally.
- Promote that all members of the school community will share responsibility for creating and maintaining a positive climate in which everyone feels valued, secure and respected.
- Build a school environment based on mutual respect and co-operation.
- Place significant emphasis on the development and recognition of positive behaviours.
- Establish a clear set of expectations for conduct and logical consequences for unacceptable behaviour.
- Acknowledge that anti-social behaviour, such as bullying and other dis-empowering behaviours must be prevented.
- Apply the principles of Restorative Justice for the school community.
- Use affective questioning to develop an awareness of the effect of behaviour on others.
- Focus on a resolution for the harm done, not just rule-breaking.
- Provide the harmed with a ‘voice.’
- Empower change and growth.
- Enhance responsibility for relationship building.

Implementations: The school’s discipline approach will be in line with the ‘Restorative Practices’ philosophy. There is a set of core restorative practices in place to manage behaviour. The practices are focussed on inclusiveness, compassion, forgiveness and restoring relationships. These strategies are a continuum which moves from less formal to formal. At the beginning of each year staff members will clarify the philosophy of Restorative Practices. Classroom teachers will use the Restorative Practices guidelines to formulate classroom expectations. Modelling and encouraging respect for others and their rights is paramount.

Positive behaviour will be supported through:
- Affective questioning
- Circle time
- Class meetings
- Buddy system
- S.R.C.
- School assemblies led by senior leadership group
- Social/Emotional Learning Program
- Whole staff input – open interaction
- Transition program

Students will be recognized for displaying appropriate behaviours. This will include:
- Stickers
- Student of the week for positive behaviour/sport awards
- Positive feedback
- Class captains
- Reward time
Restorative Practices Procedure
1. The Language of Choice (first option)
To be used when a student is not doing what he/she should be doing.
   What are you doing?
   What should you be doing?
   Do you need help in doing it?
2. Affective Questions and Statements

When an incident has occurred in the classroom or playground.
1. What happened?
2. How did it happen?
3. How did you act in this situation?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

Focus Areas for these questions:
1. Focus on the specific behaviours or incidents without blaming
2. Draw out who was affected and how they were affected
3. Direct questions towards problem solving - what needs to happen to ‘make things right’
4. Focus on ‘I’ statements, no blame
At this stage contact may be made with parents/care-givers.

3. Restorative Mediation
When an issue arises between a student and a teacher that is unable to be resolved at a classroom level, it is referred to the Student Wellbeing Co-ordinator or school leadership. It is essential that the classroom teacher does not purely ‘hand over’ the issue but continues to be involved in the mediation process.

4. Formal Restorative Meeting
This will involve the school leadership, parents, students and staff.

5. Suspension – Internal/External
Where an incident requires a student to be removed from the learning area, the teacher may decide to temporarily remove the student to another supervised area within the school. In the case of external suspension, the principal will notify a parent or care-giver to collect the student.
An incident report is to be completed and recorded in NForma.
Parents are notified of the incident.
Additions to Policy (refer to CEOM 2.26 for further details)

6. Negotiated Transfer of Students in Circumstances of a Serious Nature
This would take place if it was judged that an alternative setting would be the most appropriate means by which a student’s wellbeing can be responsibly supported or restored. It may also take place if the wellbeing of a school community needed to be protected.

7. Expulsion of Students
This would only take place under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour.
Only the Principal has the authority to expel a student, after having sought the prior approval of the Director of Catholic Education.

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Evaluation: The application of the Code of Behaviour will be monitored regularly. This document will be reviewed as part of the school’s review cycle, or earlier as required.
Ratified by the Parent Representative Council 15 March 2011

December 2010
Implementation Pathway

Step 1
Assess the nature of the incident

Step 2
Calmly intervene and defuse situation

Step 3
Talk to students involved using affective questioning as per Restorative Practices guidelines.

If unresolved, seek assistance from a staff member.

Step 4
Restorative Mediation

If resolved, proceed.

If unresolved, proceed to

Step 5
Final Process
Formal Restorative Meeting
**Sunsmart Policy**
We at Mother of God School believe that all students and adults should be encouraged to make wise decisions about their personal health and well being.

We further believe that students need to learn about the dangers of long term, unprotected exposure to the sun’s ultraviolet radiation, and to be aware of and be able to use behaviours which protect their bodies from these dangers.

**OBJECTIVES**
The goals of the SunSmart Policy are to be:
- Increase student and community awareness about skin cancer and sun protection.
- Encourage the entire school community to use a combination of sun protection measures whenever UV Index levels reach 3 and above.
- Work towards a safe school environment that provides shade for students, staff and school community.
- Assist students to be responsible for their own protection
- Ensure families and new staff are informed of the school’s SunSmart policy.

**OUR SUN PROTECTION STRATEGIES**
All children and staff use a combination of sun protection measures whenever the UV Index reaches 3 and above to ensure they are will protected from the sun. Particular care is taken between 10 am and 2 pm (11 am and 3 pm daylight saving time) when UV Index levels reach their peak during the day. These days occur during the months of *September- April* inclusive. Sun protection strategies should be implemented during these times.

Our Sunsmart policy is considered when planning all outdoor events e.g. assemblies, camps, excursions and sporting events. Where possible, we have outdoor activities or events earlier in the morning or later in the afternoon, or we try using indoor venues.

**SHADE**
- Portable shade shelters are erected during days when deemed suitable.
- Shade provision is considered in plans for future buildings and grounds.
- The availability of shade is considered when planning excursions and all outdoor activities.
- Children are encouraged to use available areas of shade when outside.

Children who do not have appropriate hats and sun glasses are asked to play in the shade.

**CLOTHING**
- Sun protective clothing is included in our school and sports uniform. School clothing is made of weave fabric and includes shirts with collars and longer sleeves, longer style dresses and shorts.

**HATS**
- Children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed hats, whenever they are outside.

**SUNGLASSES**
- Children and staff are to wear close fitting, wrap around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible. These were provided in 2010 and we are investigating ways we can continue supplying sunglasses to students in the future.

**SUNSCREEN**
- SPF30+ broad spectrum, water resistant sunscreen is available for staff and children’s use. Sunscreen is applied at least 20 minutes before going outdoors and reapplied every two hours if outdoors.

Staff remind children to apply sunscreen before going outdoors.

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ROLE MODELLING
- Staff act as role models by:
  - wearing protective hats, clothing and sunglasses when outside
  - applying SPF 30+ broad spectrum, water resistant sunscreen
  - seeking shade whenever possible
- Families and visitors are encouraged to use combination of sun production measures when participating in and attending outdoor school activities.

CURRICULUM
- Programs on skin cancer prevention are included in the curriculum for all grade levels.
- Sunsmart behaviour is regularly reinforced and promoted to the whole school community through newsletters, school homepage, parent meetings, staff meetings, school assemblies, student and teacher activities and on student enrolment.

REVIEW
- The Parent Representative Group and staff will regularly monitor and review the effectiveness of the sun protection policy and revise the policy when required.

Tuckshop
During the first half of 2012 we will be developing a working party to explore the possibilities of operating a school tuck shop once the building program is complete. Parents will be invited to join this working party through the Parent Representative Council.

Uniform
School uniform is compulsory at Mother of God Primary School. The appropriate sport/physical education uniform is to be worn for sport and physical education activities. Track pants/ runners are only to be worn on sport/physical education days and not as part of the normal school day uniform.

BOYS – SUMMER
- Short sleeved printed polo top
- Navy shorts (longline)
- Navy anklet socks
- Black shoes

GIRLS – SUMMER
- Check school dress
- White anklet socks
- Black shoes

BOYS – WINTER
- Long sleeved printed polo top
- Long navy pants
- Maroon school jumper
- Navy socks
- Black shoes
- Navy Japara (waterproof jacket) is also available

GIRLS – WINTER
- Maroon tunic or navy pants
- Long sleeved printed polo
- Maroon school jumper
- Navy sock/tights
- Black shoes

SPORTS UNIFORM
- White short sleeve school polo
- Maroon sports shorts
- Track pants
- Rugby school top
- Sports school socks or anklet white socks.
- Hats are compulsory in 1st & 4th term
- It is also recommended children wear hats on other warm days throughout the year.

THE ONLY ACCEPTABLE HAT IS A SCHOOL HAT.
There are two choices of hats – maroon school legionnaires hat or maroon school slouch hat.
There is a maroon school bag.
**Uniform Shop**
The Mother of God Primary School Uniform Shop will supply the school uniform at reasonable rates and within an acceptable time, to the best of our ability. It is a purely voluntary venture which will also provide some funds to the school.

We have a set weekly opening time—**Thursday 8.45 – 9.30a.m**, or orders can be placed via the office. The uniform shop will not be operating outside these times. Order forms are available from the office. Once orders have been filled items will be sent home with your child. If sizes are incorrect, items can be returned to the office within 7 days and will be exchanged.

**PAYMENTS MUST ACCOMPANY ORDERS. UNIFORMS WILL ONLY BE SUPPLIED WHEN PAYMENT HAS BEEN RECEIVED IN FULL.**

If ordering via the office, all money must be placed in an envelope marked ‘Uniform Shop’ and left there. The only other time money will be exchanged is at the uniform shop during the appropriate times. A receipt will be issued for all money received.

Seasonal uniforms (i.e. tunics, summer dresses, trousers and blue shorts) are not stored in bulk, therefore, these items are only ordered once a year. You will be advised via the newsletter as to the relevant ordering dates. If you fail to do so, then there is no guarantee that the items listed above will be available. Prices and alterations and additions to the school uniform list will be ratified by the Parent Representative Council.

Any concerns or queries regarding the uniform or the operation of the uniform shop will be handled by the Parent Representative Council in consultation with the uniform shop operators. All parents are welcome to assist in the operating of the uniform shop, and we welcome any suggestions to our uniform.

**Working with Children Protocol**

**Working With Children:** Forms are available from the office or the post office. Government regulations are in place that stipulate that all persons who enter a school and work with children must be registered. This includes all parents. So if you wish to come into the classroom or on an excursion you need to apply for registration. It is free for volunteer workers.

*The Parent Handbook contains detailed information regarding our school and the programs and services it provides. We welcome any feedback in regards to what is contained in our handbook and recommendations for any additions that could be made to the information provide.*