



# Holy Saviour Parish Primary School Parent Handbook 2020

**Address:** 765 Highbury Road  
Vermont South 3133

**Telephone:** 9803 6828  
**Email:** [principal@hsvs.catholic.edu.au](mailto:principal@hsvs.catholic.edu.au)  
**Website:** [www.hsvs.catholic.edu.au](http://www.hsvs.catholic.edu.au)

**Parish Priest:** Fr Julian Langridge  
**Principal:** Mr Steve Evans  
**Admin Manager:** Mrs Virginia Schubert  
**Admin Officer:** Mrs Kerry Klidomitis

*Together We Live, Love and Learn in the Spirit of the Good  
News*

Dear Parents,

On behalf of the school community, I extend to you a warm welcome and sincerely hope that your association with Holy Saviour will be both happy and rewarding for you and your child.

Holy Saviour is a welcoming community in which all aspects of a child's development are catered for, in partnership with parents and the broader community. It is important for teachers and parents to work together, and if this can be achieved then it is the children who benefit. Too often the school is spoken of as the provider of education and the important role and contributions of other institutions are minimised in the process. The three main contexts in which students learn and grow are the family, the school and the community. We encourage you to join us as a faith community, working together to create a climate of respect, unity and excellence providing an environment in which your children will achieve their full potential.

We are proud of the academic standards achieved by our students and the well-rounded children who leave our community approaching their secondary schooling with established academic skills, self-confidence and a pride in their self-development. Our focus on values and restorative practices enhances the academic learning of our children. They learn the importance of their input into various social settings as well as what can be achieved through cooperation and collaboration.

Our theme for 2020 is ***Growing Towards God***. The love and joy of the gospel is expressed through Prayer, Learning, Celebrations, Belonging, and Reaching Out. Teachers, non-teachers and leaders invite students into learning that enriches, challenges and transforms – allowing the love and joy of the Gospel to shape their lives.

*At the very heart of each Catholic school is a desire for the full flourishing of each student, across religious, physical, cognitive, emotional and social domains. Here we support students to grow in virtue and to embrace a view of themselves and the world that leads to peace, justice, and the prospering of the whole of creation. (Horizons of Hope, CEM, 2016)*

God invites us to make sure our lives matter. God encourages us to live justly, love tenderly and to walk humbly with our God. It is through working together that our community; children, parents and staff; will continue to build a school which reflects our constant encounters with God, in the Spirit of love, as the Gospel teaches.

I would like to welcome all parents into a long and happy relationship with Holy Saviour Primary School and Parish Community.



**Steve Evans**  
**Principal**



## A Creed to live by...

*Always value your own self worth by the standards you set yourself.*

*It is because we are different that each of us is special.*

*Set your goals by what you yourself deem important.*

*Only you know what is best for you.*

*Always respect and treasure the things closest to your heart.*

*Cling to them as you would your life,*

*For without them, life is meaningless.*

*Make the most out of everything in life.*

*Live life today!*

*Always give your best in everything you do.*

*Nothing is really over...*

*until the moment you stop trying.*

*Be brave enough to admit that you are less than perfect.*

*It is the fragile thread that binds us to each other.*

*Remember, that we are all connected in this universe.*

*Be courageous when faced with having to take risks.*

*It is by taking chances that we learn how to be brave.*

*Always be open to love and look for it in every corner.*

*The quickest way to receive love is to give love:*

*The fastest way to lose love is to hold onto it too tightly.*

*Remember, you are never out of God's circle of love.*

*And the best way to keep love is to give it wings.*

*Listen... to what people of wisdom have to say to you.*

*Be compassionate, especially to those who are less fortunate than you are.*

*Always treasure your dreams.*

*To be without dreams is to be without hope:*

*To be without hope is to be without purpose.*

*Take a steady, slow pace in life so that you always remember where you've  
been and where you are going.*

*Life is not a race, but a journey.*

*It is to be savoured each step of the way.*

# Holy Saviour Parish Prayer

God of all creation, may your Spirit  
inspire us to do your will.

Bless us in your service, strengthen us in  
our support of each other.

Unite us as we grow in faith and love,  
to be a welcoming, caring community,  
enabling all to flourish, especially our  
children and the most vulnerable.

This we pray in the name of our Holy  
Saviour, Jesus Christ, the Lord.

Amen.



# **Vision Statement**

Together we will live, love and learn in the spirit of the Good  
News

# **Mission Statement**

As a parish community we gather and joyfully celebrate our  
faith, culture and individuality.

In a nurturing atmosphere we work as a cooperative team  
towards the individual's spiritual, social and academic growth.

Our school is a place where acceptance, respect and  
compassion for others are reflected in thought and practice.

We promote self-esteem, confidence and skills to face  
challenges, changes and responsibilities individually and as part  
of a group.

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# Holy Saviour Parish

Parish Priest:  
Parish Secretary:

Rev Julian Langridge  
Anne Abersteiner

9401 6340  
9401 6340

## Holy Saviour School

<b>Principal</b>	Mr Steve Evans
<b>Learning Leader - Curriculum</b>	Mrs Jenny Willmott
<b>Education in Faith Leader</b>	Mrs Jenni Kilkenny
<b>Learning Leader – Literacy Reading Recovery/Levelled Literacy Intervention</b>	Mrs Cathy O'Brien
<b>Learning Diversity/Student Wellbeing Leader</b>	Mrs Carly Corcoran (Monday, Tuesday and Wednesday)
<b>Administration</b>	Mrs Virginia Schubert (Mon-Thur) Mrs Kerry Klidomitis (Fr)
<b>Grade Prep KT</b>	Mrs Jenni Kilkenny (Mon-Thur) Mrs Olivia Turner (Fri)
<b>Grade 1/2 EW Grade 2/3 CV</b>	Ms Toni Edwards (Mon-Wed), Mrs Rose Wray-McCann (Thurs/Fri) Mrs Kathy Cauley (Mon-Thurs), Mrs Kelly van Veen (Fri)
<b>Grade 4 RW</b>	Ms Lucy Reincke (Tues-Thurs), Mrs Jenny Willmott (Mon & Fri)
<b>Grade 5/6 C</b>	Mrs Tina Currie
<b>Grade 5/6 T</b>	Mrs Rebecca Taylor
<b>LOTE - Mandarin</b>	Ms Hui Lin Xu (Tuesday)
<b>Performing Arts</b>	Mrs Rose Wray-McCann (Tuesday)
<b>Physical Education</b>	Mrs Kelly van Veen (Tuesday)
<b>Digital Technologies Specialist</b>	Ms Lucy Reincke (Friday)
<b>Learning Support Assistants</b>	Mrs Kim Marrone (Mon-Wed) Mrs Mary Gordon (Mon-Tue) Mrs Teresa Leask (Tues-Thur) Mrs Elissa Choy-Thadanabath (Thur-Fri) Mr Justin Buttigieg (Mon-Fri)
<b>Arts Leader</b>	Mrs Kim Marrone
<b>Resource Centre/Librarian</b>	Mrs Wendy Roussety (Tuesday and Wednesday)
<b>Caretaker</b>	Mr Scott Cunningham
<b>Information Technology Technician</b>	Mr Vu Dinh (Monday)
<b>Out of Hours School Care Coordinator</b>	ZuBees P/L
<b>OnPsych Counselling</b>	Daphne Sng



# Holy Saviour



The Parish emblem is the Chi-rho symbol rising up out of the waters. The Greek letters “chi” and “rho” are the first two letters of Christos – Greek for Christ. In our emblem the artist has twisted the chi to the shape of a cross. The figure rises from the waters to recall Christ’s resurrection and to remind us that we too rise with Christ from the waters of Baptism. The rays suggest the glory of the risen Christ – the glory we share by being Christened.

# Child Safety Standards

*Holy Saviour Parish School Community is committed to the safety, wellbeing and protection of all children in our care.*

Copies of our Child Safety Policy and Code of Conduct can be found on the school website under the “policies” section.

<http://www.hsvs.catholic.edu.au/policies>

## Quality Teaching and Learning Statement

*At Holy Saviour School we aim to:*

- provide an effective learning environment where educational opportunities positively address the individual needs of all children
- enhance self esteem through our appreciation of cultural background, gender equality and recognition of the talents of all children
- cater for children’s different learning styles
- encourage risk taking, responsibility and independence
- foster a nurturing atmosphere in which staff, parents and children work as a team to develop in the children the skills to meet life’s challenges with confidence, resilience and enthusiasm.
- provide opportunities for all children to experience success

***Together We Live Love and Learn  
In the Spirit of the Good News***

At Holy Saviour school we adhere to the principles and practices of Australian Democracy, including a commitment to: elected government; the rule of law; equal rights before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance.

# General Directory

**School Hours: 8.55 am – 3.30 pm (Wednesday 3.15pm)**

Children will be dismissed each Wednesday afternoon at 3.15 pm. This is to enable the teachers to attend staff meetings. Teachers assume responsibility for children between 8.40 am and 3.45 pm. We would discourage parents from leaving children in the school grounds outside these hours. Children are not permitted to leave school grounds without the written consent of a parent.

**Children MUST be signed in at the office if arriving late and signed out if being collected early.**

## Attendance:

When a child returns to school after being away, we ask that parents please complete the absence form on the Holy Saviour Skoolbag app.

## Public Holidays 2020-

Labour Day: Monday, 9 March  
 Good Friday: Friday, 10 April (in Term 1 holidays)  
 Easter Monday: Monday, 13 April (in Term 1 holidays)  
 ANZAC day: Saturday, 25 April  
 Queen's Birthday: Monday, 8 June  
 Melbourne Cup Day: Tuesday, 3 November

## Term dates 2020:

Term 1	Tuesday, January 28 2020	Friday, 27 March 2020	9 weeks
	Tues 28 - Staff professional development day Wed 29 Jan - Years 1-6 testing day / Prep home visits Thurs 30 Jan - Years 1-6 commence classes / Prep home visits Fri 31st Jan - Preps commence		
<b>School Holidays</b>	<b>Saturday 28 March 2020</b>	<b>Monday 13 April 2020</b>	
Term 2	Tuesday, 14 April 2020	Friday 26 June 2020	11 weeks
<b>School Holidays</b>	<b>Saturday, 27 June 2020</b>	<b>Sunday, 12 July 2020</b>	
Term 3	Monday, 13 July 2020	Friday, 18 September 2020	10 weeks
<b>School Holidays</b>	<b>Saturday, 19 September 2020</b>	<b>Sunday, 4 October 2020</b>	
Term 4	Monday, 5 October 2020	Wednesday, 16 December 2020 (students) Friday, 18 December 2020 (staff)	11 weeks

# Preparatory Class Special Arrangements

A very special welcome to the parents of the children in Preparatory 2020

When school commences we would like you to note the following points:

**Please note the special dates for the beginning of the new year in the above timetable and in information given to you at Prep Transition sessions.**

## School Hours for Preps

**Term 1, 2020**

**Wednesday 5, 12, 19, 26 February will be rest days for Prep in Term 1.**

For the rest of the year Preps will be Full Time

\* Parents should use their own discretion to keep children at home for an afternoon or day of rest if deemed necessary. Parents are encouraged to speak with their child's class teacher to regulate the smoothest transition to school for their child.

N.B. All belongings must be clearly marked with your child's name and grade.

Please bring the complete pack of books on the first day of school. (Coloured pencils, grey lead pencils, glue sticks and plastic pockets **do not need labelling** as they are used communally among the children.)

In order to prepare your child for school, the following points are relevant:

- ◆ that your child knows his name and address;
- ◆ that all clothes and belongings are marked clearly;
- ◆ that your child is completely toilet trained and boys are familiar with the boys' urinal;
- ◆ that your child has had practice in eating a packed lunch;
- ◆ that he/she is familiar with simple road rules;
- ◆ that the layout of the school playground etc is familiar to him.

For more information on a smooth transition into school, please refer to the Prep Parent Handbook given out at Prep Orientation.

# Staff Professional Development

The Catholic Education Office encourages all teachers to continue to keep abreast of new ideas in the educational field through a wide variety of professional learning programs. The Victorian Institute of Teaching (VIT) now requires that a minimum amount of professional development is undertaken in order that teacher registration is validated. Members of staff are involved in professional learning programs outside school hours, but it is necessary that all staff attend professional learning on school days to enable them to take advantage of visiting lecturers and researchers and having time for team planning and curriculum development. Teacher professional development is the means by which we enrich the quality of education we offer your children. For this purpose then, you will be asked to keep your child home on professional learning days during the year to enable us to pursue our school improvement plan. The focus of professional learning days in 2020 will be on the goals that have been set through the Annual Action Plan.

Effective schools ensure that management and staff have time to develop and monitor constructive educational practice. Therefore, throughout 2020, as a school, we will have pupil free days. These will consist of interacting at a local level, interschool level and zone level. Teachers also participate in many in-services out of school hours at night/weekends.

The general aims being:

- regular evaluation and redesign of curriculum and programs;
- ongoing review of policies that safeguard student learning;
- coordination of information flow between teachers about the success of programs and students;
- acquisition of materials that match the requirements of students;
- systematic support for professional development;

The following dates have been set aside as pupil free days in 2020 for in servicing of staff at a zone level, school level and inter-school level –

<b>Tuesday</b>	<b>19<sup>th</sup> May</b>	<b>-</b>	<b>School Closure day</b>
<b>Tuesday</b>	<b>18<sup>th</sup> August</b>	<b>-</b>	<b>School Closure Day</b>
<b>Monday</b>	<b>2<sup>nd</sup> November</b>	<b>-</b>	<b>School Closure Day</b>
<b>Tuesday</b>	<b>1<sup>st</sup> December</b>	<b>-</b>	<b>School Closure Day</b>

# School Fees & Other Costs

## 2020 SCHOOL FEES AND OTHER RELATED COSTS

By enrolling at Holy Saviour Parish School parents undertake to pay:

- School Fees,
- Composite Fees,
- Maintenance Fee,
- Information Technology Fee,
- Capital Fee

### Your commitment:

Parents/Guardians of children attending Holy Saviour undertake to pay:

		<b>2020</b>
<b>School Fees:</b>	Charged per <i>family</i> payable in Terms 1, 2, 3 & 4 or as an annual fee per family.	<b>\$2,160</b>
<b>Maintenance Fee:</b>	Charged per <i>family</i>	<b>\$100</b>
<b>Information Technology Fee:</b>	Charged per <i>family</i>	<b>\$150</b>
<b>Capital Fee</b>	Charged per <i>family</i>	<b>\$400</b>
	<b>Sub Total</b>	<b>\$2,810</b>
<b>Composite Fee:</b>	Charged per <i>child</i>	\$240 \$65 (excursions) \$80 (interschool sport 5/6) \$340 (camp)
	<b>Sub total</b>	\$305 (Prep-4) \$725 (5/6)
	<b>Total</b>	<b>\$3115 (Prep-4)</b> <b>\$3535 (5/6)</b>

### A. School Fees

School fees pay for the running costs of the School. They meet the difference between the actual running costs\* and the amount granted by the Commonwealth and State Governments. School fees are charged per family. So the fees are the same no matter how many children from the family are at the school. School fees only pay for running costs and do not meet any of the repayments on the school building.

(\*Running costs include: staff salaries, printing, phones, electricity, maintenance, insurance)

## **B. Maintenance Fee**

A working bee levy of \$100 per family will be payable at the commencement of the school year, payable with the Term 1 school fees. The levy is redeemable at the completion of the same school year if the following conditions are met:

1. Attendance of two adult family members at the one working bee – constitutes two working bees attended OR attendance at two separate working bees by an individual adult family member.
2. For health and safety reasons, participants must sign in to the Working Bee Register on arrival and sign out when they leave. Also, wear appropriate clothing/safety gear.

A minimum of three working bees per year will be scheduled throughout the year. Working Bees will be coordinated and led by members of the Parish Education Board. Notification of working bee dates and tasks will be published through the school newsletter.

## **C. Information Technology Fee**

The Information Technology Fee covers the costs associated with maintaining and updating the school's bank of computers, laptops and ipads.

## **D. Capital Fee**

In 2008 Holy Saviour School embarked upon a grand building project which enabled our community to have:

- a new library
- a new, fully fitted Digital Technologies classroom
- upgrades to the shared area and classrooms,
- a wonderful Parish meeting room
- a fully refurbished café
- new reception, offices and meeting rooms

For the past nine years, the loan for these extensive facilities has been paid through Holy Saviour Parish using contributions made to the Parish Thanksgiving Program, for which \$600 per family per year has been requested. Whilst the school has now paid off a large proportion of this loan, there is still more to be paid and although school families continue to make use of our wonderful facilities every day, many families are not paying the much needed annual \$600 contribution.

Thus, there is an urgent need for the school to introduce this Capital Fee to cover loan repayments and ongoing upkeep of the school. This type of fee is common place in most Catholic School.

Items which will be covered in this Capital Fee are the following:

- Repayment of buildings constructed in 2008; current annual loan repayments are \$135,000 for these building works.

- Repairs and upkeep of... Fences, Roof, Windows, School buildings, retaining walls, Air conditioning, heating, Bin collection

### E. Composite Fee

The Government Grant does not cover the total cost of books and materials, so it is necessary to charge a composite fee to all families to cover costs. An annual composite levy will be charged **per child**. Please refer to the separate Composite Fees document which details the composite fees payable for each year level.

### How to Pay your School Fees

School fees are due and payable **monthly (over 10 months Feb -Nov) or per term (over 4 terms)**. You can pay directly into the school bank account.

**This is the Schools preferred method of payment**

**Account** : Catholic Development Fund  
**BSB** : 083 347  
**Account** : 667805755

**Or** if you would like to have automatic deductions you can fill out the credit card slip at the bottom of your statement. **(This needs to be completed each year)** Please indicate how you wish your fees to be deducted - **monthly or per term**.

**Monthly fees** will be deducted on the **15th of each month**, if the 15th falls on a weekend fees will be deducted on the Monday after.

### Bank/Visa Card/Eftpos

Bank/Visa Card/Eftpos Facilities are available at the school office to pay for composite and school fees.

## Appointments

When making an appointment, please arrange with the school office for a suitable time. When an issue arises the preferred procedure is to meet with the class teacher first, then the Learning Diversity Leader, Deputy Principal, Principal as necessary.

Children's appointments (doctor, dentist, etc.) should, whenever possible, be made out of school hours. However, where this is unavoidable, please send a note to the class teacher. Children are not to be removed from the school grounds until an exit form has been completed at the office and handed to the classroom teacher.



# Staff Communication

In an effort to assist the wellbeing of all staff, staff are not to answer emails from anyone after 6pm and before 8am. Staff will endeavour to respond to you within 48 hours, if it is an urgent matter, you are encouraged to phone and leave a message with the office. Please support our changed practices and speak to the Principal if you have any concerns regarding this change. Naturally if there is an emergency, please contact the Principal.

## Change of Address/Telephone

If, at any time, you should change your address, email address, contact telephone numbers, jobs, etc, would you kindly notify the office, IN WRITING, IMMEDIATELY so that we can alter our records. It is particularly important to have current emergency contacts and telephone numbers.

## Attendance

Attendance at school is compulsory for all children over the age of six years. If your child is unable to attend school at any time during the year, you are asked to phone or email the school by 9.30am on the day of your child's absence. A note is also required on his/her return explaining the reason for your child's absence. This is a legal requirement.

If your child needs to leave the School for any reason, a note granting permission, signed by parent or guardian must be sent to the school in advance.

The School will always give clear notice of any alteration to the published school hours, which may arise for particular reasons, e.g. Staff In-service. This notification will appear in the Parent Newsletter, on CareMonkey, or via the Skoolbag app.

Punctuality is encouraged at all times. Repeated lateness interferes with the child's progress in School and causes bad habits to develop. Parents should explain the reason for their child's lateness.

## Emergency Information

It is most important that all details on the school emergency records are kept up to date. It would be appreciated if parents would notify the school office promptly of any changes, eg address, telephone number, parents' address and telephone number, name of friend or neighbour who would look after your child if too ill to remain at school or in the case of an accident. This information may be vital in case of emergency.

If your child is ill, he/she should be kept home. A child who is tired cannot work to the best of his/her ability at school. In the case of your Preps, you may find your child needs an extra sleep-in every now and again. **Please notify the school of absences through the Skoolbag app.** Please send a written note immediately after any absence.

The school should be informed of any emotional or physical problem your child has which may affect his/her progress at school. All children are expected to take part in physical education, sport activities, excursions and school camps unless the parents give a satisfactory reason.

Please note that in the case of an accident/emergency, an ambulance will be called. Payment for ambulance service is the responsibility of the parent. Therefore, it is imperative that every family subscribe to the ambulance service.

# Holy Saviour School Privacy Policy

This Privacy Policy sets out how the School manages personal information provided to or collected by it.

The School is bound by the Australian Privacy Principles (APPs) contained in the Commonwealth *Privacy Act 1988*. In relation to health records, the School is also bound by the *Health Records Act 2001* (Vic.) and the Health Privacy Principles in that Act.

The School may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to the School's operations and practices and to make sure it remains appropriate to the changing school environment.

## **What kinds of personal information does the School collect and how does the School collect it?**

The School collects and holds personal information, including health and other sensitive information, about:

- students and parents and/or guardians before, during and after the course of a student's enrolment at the School including:
  - name, contact details (including next of kin), date of birth, gender, language background, previous school and religion
  - Parents' education, occupation and language background
  - medical information (e.g. details of disability and/or allergies, and details of any assistance the student receives in relation to those disabilities, medical reports, names of doctors)
  - conduct and complaint records, or other behaviour notes, school attendance and school reports
  - information about referrals to government welfare agencies
  - counselling reports
  - health fund details and Medicare number
  - any court orders
  - volunteering information (including Working With Children Checks)
  - photos and videos at school events.
- job applicants, staff members, volunteers and contractors, including:
  - name, contact details (including next of kin), date of birth and religion
  - information on job application
  - professional development history
  - salary and payment information, including superannuation details
  - medical information (eg details of disability and/or allergies and medical certificates)
  - complaint records and investigation reports
  - leave details
  - photos and videos at school events
  - work emails and private emails (when using work email address) and internet browsing history
- other people who come into contact with the School, including name and contact details and any other information necessary for the particular contact with the School.

***Personal Information you provide:*** The School will generally collect personal information held about an individual by way of forms filled out by Parents or students, face-to-face meetings and interviews, emails and telephone calls. On occasions people other than Parents and students (such as job applicants and contractors) provide personal information to the School.

***Personal Information provided by other people:*** In some circumstances the School may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another school. The type of information the School may collect from another school may include:

- academic records and/or achievement levels
- information that may be relevant to assisting the new school meet the needs of the student including any adjustments

***Exception in relation to employee records:*** Under the *Privacy Act*, the Australian Privacy Principles do not apply to an employee record. As a result, this Privacy Policy does not apply to the School's treatment of an employee record where the treatment is directly related to a current or former employment relationship between the School and employee. The School handles staff health records in accordance with the Health Privacy Principles in the *Health Records Act 2001 (Vic.)*.

***Anonymity:*** The School needs to be able to identify individuals with whom it interacts and to collect identifiable information about them to facilitate the delivery of schooling to its students and its educational and support services, conduct the job application process and fulfil other obligations and processes. However, in some limited circumstances some activities and interactions with the School may be done anonymously where practicable, which may include making an inquiry, complaint or providing feedback.

How will the School use the personal information you provide?

The School will use personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected by you, or to which you have consented.

***Students and Parents:*** In relation to personal information of students and Parents, the School's primary purpose of collection is to enable the School to provide schooling to students enrolled at the School (including educational and support services for the student), exercise its duty of care and perform necessary associated administrative activities which will enable students to take part in all the activities of the School. This includes satisfying the needs of Parents, the needs of the student and the needs of the School throughout the whole period the student is enrolled at the School.

The purposes for which the School uses personal information of students and Parents include:

- to keep Parents informed about matters related to their child's schooling, through correspondence, newsletters and magazines
- day-to-day administration of the School
- looking after students' educational, social and medical wellbeing
- seeking donations and marketing for the School
- to satisfy the School's legal obligations and allow the School to discharge its duty of care
- to satisfy the School service providers' legal obligations, including the Catholic Education Commission of Victoria Ltd (CECV) and the Catholic Education Offices.

In some cases where the School requests personal information about a student or Parent, if the information requested is not provided, the School may not be able to enrol or continue the enrolment of the student or permit the student to take part in a particular activity.

**Job applicants and contractors:** In relation to personal information of job applicants and contractors, the School's primary purpose of collection is to assess and (if successful) to engage the applicant, or contractor, as the case may be.

The purposes for which the School uses personal information of job applicants and contractors include:

- administering the individual's employment or contract, as the case may be
- for insurance purposes
- seeking donations and marketing for the School
- satisfying the School's legal obligations, for example, in relation to child protection legislation.

**Volunteers:** The School also obtains personal information about volunteers who assist the School in its functions or conduct associated activities, such as, to enable the School and the volunteers to work together, to confirm their suitability and to manage their visits.

**Counsellors:** The School contracts with external providers to provide counselling services for some students. The principal may require the Counsellor to inform him or her or other teachers of any issues the principal and the Counsellor believe may be necessary for the School to know for the well-being or development of the student who is counselled or other students at the School.

**Parish:** The School may disclose limited personal information to the school parish to facilitate religious and sacramental programs, and other activities such as fundraising.

**Marketing and fundraising:** The School treats marketing and seeking donations for the future growth and development of the School as an important part of ensuring that the School continues to provide a quality learning environment in which both students and staff thrive. Personal information held by the School may be disclosed to organisations that assist in the School's fundraising, for example, the School's Foundation or alumni organisation [or, on occasions, external fundraising organisations].

Parents, staff, contractors and other members of the wider School community may from time to time receive fundraising information. School publications, like newsletters and magazines, which include personal information and sometimes people's images, may be used for marketing purposes. Who might the School disclose personal information to and store your information with?

The School may disclose personal information, including sensitive information, held about an individual for **educational, administrative and support purposes**. This may include to:

- School service providers which provide educational, support and health services to the School, including the Catholic Education Commission of Victoria Ltd (CECV), Catholic Education Offices, specialist visiting teachers, volunteers, counsellors, sports coaches and providers of learning and assessment tools
- third party service providers that provide online educational and assessment support services, or applications to schools and school systems including the Integrated Catholic Online Network (ICON) and Google's G Suite, including Gmail and, where necessary, to support the training of selected staff in the use of these services
- CECV and Catholic Education offices to discharge its responsibilities under the *Australian Education Regulation 2013* (Regulation) and the *Australian Education Act 2013* (Cth) (AE Act) relating to students with a disability.

- other third parties which the school uses to support or enhance the educational or pastoral care services for its students or to facilitate communications with Parents
- another school including to its teachers to facilitate the transfer of a student
- Federal and State government departments and agencies
- health service providers
- recipients of School publications, such as newsletters and magazines
- student's parents or guardians and their emergency contacts
- assessment and educational authorities including the Australian Curriculum, Assessment and Reporting Authority
- anyone you authorise the School to disclose information to
- anyone who we are required or authorised to disclose the information to by law, including child protection laws.

### **Nationally Consistent Collection of Data on School Students with Disability**

The school is required by the Federal *Australian Education Regulation (2013)* and *Australian Education Act 2013* (Cth) (AE Act) to collect and disclose certain information under the *Nationally Consistent Collection of Data* (NCCD) on students with a disability. The school provides the required information at an individual student level to the Catholic Education Offices and the CECV, as an approved authority. Approved authorities must comply with reporting, record keeping and data quality assurance obligations under the NCCD. Student information provided to the federal government for the purpose of the NCCD does not explicitly identify any student.

***Sending and storing information overseas:*** The School may disclose personal information about an individual to overseas recipients, for instance, to facilitate a school exchange. However, the School will not send personal information about an individual outside Australia without:

- obtaining the consent of the individual; or
- otherwise complying with the Australian Privacy Principles or other applicable privacy legislation.

The School may from time to time use the services of third party online service providers (including for the delivery of services and third party online applications, or Apps relating to email, instant messaging and education and assessment, such as Google's G Suite, including Gmail) which may be accessible by you. Some personal information [including sensitive information] may be collected and processed or stored by these providers in connection with these services. These online service providers may be located in or outside Australia.

School personnel and the school's service providers, and the CECV and its service providers, may have the ability to access, monitor, use or disclose emails, communications (e.g. instant messaging), documents and associated administrative data for the purposes of administering the system and services ensuring their proper use.

The school makes reasonable efforts to be satisfied about the security of any personal information that may be collected, processed and stored outside Australia, in connection with any cloud and third party services and will endeavour to ensure the cloud is located in countries with substantially similar protections as the APPs.

Where personal and sensitive information is retained by a cloud service provider on behalf of CECV to facilitate Human Resources and staff administrative support, this information may be stored on servers located in or outside Australia.

### **How does the School treat sensitive information?**

In referring to 'sensitive information', the School means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, philosophical beliefs, sexual orientation or practices or criminal record, that is also personal information; health information and biometric information about an individual. Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

### **Management and security of personal information**

The School's staff are required to respect the confidentiality of students' and Parents' personal information and the privacy of individuals.

The School has in place steps to protect the personal information the School holds from misuse, interference and loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and password access rights to computerised records. This includes responding to any incidents which may affect the security of the personal information it holds. If we assess that anyone whose information is affected by such a breach is likely to suffer serious harm as a result, we will notify them and the Office of the Australian Information Commissioner of the breach.

It is recommended that parents and the school community adopt secure practices to protect themselves. You should ensure that all passwords you use are strong and regularly updated and that your log in details are kept secure. Do not share your personal information with anyone without first verifying their identity and organisation. If you believe any of your personal information has been compromised, please let the School know immediately.

### **Access and correction of personal information**

Under the Privacy Act and the Health Records Act, an individual has the right to seek and obtain access to any personal information and health records respectively which the School holds about them and to advise the School of any perceived inaccuracy. Students will generally be able to access and update their personal information through their Parents, but older students may seek access and correction themselves.

There are some exceptions to the access rights set out in the applicable legislation.

To make a request to access or to update any personal information the School holds about you or your child, please contact the [School Principal] or [School Administrator] by telephone or in writing. The School may require you to verify your identity and specify what information you require. The School may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the School will advise the likely cost in advance. If we cannot provide you with access to that information, we will provide you with written notice explaining the reasons for refusal.

### **Consent and rights of access to the personal information of students**

The School respects every Parent's right to make decisions concerning their child's education. Generally, the School will refer any requests for consent and notices in relation to the personal information of a student to the student's Parents. The School will treat consent given by Parents as consent given on behalf of the student, and notice to Parents will act as notice given to the student. Parents may seek access to personal information held by the School about them or their child by contacting the [School Principal] or [School Administrator] by telephone or in writing. However, there may be occasions when access is denied. Such occasions would include where release of the

information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the School's duty of care to the student.

The School may, at its discretion, on the request of a student grant that student access to information held by the School about them, or allow a student to give or withhold consent to the use of their personal information, independently of their Parents. This would normally be done only when the maturity of the student and/or the student's personal circumstances warrant it.

**Enquiries and complaints and contact details:**

If you would like further information about the way the School manages the personal information it holds about you, or wish to complain that you believe that the School has breached its privacy obligations, please contact the School Principal. The School will investigate your complaint and will notify you of the making of a decision in relation to your complaint as soon as is practicable after it has been made.

If you are not satisfied with the School's decision you may make a complaint to the Office of the Australian Information Commissioner (OAIC) whose contact details are:

GPO Box 5218, Sydney, NSW 2001

Telephone: 1300 363 992

[www.oaic.gov.au](http://www.oaic.gov.au)

Annie Herbison, April 2018

# Positive Behaviour Support Policy

## HOLY SAVIOUR PRIMARY SCHOOL RATIONALE

*Holy Saviour is a Catholic Parish Primary School where we aim to nurture the development of all within our care to grow in the likeness of Christ and to “Live, Love and Learn in the Spirit of the Good News.”*

*Our Behaviour Support Policy is developed to provide all members of the school community with a clear, consistent framework of relationships. It aims to provide a safe, harmonious, stimulating environment where we foster and recognise a responsibility for our own actions.*

At Holy Saviour School we believe ...

- that our Behaviour Support Policy adheres to the Gospel values which we try to instil in our students.
- that students learn more effectively if they feel safe and have clearly stated and consistent expectations.
- that our Behaviour Support Policy aims to provide a supportive learning environment for all students.
- that expectations of all community members need to be clear and explicit and that all need to be made aware of their rights and responsibilities.
- a consistent approach to positive behaviour support encourages co-operative behaviour among students.

**Corporal punishment is not used at Holy Saviour school.**

## HOLY SAVIOUR PRIMARY SCHOOL GOALS

At Holy Saviour School we aim to promote a safe, secure, effective whole school environment.

We aim to develop:

- respect for the rights of others and self respect
- responsibility for behaviour.
- self control and self discipline.
- self esteem.
- awareness of the consequences of one’s behaviour.
- skills in problem solving and conflict resolution.



## RIGHTS AND RESPONSIBILITIES

Staff Responsibilities:
<ul style="list-style-type: none"><li>▪ To care for the children, staff, community, physically, spiritually, emotionally and academically.</li><li>▪ To provide a forum for others to express ideas and be listened to.</li><li>▪ Fulfill all duties as a staff member.</li><li>▪ Work professionally.</li><li>▪ Keep community members informed.</li></ul>
Staff Rights:
<ul style="list-style-type: none"><li>▪ To be treated with respect by community.</li><li>▪ To work in a safe environment.</li><li>▪ To be listened to.</li><li>▪ To develop ourselves personally, professionally and spiritually.</li><li>▪ To be supported and nurtured in a pastoral environment.</li></ul>
Student Responsibilities:
<ul style="list-style-type: none"><li>▪ To respect staff, community members, visitors and each other.</li><li>▪ To make the most of opportunities provided and not restrict the opportunities of others.</li><li>▪ To accept individual differences.</li><li>▪ To act in a manner which will ensure safety.</li><li>▪ To listen to others.</li><li>▪ To follow school rules.</li></ul>
Student Rights
<ul style="list-style-type: none"><li>▪ To be treated with respect</li><li>▪ To be given equal opportunities.</li><li>▪ Not to be discriminated against.</li><li>▪ To feel safe.</li><li>▪ To be listened to.</li><li>▪ To be provided with an optimum learning environment.</li><li>▪ To be catered for individually.</li><li>▪ To expect success (in their learning).</li></ul>
Community Members' and Visitors' Responsibilities:
<ul style="list-style-type: none"><li>▪ To treat staff/students/each other with respect.</li><li>▪ Maintain confidentiality.</li><li>▪ Go through appropriate channels.</li><li>▪ Respect and trust the role of the teacher.</li><li>▪ Follow school protocols/rules including signing in and out as well as signing permission forms to attend excursions</li><li>▪ Obey all road signs and rules within and around the immediate boundaries of the school.</li><li>▪ Read communications.</li><li>▪ Attend meetings/functions.</li><li>▪ To listen objectively to others.</li></ul>

- Support policies ie homework/discipline.
- To inform school of issues impacting on student behaviour.

### **Community Members' and Visitors' Rights**

- To be treated with respect by staff, students and each other.
- To feel welcomed.
- To be confident in children's safety while in our care.
- To be informed.
- To feel safe in our grounds/buildings.
- To be heard.
- To expect a quality education for their child.

## **HOLY SAVIOUR PRIMARY SCHOOL EXPECTATIONS**

Devised by Holy Saviour school staff in consultation with Patrice Wiseman (Larmenier Child and Family Services, CEO) August 2009

**Together we live love and learn in the Spirit of the Good News**

### Holy Saviour School Expectations

*At Holy Saviour we are a welcoming, inclusive community. We believe that every person deserves to be treated with respect therefore we:*

1. Follow directions
2. Listen to the speaker without interrupting
3. Use friendly words
4. Hands off (*keep hands, feet and objects to yourself*)
5. Move Safely
6. Take care of all property and the environment

### **Consequences**

1. Re-state rule and reminder
2. Time away (within learning group)
3. Formal time away in learning group (eg., work alone table)
4. Exit from learning group (another classroom to complete work or reflection sheet)
5. Office to principal/DP to complete a 4W sheet and parents will be contacted

## **BEHAVIOUR SUPPORT PROCESS**

- Prompt
- Re-direct
- Re-teach
- Provide Choice
- Conference

<b><u>If Behaviour Stops</u></b>	<b><u>If Behaviour Continues</u></b> <b><u>Apply Behaviour Consequences</u></b>	<b><u>Teacher Managed</u></b> <b><u>Minor</u></b>	<b><u>Admin. Managed</u></b> <b><u>Major</u></b>
Give positive verbal / social acknowledgement	<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>*Time alone In class</li> <li>*Partner room (5 min Jnr) (10 min Snr)</li> <li>*Recess / lunchtime time out (complete work not done in class)</li> <li>*Notification to parents (if required)</li> <li>*<b><u>Reflection sheet</u></b></li> <li><b>4W form to be sent home to parents (if required)</b></li> <li>**Broken Record Technique may be used to support a child in redirecting behaviour.</li> </ul> <p><b>Playground</b></p> <ul style="list-style-type: none"> <li>*Sit out of play</li> <li>*Walk with teacher</li> <li>*Loss of privilege</li> <li>*Conference</li> <li>*Other</li> </ul>	<ul style="list-style-type: none"> <li>*Answering back</li> <li>*Not following instructions</li> <li>*Out of area / seat</li> <li>*Rough play</li> <li>*Minor physical contact</li> <li>*Touching (hands off)</li> <li>*Cheating / Integrity</li> <li>*Disinterested</li> <li>*Disruption</li> <li>*Dress code</li> <li>*Inappropriate comments</li> <li>*Inattentive</li> <li>*Lateness eg;from line or to specialist lessons</li> <li>*Minor dishonesty</li> <li>*Property misuse</li> <li>*Technology misuse</li> <li>*Throwing objects</li> <li>*Unprepared</li> <li>*Unsafe behaviour</li> <li>*Work avoidance</li> </ul>	<ul style="list-style-type: none"> <li>*Bullying</li> <li>*Defiance / refusal</li> <li>*Dishonesty / Integrity</li> <li>*Intimidation <ul style="list-style-type: none"> <li>-Staff</li> <li>-Students</li> <li>-Visitors</li> </ul> </li> <li>*Physical assault <ul style="list-style-type: none"> <li>-Staff</li> <li>-Students</li> <li>-Visitors</li> </ul> </li> <li>*Property misuse / damage</li> <li>*<b><u>Repeated minors (3-5)</u></b></li> <li>*Verbal Abuse <ul style="list-style-type: none"> <li>-Staff</li> <li>-Students</li> <li>-Visitors</li> </ul> </li> </ul> <p>(Discretion used by class teacher here)</p> <p>Student complete Reflection Sheet</p>

**Teacher to document behaviours and what follow up occurred.**  
**All staff responding to minor problem behaviours**

*“For a child to unlearn an old behaviour and replace it with a new behaviour, you need to repeat the new behaviour, on the average, twenty-eight times. Twenty of those times are used to eliminate the old behaviour and eight of those times are used to learn the new behaviour.”* **Harry Wong**

**Minor Behaviours - Continuum of Response**

**CALM \* CONSISTENT \* BRIEF \* IMMEDIATE \***  
**RESPECTFUL \* PRIVATE**

<p><b>PROMPT</b> (Use a low key response to signal the occurrence of the behaviour)</p>	<p>eye contact; proximity; gesture; minimal verbal; non-verbal; the pause; ignore; private dialogue; responding to appropriate behaviour; modelling appropriate behaviour; behaviour not student</p>
<p><b>RE-DIRECT</b></p>	<p>State the expected behaviour (from school expectations)</p>
<p><b>RE- TEACH</b> (Tell, show, practise and acknowledge the expected behaviour)</p>	<p>State and demonstrate the expected behaviour Have student demonstrate the behaviour Provide immediate feedback</p>
<p><b>PROVIDE CHOICE</b> (Give the students options of behaviours to do next)</p>	<p><b>Give the student a choice:</b> *accomplish the task in another location *in the order of task completion *in using alternate materials to complete the task *for a different type of activity that accomplishes the same instructional objective</p>
<p><b>CONFERENCE</b> (Have a private conversation with the student to problem solve together to plan how the student can meet the expectations.)</p>	<p>*describe the problem *describe the alternate behaviour *tell why the alternate behaviour is better *practise *provide feedback</p>

- **Teacher to document if student does not respond to pre correction or re-direction.**
- **Take action to correct behaviour**
- **Consequences need to relate to behaviour being corrected**

**Administration Managed**

- \*Inform student of rule violation
- \*Discuss expected behaviour/s with restorative questions
- \*Student completes reflection sheet (if required)

\*Parents contacted (if required)  
\*Document the incident and follow up that occurred

\*If repeated offences occur (2-3 times) or behaviour escalated, parent interview or phone conference will be held.

\*With any serious breach of behaviour, Reflection sheets will be completed and parent interview / phone conference will be held.

***Discretion needs to be exercised at all times by the staff in the implementation of this process. Student Wellbeing will be of high priority with all decisions made as teachers attempt to understand the “meaning behind the behaviour”.***

When behaviours are continually challenged, the ***Broken record technique and choices are offered***. They may be used to support a child in redirecting behaviour as many times as is needed. Avoid statements that may further escalate the student.

1. I can see you're upset or angry or frustrated etc (name and acknowledge their struggle with the challenging emotions) you need to.....
- 2.....you need to
3. You need to... OR for as long as it takes you to .... you will be required to be with me in your play time ...

**SEVERE CLAUSE: IMMEDIATE REMOVAL WHEN A CHILD DISPLAYS: violence and aggression used towards a teacher, student, aide, parent helper, if a student destroys property or refuses to follow directions.**

Devised by Holy Saviour Staff and Patrice Wiseman (Larmenier) 2009

### SAFETY PLANS

A safety plan is a pre -arranged deal between a student and teacher to provide a student with de-escalating and self regulating strategies. It is very difficult for a student to think rationally when they are highly stressed or anxious. When the student is calm they need help to identify Safety Plan strategies they can apply as preventative measures and also to de-escalate from stressed states. Safety Plan strategies should be used repeatedly until these become an automatic response and revise as required (*Berry Street Childhood Institute Domain 1 Body*) It is the decision of the school staff, in consultation with parents of the student needing a safety plan, to decide if this is required.

*It is important to identify key triggers that escalate individual, class or whole of school behaviours and monitor the use of interventions to de - escalate individual, class or whole of school behaviours.*

**Safety Plan**

## **Helpful De-Escalations Strategies**

humour, games such as silent ball, meditation, breathing exercises, art activities, patterned sports games or activities such as walking

## **THINKING/REFLECTION SHEET**

**4W Form**

## **Positive Behaviour Support Management Strategies**

### **Restorative Practices**

Circle Time - to support and build positive relationships

Restorative Questions - if conflict occurs to help students reflect on their behaviours, how their behaviour can affect others and what they could do differently next time.

Whole school Reconciliation program and participation in the Parish Sacrament

### **Morning Circles**

Prayer, behaviour expectations, values, celebrations, meditation,

### **Social and Emotional Learning**

Bounce Back Resilience Program

### **Values Education**

Values and Aussie of the Month

### **Examples of Classroom/Individual reward**

Marbles in jar, dojo points, stickers, house points

Reviewed and edited Rose Wray-McCann (Student Wellbeing Leader) and Annie Herbison  
(Principal) in consultation with the Parish Education Board 2018  
This policy will be reviewed annually

# Anti-Bullying Plan ~ Holy Saviour School, Vermont South

## Prevention and Early Intervention Strategies:

At Holy Saviour School the following strategies and programs are implemented in order to prevent bullying occurring. A restorative approach is paramount in our approach:

Implementation of

- Whole school behaviour management plan (input given from staff, students and parents)
- Social and Emotional learning programs such as Bounce Back across all grade levels
- Circle Time restorative strategy across all grade levels, promoting positive behaviours
- *Coming to Know Worship and Love* Melbourne Archdiocese Religious Education Program
- Focus on the Values for Australian Schools linked with Australian Curriculum across all year levels. Explicit teaching of these in class and recognition of values displayed in presentation of monthly Aussie of the Month awarded to students.
- Explicit teaching in bystander behaviour and responsibilities through *Friends for Life* and Bounce Back programs and in-school experiences provided for students to assist in education of this field, eg ACMA, *Project Rockitt*, *Martial Arts Therapy*
- Restorative questions used within classes across the school and on playground. Explicit training of staff in the use of these questions with students.
- Teachers and Learning Support officers are rostered onto yard duty every day. If there are any issues with behaviour on the playground at any given time, ALL staff are made aware of the child/ren involved as well as what has gone before and what to look out for. In times of serious concerns, more staff will be allocated to extra duty and the Principal and Deputy principal will spend time talking to and roving in and amongst the children so there is an awareness that children are safe on the playground.
- Strong focus on bystander behaviour and responsibilities taught through Social / Emotional classroom programs and playground discussions if situations arise.
- Regular communication of policies and procedures with parents through information nights and through the Parish Education Board.
- Biennial Student Wellbeing information evening specifically for parents.
- Provision of counselling services for students such as the OnPsych Counselling service.
- Links with community advice and programs, counselling for families and students as needed.
- Student Wellbeing Leader, along with Student Wellbeing Core Team, lead wellbeing programs through strategic planning.
- Parent library provided – parents regularly encouraged to borrow a range of parenting materials purchased by the school.
- Regular Program and Support Group meetings (PSGs) for students with social / emotional needs, strategies planned and implemented with support of staff, Individual Differences leader, student and parents. Advice sourced from outside agencies and professionals as required with permission from parents.
- Provision of staff, student and parent information sessions about safe use of the internet by ACMA, Australian Government Cybersmart program
- ICT wikispaces / blogs at all levels with cybersafety links to support classroom teachers.

## Intervention

The school will implement the following process:

- All incidents will be dealt with according to the Holy Saviour Behaviour Management Policy.

- Once identified, all parties involved (ie bully, victim and witnesses) will be spoken with, and all incidents or allegations of bullying will be investigated. Students who are identified by others as bullies will be informed of allegations and given an opportunity to respond.
- Records will be kept of actions taken and conversations held with parents / students.
- Removal of cyber-bullies from access to the school's network and computers for a period of time, as per the Holy Saviour Cybersafety User Agreement / Policy.
- If bullying is persistent, parents will be contacted and consequences implemented consistent with the Holy Saviour Behaviour Management Policy. Support strategies and counselling recommendations will also be made for both parties.
- Strategies such as *Time Out*, *Removal from classroom or playground*, *Completion of 4W form*, *Detention*, and *Suspension* may be used and will depend on the severity of the situation. The Principal, in consultation with relevant staff members, will determine when a *suspension* will be employed.
  - “Discretion needs to be exercised at all times as to:
    - the process with which the student works through the steps.
    - when contact with the parent is made (Principal or Deputy Principal)
    - when a detention is deemed necessary (Principal or Deputy Principal)”

(Page 5, Holy Saviour Behaviour Management Policy)

Parents will be required to:

- Cooperate with the school in mediation sessions with the victim to reconcile differences.
- Engage in a referral to external agencies that offer behaviour guidance programs (e.g. anger management, social skills programs).

### **Post Violation**

Consequences for students who continue with bullying behaviour will be individually based and may involve:-

- exclusion from yard.
- school suspension.
- withdrawal of privileges.
- exclusion from class.
- ongoing counselling from appropriate agency for all parties.
- Playground observations of both parties and play behaviour will be made.
- Reinforcement of positive behaviours. Acknowledgement and rewards for positive behaviours.
- Classroom Meetings and Circle Time sessions. Appropriate social skills and strategies may be re-addressed in class lessons as per our Bounce Back wellbeing programs.

### **Restorative (Affective) Questions**

What happened?

What did you do?

What were you thinking?

Who has been affected and how?

How can we make things right so everyone feels okay? (consequences might be used)

A more comprehensive list of restorative questions has also been made available for staff use

### **Evaluation**

This policy will be reviewed with whole staff, student, parent and community input as part of the school's four year School Improvement cycle.

*Policy last reviewed by Holy Saviour School Staff, September 2013, ratified by Holy Saviour Parish Education Board*

Reference: [https://www.det.nsw.edu.au/policies/student\\_serv/discipline/bullying/PD20100415.shtml](https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/PD20100415.shtml)



# Parent/Teacher Involvement

We see the close cooperation of parents and teachers as being of vital importance in the life of Holy Saviour School. If the school is to attempt to fulfil its aim of working towards total development of the child, then there is a need for us to pool our resources.

Fundamentally it is seen as a supportive role with parent and teacher working alike in partnership towards the best interests of the child. Parents can play very valuable roles assisting in the classroom, participating in language programs, physical education skills programs, art/craft, electives, excursions, library, working bees.

Parental involvement in the school program should be an extension of the work done by teachers and a reinforcement of the learning in the classroom. Academic support, social involvement in school activities and the Sacramental program are important parental roles.

## Reporting and Parent/Teacher Conferences

Over the years it has been proven that the most satisfactory way of reporting to parents is for parents and teacher to sit down and discuss the child's progress in all its various aspects.

- **Two-Way Conversation:** The Parent / Teacher conference is an opportunity for parents to learn about their children's progress in school and for teachers to gain insights into their students' home and community lives. Parent perspectives on students' strengths and needs, learning styles, and non school learning opportunities can help the teacher shape their instructional methods.
- **Emphasis on Learning:** Research shows that family involvement is most effective when it is 'linked to learning'. The most important goal of the first parent teacher conference is to develop new strategies to support student learning at school and home.
- **Opportunities and Challenges:** It is important that everyone understands what the student is doing well and what he/she can improve upon. Your child's strengths are important for us to know to assist his / her learning overall.

The school has the following reporting practices:

Term 1:	Parent/Teacher Conferences
Term 2:	Mid-Year Report
Term 3:	Parent/Teacher Conferences
Term 4:	End of Year Report

Parents will be advised of dates for parent/teacher conferences and release of school reports through the parent calendar and school newsletter. **We would encourage parents to ring and make an appointment with either the Principal or class teacher during the year if you wish to discuss any aspect of your child's schooling.**

Other aspects of reporting include:

- ◆ Diaries
- ◆ Comments written on work and projects.
- ◆ SeeSaw and Learning Journeys

# Holy Saviour School – Vermont South

## Parent Code of Conduct

### Introduction

At Holy Saviour School, we are committed to nurturing respectful relationships and active partnerships with you as parents. We believe that our students' learning journeys are enriched through positive and reciprocal home and school relationships. As parents, you act as one of the most influential role models in your child's life. We therefore seek your support in promoting and upholding the core values of the school community and its culture of respectful relationships.

This Code of Conduct is intended to guide you in your dealings with staff, other parents, students and the wider school community. It articulates the school's key expectations of both staff and parents with regard to respectful relationships and behaviours. It also specifies the school's position with regard to unacceptable behaviours that breach our culture of respect.

This Code of Conduct is to be read in conjunction with the school's:

- **Anti Bullying Policy**
- **Staff Social Media Policy**
- **Pastoral Care Policy**
- **Student Wellbeing Policy**
- **Complaints Handling Policy**
- **Occupational Health and Safety Policy**

### Our Culture of Respectful Relationships

**Among students, staff and parents we strive to develop the following:**

- a respect for the innate dignity and worth of every person
- an ability to understand the situation of others
- a cooperative attitude in working with others
- open, positive and honest communication
- the ability to work respectfully with other people
- trusting relationships
- responsible actions.

**In promoting and upholding this culture, we expect that parents will:**

- support the school's Catholic ethos, traditions and practices
- support the school in its efforts to maintain a positive teaching and learning environment
- understand the importance of healthy parent/teacher/child relationships and strive to build the relationships
- adhere to the school's policies, as outlined on the school website
- treat staff and other parents with respect and courtesy.

**In promoting and upholding this culture, we expect that staff will:**

- communicate with you regularly regarding your child's learning, development and wellbeing
- provide opportunities for involvement in your child's learning
- maintain confidentiality over sensitive issues

- relate with and respond to you in a respectful and professional manner
- ensure a timely response to any concerns raised by you.

**Raising Concerns and Resolving Conflict (Refer also to our Communications Policy) In raising concerns on behalf of your child, or making a complaint about the school's practices or treatment of your child, we expect that you will:**

- listen to your child, but remember that a different 'reality' may exist elsewhere;
- observe the school's stated procedures for raising and resolving a grievance/complaint;
- follow specified protocol for communication with staff members, including making appointments at a mutually convenient time and communicating your concerns in a constructive manner;
- refrain from approaching another child while in the care of the school to discuss or chastise them because of actions towards your child. Refer the matter directly to your child's teacher for follow-up and investigation by the school.

**In responding to your concerns or a complaint, we expect that staff will:**

- observe confidentiality and a respect for sensitive issues
- ensure your views and opinions are heard and understood
- communicate and respond in ways that are constructive, fair and respectful
- ensure a timely response to your concerns/complaint
- strive for resolutions and outcomes that are satisfactory to all parties.

**Staff Safety and Wellbeing**

The school places high value and priority on maintaining a safe and respectful working environment for our staff. We regard certain behaviours as harmful and unacceptable insofar as they compromise the safety and professional wellbeing of our staff. These behaviours include, but are not limited to:

- shouting or swearing, either in person or on the telephone
- physical or verbal intimidation
- aggressive hand gestures
- writing rude, defamatory, aggressive or abusive comments to/about a staff member (emails/social media)
- racist or sexist comments
- damage or violation of possessions/property.

When a parent behaves in such unacceptable ways, the principal or a senior staff member will seek to resolve the situation and repair relationships through discussion and/or mediation. Where a parent's behaviour is deemed likely to cause ongoing harm, distress or danger to the staff member and others, we may exercise our legal right to impose a temporary or permanent ban from the parent entering the school premises. In an extreme act of violence that causes physical harm to the staff member and his/her property, the matter may be reported to the police for investigation.

This policy was devised by Annie Herbison 2018  
This policy will be reviewed annually.

# School Structure and its Rationale

## Grade Levels – Prep, Junior, Middle, Senior

To enhance the learning of the children, the school is divided into four grade levels. These units combine two levels articulated in the Victorian Curriculum (Foundation to 10), eg Junior Level is Level 1 and Level 2 combined. Whilst there are specific content descriptions for what children should be achieving within the structure of level in each curriculum area, teachers draw from Year Level and Content Descriptions from the levels *above and below the levels in the Victorian Curriculum to cater for the variety of student needs* within their class. The teachers at each level plan and program together, sharing their ideas and expertise. This coordinated planning:

- offers a variety of teacher knowledge and experiences within a level;
- offers opportunities for teachers to share their understandings of the research into various practices and how these are implemented;
- allows for staff to share student work samples for an understanding of skills across the level;
- allows for planning amongst levels of modelling certain practices in teaching so as to improve individual skills;
- engages teachers in collegial discussions which can be shared at the leadership level and future direction can be planned;
- uses time effectively;
- offers an ease of communication between:
  - staff members;
  - staff and children;
  - staff and parents.

### Inquiry Learning

This is a mode of learning which is widely used in contemporary learning settings and is used across all year levels at Holy Saviour School. This process of learning moves us from what traditional classrooms used to do (teach content only) to what contemporary classrooms **need** to do (engage students in investigation, exploration, research and the pursuit of their own interests) in order to instill the skills and values necessary for now as well as in their future. In Inquiry learning students and teachers co-compose questions for their learning within a unit. Investigating and creating new knowledge through the use of a range of different questions (incorporating higher order questions) is part of this process and a key element to it. Well-designed inquiry learning produces knowledge formation that can be widely applied.

As parents you may ask why this style of learning is different from the way I was taught. Why are students of today not taught facts to remember? The reality is that facts and information change over time. What is more important is **an understanding of how to access and make sense of masses of information and data and how to extract what is the most important elements of the mass of information that is available to us and create new knowledge**. In the contemporary workplace we are readily and regularly asked to do exactly this, thus the importance for young people to commence this skill attainment from a young age.

Another important thing to learn is how to be discerning in what information is provided to us. As we know, the internet provides vast amounts of information to us from a variety of sources. One vital skill to learn in today's contemporary classroom is how to decipher what has come from a valid source and what has not!

As educators we must go beyond data and information accumulation and move towards the generation of useful and applicable knowledge and skills. This is a process that is supported by ***Inquiry Learning***. You can greatly support your child in his / her learning through asking questions about what he / she is learning in class and going further with their learning through some of your own investigations. Good luck and see your classroom teacher for further advice and assistance!

## Religious Education

### Goals

Holy Saviour's Parish acknowledges the parents of Holy Saviour's Parish Primary School in their responsibility as the first educators of their children. As a Catholic Community, we encourage and support the families of our Parish especially in matters of faith.

The Religious Education program is planned using the Archdiocese of Melbourne Religious Education Curriculum Framework and supported by the '*Coming to Know, Worship and Love*' program. Our Religious Education program for students is planned using an Inquiry approach to learning. Our aim is to develop a creative framework of dialogue, understanding and action for the students, leading them in the process of deep learning, evaluation and response to the mysteries of life enlivened by the Holy Spirit. It is intended that through this process, students will deepen their relationship with God, others, the church and their world, creating a just world in which they will live. Students are invited to be engaged in the exploration and celebration of the Catholic story in all its richness and diversity through prayer, reflection, Eucharist and action for the good of others in their world.

Links between home, school and parish are highlighted and encouraged. Participation in liturgies and other special events enhance the formal R.E. curriculum. Students, teachers, parents and the wider parish community regularly gather for prayer and liturgy to celebrate feast days and special events on the school and liturgical calendar. The community also works together in action for social justice on a local, national and global level

*Working in partnership with the family we endeavour to:*

- ◆ develop a welcoming environment that will encourage continuous growth in knowledge, understanding, interpretation and reflection and love and practice of the faith;
- ◆ build the concept of Gospel values and Catholic traditions within the framework of Holy Saviour Parish Community;
- ◆ assist individuals to be aware of their own self-worth and that they are created unique by God whose love is unconditional;
- ◆ instruct the children formally in their Christian faith and provide a setting where the faith is actively lived;
- ◆ keep in mind that education in faith must have strong foundations as the children prepare for life in a changing world;
- ◆ help bring the child to an intimate meeting and relationship with Christ;

- ◆ recognise that the school is dependent upon its personnel and it is this interaction of people with each other that illuminates Christ's presence;
- ◆ form a school which is Catholic not only in name but in the relationships of its staff, students, parents and parish community;
- ◆ encourage respect of all others who are also loved by God.

## Sacramental Program

The parish is the local believing and worshipping community of Christ. The liturgical and sacramental life of the parish is the culmination and highest expression of all other parish activities. As the primary educators in faith, it is the responsibility of the parent to recognise the appropriate time for the child to prepare for the reception of a new sacrament. In making this judgement, the parent will be assisted by the local parish community. The Parish Priest has the ultimate responsibility for the Sacraments.

It is important that children see their initiation into the sacramental life of the church as a further step along the path to full membership of the church. The sacramental life is to remain with them for the rest of their lives, long after they have graduated from school. The programs organised by the parish educational agencies, therefore see the child to be making this step as a parishioner within the Parish School. We encourage parents to see Holy Saviour's Parish website for further information: [www.cam.org.au/glenwaverleynorth](http://www.cam.org.au/glenwaverleynorth)

## Religious Education Leadership

A School Religious Education Leader (R.E.L.) is employed part-time to lead the school in the area of the religious education programs and faith development within the school. The R.E.L. works closely with the Parish Priest, Parish Pastoral Associate, Principal and teachers in the school to plan and implement professional learning in this curriculum area and staff formation sessions. The R.E.L. with this consultative team plans at least two professional learning team meetings for the staff each term and one of the professional learning days (closure days). The R.E.L. works with a Religious Education team comprising teachers from each level in the school to ensure that the Religious Education Program is coordinated at Senior, Middle and Junior primary levels.

## Liturgy

At Holy Saviour we believe that the liturgical life of our faith community is important and significant. The school regularly celebrates as a faith community by way of:

- ◆ whole school liturgies at significant times during the school year;
- ◆ regular class level Eucharist and Liturgies of the Word;
- ◆ involvement in significant Church feasts such as Easter and Advent.

## Prayer

Both personal and community prayer are actively encouraged throughout the whole school. Teachers give witness to the children by being people of prayer.

Prayers are shared at commencement of each day, often at the close of the day and also at other appropriate times.

Children are also invited to pray creatively, to reflect and to respond to topical events in a prayerful way.

The children are taught the Holy Saviour Parish Prayer, formal prayers (such as the Our Father) and

the liturgical responses of the Mass during their primary schooling.

Formal prayers are best learnt by praying with the group rather than as mere formulas that are learnt by rote.

Meditation is also a practice implemented by Holy Saviour Parish School. Meditation has many health and wellbeing benefits and assists children to focus during prayer.

## Parents' Role in Religious Education

The parents of students in our schools and parishes are part of the whole Catholic community that has, as an essential element of its tasks and mission, the education in faith of its children. While parents cannot alone educate their children in faith, they can, and should be an important part of the community where their children learn.

*Therefore at Holy Saviour we:*

- ◆ respect the parents role as first educators of their children in faith;
- ◆ support and encourage them in this role;
- ◆ endeavour to recognise the ways in which parents can contribute to the development and implementation of the religious education curriculum;
- ◆ recognise and use the special talents parents have in communicating faith to their children;
- ◆ are sensitive to the pressures experienced by parents and families;
- ◆ care for parents and their education in faith in a pastoral way;
- ◆ consult with and accept contributions from parents openly and warmly;
- ◆ encourage parents to participate as partners in the education of their children.

## School Programs

### Reading Recovery

Reading Recovery is a program specifically designed for Grade 1 children who have reading difficulties. It is an individually designed program where a detailed diagnostic assessment is made for each child. The child works with the teachers daily for 30 minute sessions. The Reading Recovery teacher undertakes an extra year of training in order to take this program. It depends heavily on parent input and pupil participation. The child can be on the program for between 12 and 20 weeks depending on the child's ability and effort.

### L.O.T.E.

Learning a Language other than English in a multicultural society is of fundamental importance to all children.

*The learning of a language other than English:*

- ◆ enables children to acquire a greater and more meaningful communication with those from a different cultural background;
- ◆ enhances children's social and cognitive development;
- ◆ positively reaffirms the identity of children from different backgrounds.

## L.O.T.E. (Mandarin) Program

- ◆ The P – 6 Mandarin Program is based on a communicative approach which emphasizes everyday language (family, school, holidays...).
- ◆ It is an integrated course which sets out to communicate the skills of understanding, speaking, reading and writing.
- ◆ It is based on the children's needs and interests of varying backgrounds, language abilities and experiences.
- ◆ The program is sequential; it recycles and builds on the language the children are using from year to year.
- ◆ Through limited exposure of forty minutes per week to the culture and language, the children will gain very basic skills in fluent communication.

## Digital Technologies

At Holy Saviour we pride ourselves on continuing to provide a Digital Technologies specialist program. Whilst skills in digital technology are considered general capabilities used in the classroom across all areas of the curriculum, we believe that extra support in this area to give added training in specific computer and research skills is necessary to implement in conjunction with the classroom program.

The purpose of Digital Technology specialist lessons:

- to support the ICT program in classrooms.
- for students to have the opportunity to be taught and to practise specific skills across all year levels. These skills will be co-planned by classroom teachers and the Digital Technology specialist teacher.
- to give support to students in the development of their digital learning reflections.
- to support and encourage our students in exploring global communities and engaging in global, educative communication – eg blogging.
- to support students and teachers in the use of online communication tools.
- to expose students to a range of tools and applications which can be used for a range of purposes.

## Library/Resource Centre

The Library/Resource Centre at Holy Saviour caters for the needs of children, teachers and the wider parish community. The Resource Centre is fully automated with the provision of the internet. Children are taught the necessary skills to allow them to locate books and resources throughout the library. One of the core aims of the library program is to develop a love of literature and reading in our children. They are exposed to the writing and illustrating processes and to current writers and illustrators in the field.

*At Holy Saviour the classroom teacher, with assistance from our specialist library technician, works towards:*

- ◆ instilling a love of literature and reading in the students;
- ◆ creating an environment where children can go to read/borrow a book for pleasure, listen to a story or do research;
- ◆ developing information skills in conjunction with classroom learning; support units of learning that are being undertaken in the classroom with relevant literature.
- ◆ supporting students to locate and borrow books appropriate for individual readers;



- ◆ encouraging peers to recommend books to each other.
- ◆ providing students with the necessary skills and information to access public libraries and later on secondary school libraries;

*The specialist library technician works towards:*

- ◆ coordinating the Resource Centre's resources and its service with the educational program of the school and parent community;
- ◆ evaluating and selecting material to support the overall educational program of the school;
- ◆ supporting all staff in sourcing and selecting appropriate materials to meet the needs of their students.

## Camp

The Year 5 and 6 children attend a three- day camp each even year, and a four-day camp each odd year. The camp is an activity-based camp, with activities including flying fox, a rope course, initiative activities and canoeing. During these activities, the children broaden their social and educational experiences. The camp encourages children to be self-reliant and independent, to mix happily with others, and to be co-operative members of a group.

# School Improvement

## School Improvement Team

*The members of the School Improvement Team will consist of:*

- Principal
- Learning Leader - Curriculum
- Education in Faith Leader
- Learning Leader – Literacy
- Learning Diversity/Student Wellbeing Leader

*The responsibilities of this committee include:*

- ◆ implementation of School Improvement Plan;
- ◆ support of staff;
- ◆ facilitation of professional learning in response to needs of the school;
- ◆ contribution towards the decision-making process of the school;
- ◆ liaison with parent/student groups;
- ◆ participation in school improvement planning.

## School Improvement Plan

Following a successful school review in 2018, the School Improvement Team (SIT) used the recommendations to produce a new School Improvement Plan. The School Improvement Plan is a four year plan set out for the school with four priorities based around Curriculum improvements, data, Religious Education, and community. The SIT then used these priorities to develop goals for the school over the period of 2019-2022. The new School Improvement Plan can be found below:

2019-2022 Priorities	Goal	Intended Outcomes Why do we want to do that?	Evidence/Targets
<p><b>Priority One</b> All teachers will consistently use agreed research-based teaching practices in all classrooms to maximise student learning in literacy.</p>	<p>To improve Literacy outcomes through the establishment of agreed, consistent research-based teaching practices across the school.</p>	<p>School-wide evidence based pedagogies are developed, documented and consistently delivered for the teaching of Literacy.</p> <p>Students are demonstrating consistent growth in Literacy</p>	
<p><b>Priority Two</b> All teachers and leaders will systematically collect agreed scheduled data sets, which will enable school wide analysis of student outcomes to determine day to day teaching practices and future whole school priorities.</p>	<p>To ensure all decisions regarding student learning are based on relevant evidence.</p>	<p>Relevant data sets are used to identify student learning needs, to inform teaching practice and to monitor student growth.</p>	
<p><b>Priority Three</b> The school will strategically establish, monitor, evaluate and document partnerships designed to enhance student learning and well-being.</p>	<p>To develop strategic partnerships which enhance student learning &amp; wellbeing</p>	<p>The school has, clearly documented, formalised partnerships in place designed to support student learning &amp; well being.</p>	
<p><b>Priority Four</b> The school will intentionally develop and sustain the religious dimensions of Holy Saviour with the specific focus on the ongoing faith formation of staff and students.</p>	<p>To ensure the Religious Dimensions of Holy Saviour are visible and enacted.</p>	<p>Policies, programs and practices strongly reflect the school's Catholic Identity.</p>	

# Out of Hours School Care Program

An excellent program is provided by Holy Saviour and Weeden Heights Primary Schools. It is run by carefully selected, qualified carers and offers a stimulating range of activities for the children to attend.

The program is offered before school (7.30 to 8.45 am) at our local Government school, Weeden Heights Primary, subject to places being available. For the morning program, the children are dropped off at Weeden Heights Primary School by parents and walked to Holy Saviour at approximately 8.40 am by a staff member.

Holy Saviour has begun a contract with Zubees Out of Hours School Care Program which is held in the Multi-Purpose Hall at Holy Saviour School between 3.30 and 6 pm

## School Uniform

School uniform is to be worn to and from school at ALL TIMES including school excursions.

*We ask that the following guidelines be noted:*

- ◆ hair is to be neat and tidy and tied back off the face; with blue elastic or ribbon;
- ◆ sneakers must not be worn as normal school wear;
- ◆ sports uniform and runners are to be worn on those days on which physical education is scheduled;
- ◆ school hats are to be worn to and from school as well as on the playground in Terms 1 and 4.

### Holy Saviour School Uniform

**Winter Uniform** is worn in Terms 2 and 3.

Gabardine trousers	Sky blue long-sleeved shirt
Sky blue long-sleeved shirt	Navy pleated tunic
School Jumper / bomber jacket with logo	Navy tights
Black shoes, Navy socks	
Navy Rain Coat (optional)	
<b>Skivvies are not part of Holy Saviour school uniform</b>	

**Summer Uniform** is worn in term 1 and 4

Navy shorts	Blue and white check dresses
Sky blue short-sleeved shirt	Sky blue socks
School Jumper / bomber jacket with logo	Navy bloomers
Junior navy socks	
Black shoes	
Navy sun hat (Sunsmart approved)	

## Sports Uniform

Navy shorts, netball skirt or skorts Sky blue sports top with logo Senior sports top (Year 5/6s only) Runners and white socks Holy Saviour track suit
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## School Uniforms

School uniforms are available from **Primary School Wear (PSW), 288-290 Stephenson's Road, Mt Waverley, (03) 9809 5386**

Trading hours: Monday to Friday: 8.30am to 5.00pm  
Saturday, 9.00am to 5.00pm

**ALL ARTICLES OF CLOTHING MUST BE CLEARLY MARKED WITH CHILD'S NAME.  
LOST CLOTHING CUPBOARD IS IN THE SHARED AREA NEAR THE ART ROOM.**

# Health

## Infectious Diseases

### HEAD LICE

From time to time there is an outbreak of head lice. The City of Whitehorse Council provide brochures giving advice on how to rid the heads of nits and lice.

*The Department of Education requires the following exclusion table to be observed in cases of infectious diseases. Please take note as it could save a telephone call later.*

- **CHICKEN POX** – return when fit.
- **MEASLES, RUBELLA** (German Measles) until a medical certificate or 7 days from onset of rash.
- **WHOOPING COUGH** – medical certificate or 4 weeks from onset. In any case not before 'whoop' has ceased.
- **IMPETIGO** (School Sores) until treated and covered.
- **RINGWORM** – until medical certificate is provided stating that treatment has been carried out.
- **SCABIES** – same as Ringworm.
- **OTHERS** – Please enquire re less usual infections.

## Immunisation

All immunisation against Diphtheria, tetanus and whooping cough and Polio should be carried out prior to the child commencing school.

# Other Regulations/Information

## Lunch

The children require something small to eat at playtime and a reasonable lunch for lunchtime. Please give the child what he/she can cope with; too much lunch can cause as many problems as too little. The children will be encouraged to eat all their lunch and they will bring home what they do not eat. They may bring plastic drink bottles, but NO cans please. Fruit, such as oranges, should be peeled.

NO CHILD WILL BE PERMITTED TO LEAVE THE PLAYGROUND TO BUY THEIR LUNCH.

## SCHOLASTIC BOOK CLUB

Scholastic Book Club books are available from the school seven times per year. CORRECT MONEY is to be enclosed with orders – with name and child's grade clearly written on envelope, or you can purchase online and return Slip to school office.

## TRANSFER FORMS

Any child coming from or transferring to another school must have a "Transfer Form". Please give the school sufficient notice if you require a transfer.

## SCHOOL CROSSING

Children and parents are always to use the school crossings. Children are always to do as they are instructed by the person in charge at the crossing. Parents are also expected to use the crossing to give example to all children regarding road safety.

## PARKING OF CARS

For the safety and well being of all users, parents and family members are asked to observe the parking directions and restrictions in our car park area. The Parish car park (Sherwood Rise entrance) is **restricted to those who have an appointment at the Parish Office or for Parish events only**. As stated in the Parent Handbook, **cars are not to be driven on the School property to drop or pick up children**. There are two signs located at the entrance of the school which read:

"Authorised Vehicles Only, 8.30-9.15am and 3.00-3.45pm" and

"No Unauthorised Vehicle Entry - Mon-Fri 8.30am-4.30pm"

*Authorised vehicles are:*

- Vehicles belonging to school staff
- Delivery trucks

There is ample on street parking around the school and also crossing supervisors on Highbury Road and Weeden Drive to ensure safe passage across roads and into the school.

The safety and wellbeing of all children is our priority at Holy Saviour and the cooperation and patience of all users is paramount in ensuring this happens.

## BIKES

Children may ride bikes to school. Each child is to have a lock so that the bike is secure in racks provided. It is compulsory by law for children to wear helmets. No child is to ride their bikes in the school grounds.

## Holy Saviour Parish Education Board

*The main focus of our PEB is to support the Parish Priest and the Principal in the following:*

- ◆ acts as an advisory committee to the Parish Priest and the Principal.
- ◆ acts as a forum for discussing matters concerning the school.
- ◆ refers to the Melbourne Catholic Education Board any matters, which, the local Parish education Board is not competent to deal with. Thus, Parish School Boards are encouraged to initiate discussion on matters of educational policy within the diocese;
- ◆ acts as a two-way channel of communication between individual parents, the Melbourne Catholic Education Board and the Archbishop;
- ◆ fosters provision for religious education of children in Government schools;
- ◆ is responsible for any other matters that may be specified by the Archbishop;
- ◆ constitutes the Education Committee of the Parish Pastoral Council.
- ◆ assists in the planning for the future and ensures that the Parish Primary School can attract and accommodate new enrolments.

### Members of the PEB for 2020:

- Fr Julian Langridge (Parish Priest)
- Steve Evans (Principal)
- Jenny Willmott (Learning Leader: Curriculum)
- Stephen Greene (Chairperson)
- Catherine Bacus
- Nilkamal Kandamudali
- Kate Gifford
- Glenys Whitelaw
- Denise Konstantinou
- Chris Bayne
- Grace Theodoratos
- Josephine Sun/Theo Salmas

To contact the PEB, email [pebchair@hsvs.catholic.edu.au](mailto:pebchair@hsvs.catholic.edu.au)

## Non Food Sharing Policy:

At Holy Saviour we have a 'non sharing' of food policy. This means that children are not permitted to share any foods brought from home with other children. This policy was introduced to cater for the dietary and medical needs of all children. A number of children enrolled at the school have medical conditions, which necessitate that they do not have contact with nuts, eggs, dairy products and foods that contain traces of these products.

One of these medical conditions is Anaphylaxis. Anaphylaxis is a sudden, severe allergic response that can produce breathing difficulties, collapse and possible death. Many children with the

condition are severely allergic to the foods listed above but one of the greatest dangers could be through accidental contact with these foods.

As a school community we always work towards developing an environment that is safe for everyone. The Parish Education Board and staff believe it is important for every family in the school to be aware of the medical needs of our children so that we can try to avoid nut and egg products. Sometimes traces of foods are unknowingly left on children's hands and faces and could possibly be easily transferred onto chairs, pencils, scissors, taps or play equipment. Any skin contact with these foods may cause a serious allergic reaction.

You can assist us in our efforts by trying to keep the school as free from any trace of these above products as possible:

- Make sure your children are in a routine of washing their hands or faces before they come to school.
- Use alternatives to peanut butter and Nutella on sandwiches and lunches.
- Families are asked not to send foods to school, including lollies, to share as a **Birthday** or special occasion treat. (Children with birthdays will still be encouraged to visit staff to receive Birthday stickers.)
- Avoid using muesli bars that contain nuts.
- Don't bring egg cartons or cereal boxes.

In-school cooking activities will still remain as a part of the curriculum and school activities. Parents registering children with medical conditions relating to the 'non-sharing' of food policy will be contacted prior to a school cooking event alerting them as to the ingredients to be used. At times, Holy Saviour School has 'food days' for special events or treats for the children. Families will be contacted in advance if alternative foods need to be arranged for children with specific dietary requirements.

In anticipation of your cooperation, thank you for your understanding regarding this issue. It is greatly appreciated by the staff of Holy Saviour and those families directly affected. Please feel free to contact me if you wish to discuss this further.