St Patrick’s Primary School, Stawell

At A Glance

<table>
<thead>
<tr>
<th>Established</th>
<th>1858</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congregational Heritage</td>
<td>Sisters of St Joseph (1924 – 1993)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>2016: 139</th>
<th>Anticipated 2017: 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers (inc the Principal)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Learning Support Officers</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Administration Officers</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Organisation</th>
<th>Foundation x 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Years 1 &amp; 2 x 2</td>
</tr>
<tr>
<td></td>
<td>Years 3 &amp; 4 x 2</td>
</tr>
<tr>
<td></td>
<td>Years 5 &amp; 6 x 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Programs</th>
<th>Reading Recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LOTE – Chinese</td>
</tr>
<tr>
<td></td>
<td>Afternoon specialist subjects: science, art, health/wellbeing, Phys Ed, Chinese</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computers/ICT</th>
<th>Classroom sets of I-Pads</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom laptops (shared)</td>
</tr>
<tr>
<td></td>
<td>Interactive whiteboards in each classroom</td>
</tr>
</tbody>
</table>

| Library | Comprehensive school library and teacher resource centre |

<table>
<thead>
<tr>
<th>School Advisory Council</th>
<th>Yes. Six Parent Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and Friends</td>
<td>St Patrick’s Parents and Friends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sacramental Program</th>
<th>School-based program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reconciliation for year two children in term four each year.</td>
</tr>
<tr>
<td></td>
<td>Confirmation/Eucharist for year three children in term two each year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parish Church</th>
<th>St Patrick’s, Stawell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish Priest</td>
<td>Fr Eric Bryant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Skoolbag App</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Website: <a href="http://www.spstawell.catholic.edu.au">www.spstawell.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

See also:
https://en.wikipedia.org/wiki/Stawell,_Victoria
St Patrick’s Primary School
55 Patrick Street, Stawell
Ph: (03) 5358 2493
www.spstawell.catholic.edu.au
At St Patrick’s, Religious Education lies at the heart of our curriculum. St Patrick’s has implemented the Awakenings Religious Education Curriculum jointly developed by the Victorian country dioceses and the Archdiocese of Tasmania. It is the Religious Education Curriculum mandated by our Bishop for the schools and colleges of the Ballarat Diocese. The following overview has been provided by the Ballarat Diocesan Religious Education Centre.

The title “Awakenings” speaks of both the content and the purposes of religious education. At its best, religious education sets out to inform, form and transform learners and teachers by engaging them with the intellectual, ethical and spiritual richness of the Catholic tradition. Religious education invites and enables a life-long journey of awakening to the deep meaning of human life and community, of the world we inhabit and sustain, and of our cultural and religious heritage, against the horizon of the Reign of God enfleshed in the mission and person of Jesus Christ, and communicated in the Church.

Religious education intends to awaken us intellectually

- by encouraging critical thinking and inquiry
- by firing our imaginative capacity
- by enlightening our experiences with reason
- by broadening our perspectives through Scripture and Tradition

Religious education intends to awaken us ethically

- by forming moral character
- by arousing our desire for wisdom
- by attuning us to the attitudes of Jesus
- by promoting responsibility and integrity in living

Religious education intends to awaken us spiritually

- by relating our life to the mystery of God
- by valuing our interior life and capacities
- by developing prayerful and liturgical habits
- by connecting compassion with justice

Because it articulates intentionally the connectedness of the human person with the whole of reality, human and divine, religious education awakens all disciplines of learning to their deep potential. It lies at the heart of the curriculum of Catholic Schools, synthesizing, enriching and complementing the learning experiences of students.

To be awake intellectually, ethically and spiritually, is to be fully alive and fully human. This is the invitation and challenge of the Gospel of Jesus Christ. Awakenings is, therefore, the explicit purpose of religious education, and the graced task of religious educators.
Vision Statement

- St Patrick’s School is a community which reflects and celebrates Christ as its centre.
- By honouring our story we value our whole community.
- By coming together our vision is for a loving, just, compassionate and tolerant world.

Prayer
We nurture and grow our relationship with God as members of a faith community.

Care
We foster recognition of difference, compassion for others and the strength to act on our beliefs.

Learning
We develop the knowledge, attitudes and skills essential to reaching our full potential as life-long learners.

Mission Statement
In the tradition of St Patrick, we are committed to:
- Protecting the safety & dignity of each individual.
- Promoting and celebrating a love of God, self, community and the environment.
- Recognizing and enhancing the talents and uniqueness of all through our vision, prayer, care and learning.
ST. PATRICK’S PRIMARY SCHOOL
STAWELL
PASTORAL CARE POLICY

DEFINITION:
Pastoral Care is: ‘care for the total well being of every individual’ CECV (2014)

POLICY STATEMENT:
At St.Patrick’s School, Pastoral Care is concerned with the dignity and growth of the individual and is the responsibility of all members of the school community. The development of persons ‘who are responsible and inner directed, capable of choosing freely in conformity with their conscience’ (Catholic School, Sec 31), is at the core of our Pastoral Care values. We will foster the principles of mutual respect, responsibility and service within the community through Pastoral Care as it permeates the lives of all those in our school community. It is the integration of the academic, social and religious dimensions of our school that will ensure that an atmosphere of care will exist within our school community. Corporal Punishment will not be used at St Patrick’s Primary School.

POLICY GUIDELINES:

To implement our Pastoral Care Policy we will:

<table>
<thead>
<tr>
<th>Our Pastoral Care:</th>
<th>To implement our Pastoral Care Policy we will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Promotes a high quality of interpersonal relationships among teachers, students, parents, canonical administrator and ancillary staff.</td>
<td>• Liaise with parents through information evenings, newsletters, communication books &amp; skoolbag app.</td>
</tr>
<tr>
<td>• Promotes relationships of trust, co-operation and partnership between the school and family members.</td>
<td>• Welcome parents into the school.</td>
</tr>
<tr>
<td>• Promotes respect and sensitivity to diverse cultural values and family structures by the school community.</td>
<td>• Follow up incidents which occur in classroom/playground and inform parents of same.</td>
</tr>
<tr>
<td>• Promotes a safe environment for all members of the school community.</td>
<td>• Hold school assemblies to acknowledge and reward positive behaviour.</td>
</tr>
<tr>
<td></td>
<td>• Utilise Restorative Practice strategies when dealing with behaviour/bullying issues.</td>
</tr>
</tbody>
</table>

Students:
• Need to recognise their own potential for building acceptance, trust, esteem and friendship amongst their peers.
• Should have the opportunity to value them and to experience well being.

Parents:
• Need to be supportive of the Pastoral Care and welfare focus of the school.
• Should communicate openly with teachers regarding the development and welfare of their children.

Teachers:
• Will be known as caring, compassionate adults who take a real interest in the development, growth and welfare of their students.
• Will aim at developing self discipline and responsibility within their students.
• Will encourage a safe, happy, working environment conducive to learning.
• Will maintain the highest level of ‘duty of care’ in line with CECV guidelines.
• Will aim at providing a comprehensive curriculum responsive to students’ unique needs for growth and fulfilment.

The School Community
• Will develop effective school-community partnerships with welfare organisations outside school which can be of assistance to those students / families in need.
• Will be responsible for developing appropriate and relevant policies to assist in the implementation of this Pastoral Care Policy.

GUIDELINE INDICATORS:

<table>
<thead>
<tr>
<th>Students:</th>
<th>Parents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Need to recognise their own potential for building acceptance, trust, esteem and friendship amongst their peers.</td>
<td>• Need to be supportive of the Pastoral Care and welfare focus of the school.</td>
</tr>
<tr>
<td>• Should have the opportunity to value them and to experience well being.</td>
<td>• Should communicate openly with teachers regarding the development and welfare of their children.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers:</th>
<th>The School Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Will be known as caring, compassionate adults who take a real interest in the development, growth and welfare of their students.</td>
<td>• Will develop effective school-community partnerships with welfare organisations outside school which can be of assistance to those students / families in need.</td>
</tr>
<tr>
<td>• Will aim at developing self discipline and responsibility within their students.</td>
<td>• Will be responsible for developing appropriate and relevant policies to assist in the implementation of this Pastoral Care Policy.</td>
</tr>
<tr>
<td>• Will encourage a safe, happy, working environment conducive to learning.</td>
<td></td>
</tr>
</tbody>
</table>
RATIONALE:
At St. Patrick’s School it is our mission to affirm each other’s worth and dignity within an atmosphere where Gospel Values are lived out. Every child has the right to feel happy, the right to feel safe and the right to learn to the best of their ability.

POLICY STATEMENT:
At St. Patrick’s all members of our school community should be committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem.

GUIDELINES:
- The Safe at Schools Policy and Procedures will be communicated to all staff, parents and students
- Time is regularly set aside at staff meetings to discuss wellbeing related issues
- Strategies to reduce and prevent bullying will be implemented
- Students will be actively encouraged to report bullying incidents
- All bullying incidents will be investigated with confidentiality and recorded
- The curriculum will support students with their understanding of being ‘safe at school’
- Necessary training and support will be provided for staff in the implementation of this policy
- Parents will be informed if the bullying is of a serious and consistent nature
- A Restorative approach will be used to assist students in restoring relationships damaged by conflict and harming events

SAFE AT SCHOOL PROCEDURES

BULLYING IS:
- a repeated, unjustifiable behaviour that may be physical, verbal and/or psychological
- intended to cause fear, distress, or harm to others
- conducted by a more powerful individual or group
- against a less powerful individual who is unable to effectively resist

EXAMPLES OF BULLYING:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting, slapping,</td>
<td>Getting another person to harm someone</td>
<td></td>
</tr>
<tr>
<td>Punching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kicking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pushing, strangling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spitting, biting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pinching, scratching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throwing things e.g. stones</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Non-Physical | Mean and hurtful name calling |
| Spreading nasty rumours |
| Hurtful teasing |
| Demanding money / possessions |
| Forcing another to do homework or commit offences such as stealing |

| Non-Verbal | Threatening and/or obscene gestures |
| Deliberate exclusion |
| Cyber/Media |
**STRATEGIES TO REDUCE AND PREVENT BULLYING:**

**Whole-School Approach**

**Structure**

- The Safe at School Policy is clearly articulated to staff, students and parents
- The Safe at School policy and procedures are included in the Staff Handbook
- Time is regularly set aside at staff meetings for Wellbeing related issues
- Necessary training will be provided to all staff, including Casual Relief Staff
- Regular Assemblies will be held that support, inform and promote the school ethos
- Positive action and appropriate behaviour will be rewarded in the classrooms and in the playground by various means eg. The Good Samaritan Award.
- A Buddy system operates with Grade Foundation and Grade Six students
- Cyber Bullying

**Curriculum**

- “Bounce Back” is taught and implemented in all classrooms.
- Circle Time will be used across the school to increase self-awareness, awareness of others, self-esteem, co-operation, trust and listening skills, through Bounce Back.

**Supervision**

- Staff wear brightly coloured vests while supervising in the yard
- Playground incidents will be recorded by the staff. The principal will check the ‘incident books’ weekly to identify any patterns in behaviour and follow up regular offenders, as well as let the classroom teacher know. Parents will be notified if necessary.
- Games and activities are available for students during wet-day timetable

**REPORTING BULLYING:**

At St Patrick’s School, all students are strongly encouraged to report bullying, whether as a victim or a bystander. We believe that if it is important enough for a child to report an incident to staff, it is important enough for staff to follow up. Bullying incidents will be reported to the Principal by the teacher to whom the incident was reported and will be recorded. All incidents will be investigated with confidentiality for both victim and bully.

**Reporting methods:**

- Teacher on duty
- Class/supervising teacher
- Principal

**RESPONDING TO BULLYING**

St. Patrick’s uses restorative processes as one way of working with students who behave inappropriately. Restorative practises value relationships over rules. They seek to engage people in restoring relationships damaged by conflict and harming events.
When is the Restorative way used in our school?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor behavioural breaches at school can be managed by teachers with reminders of the expected behaviour, redirection, and consequences, such as brief 'time out'. Incidents which risk damage to student relationships will be followed up by teachers in a restorative way.</td>
<td>When student’s relationships have been damaged through conflict, differences or bullying a small group or class conference will be held using a restorative approach.</td>
<td>When serious offences happen, a conference involving the Principal, parents and others (victim, bully, teacher, community members etc) will be held.</td>
</tr>
</tbody>
</table>

**Key Stages**

<table>
<thead>
<tr>
<th>Key Stages</th>
<th>Restorative Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifying and describing the problem.</td>
<td>• What happened?</td>
</tr>
<tr>
<td></td>
<td>• What were you thinking at the time?</td>
</tr>
<tr>
<td>2. Explaining &amp; reflecting on the effects of the incident / problem</td>
<td>• Who do you think was affected by what you did?</td>
</tr>
<tr>
<td></td>
<td>• In what ways were they affected?</td>
</tr>
<tr>
<td>3. Identifying ways to make reparation / to resolve the problem</td>
<td>• What do you need to do to make things right?</td>
</tr>
<tr>
<td>4. Making plans for actions that reduce the possibility of the problem continuing, and for making use of support and resources</td>
<td>• What can I do to help?</td>
</tr>
</tbody>
</table>

- A restorative ‘Thinking Plan’ is attached and can be used with individual student
RESTORATIVE THINKING PLAN

Student's name: ____________________________   Grade: _________   Date: ____________

What I did →

What I was thinking →

How it affected others →

My goal is →

One thing I will do next time →

What will help me do this? →

How the teacher could support me →

What do I need to do to put things right with those affected?
RATIONALE:
All learning and teaching at St. Patrick’s reflects the Catholic Ethos of the school. We believe that learning is the right of every student and is:

- founded on an approach which seeks to develop the potential of every individual and encourages self worth.
- fostered in a happy, welcoming and secure environment.
- offered in a comprehensive, integrated and challenging curriculum which is regularly evaluated in the light of current practice and technological advance.
- Enriched by the shared resources of the wider community.

We believe that teaching is:

- Responsive to the changing needs of learners and society.
- Most successful when there is interplay between parents, students and staff to ensure a favourable learning environment.

GUIDELINES:
The teaching staff have identified six “Essential Learning Practices” which are the foundations of all learning and teaching at St. Patrick’s. These Practices come from work done by St. Patrick’s staff. Following is a brief statement explaining each essential learning practice and an outline of the implications for teachers and students of each.

INQUIRY
Learning and teaching is offered in an integrated and challenging curriculum that is responsive to the changing needs of learners and society by using the inquiry approach to learning as per the RE ‘Shared Praxis’ model and the Inquiry model through Integrated Units of work.

DEEP UNDERSTANDING
Learning and teaching at St. Patrick’s reflects that deep understanding of significant life related matters is essential to our student’s learning and achievement.

COMMUNICATION
Communication is essential to learning. Children develop skills in the use of many forms of communication. It is important that children are able to blend new and traditional literacies in order to communicate.

COLLABORATION
At St. Patrick’s the learning and teaching is reliant on collaboration between, students, teachers, parents and the wider community. Learning is structured in a manner that builds collaborative skills and the capacity of children to apply these skills.

SELF-RESPONSIBILITY
Children need to have the ability to take responsibility for their own learning. Self-responsibility builds confidence in children to apply their learning in many different situations.

HUMAN DEVELOPMENT
Learning and teaching at St. Patrick’s is founded on an approach that seeks to develop the potential of every individual and encourages self worth. Children learn values and standards that promote understanding and respect.
<table>
<thead>
<tr>
<th>Learning &amp; Teaching Practices</th>
<th>Implications for Teachers “Teachers will…”</th>
<th>Implications for Students “Students will…”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry</strong></td>
<td>- Plan units using inquiry approach process&lt;br&gt;- Maintain flexibility within program&lt;br&gt;- Include real world experiences &amp; resources to engage children&lt;br&gt;- Know the children, be aware of their capabilities and limitations&lt;br&gt;- Capitalise on opportunities to model the inquiry process&lt;br&gt;- Regularly review units of work</td>
<td>- Contribute to the process&lt;br&gt;- Build up bank of known strategies (graphic organisers, T-charts etc)&lt;br&gt;- Present their learning in different ways&lt;br&gt;- Apply learnt strategies to new situations</td>
</tr>
<tr>
<td><strong>Deep Understanding</strong></td>
<td>- Provide opportunities for children to reflect on their learning&lt;br&gt;- Question students thinking how did you do it? Is there another way?&lt;br&gt;- Allow time on units of work&lt;br&gt;- Provide many and varied learning experiences&lt;br&gt;- Be flexible enough to capitalise on unplanned teaching moments</td>
<td>- Reflect on their learning eg: learning journals; self assessment; class/group reflection&lt;br&gt;- Students will explain their working/thinking&lt;br&gt;- Extend their knowledge&lt;br&gt;- Share their knowledge</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>- Model use of different forms of communication&lt;br&gt;- Provide opportunities for children to use and respond to different forms of communication&lt;br&gt;- Help children select best method of communication for a purpose&lt;br&gt;- Move out of our comfort zone (personal preference) of communication styles&lt;br&gt;- Structure classrooms that allow communication in a variety of forms</td>
<td>- Attempt new communication skills/methods/devices&lt;br&gt;- Demonstrate their learning&lt;br&gt;- Choose appropriate forms of communication&lt;br&gt;- Feel comfortable to experiment with various communication methods/modes</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>- Provide opportunities for children to work in a variety of group structures&lt;br&gt;- Allow for and value the interaction which happens in classrooms&lt;br&gt;- Plan, share and evaluate with colleagues&lt;br&gt;- Interact with parents and keep them involved and informed of their children’s progress and needs&lt;br&gt;- Have a classroom atmosphere where every child feels safe and comfortable in sharing learning and asking questions</td>
<td>- Work with partners in small groups and whole class structures&lt;br&gt;- Share their learning with each other&lt;br&gt;- Build strategies to contribute effectively as a member of a learning group&lt;br&gt;- Listen effectively when learning is shared/discussed&lt;br&gt;- Share their learning experiences at home</td>
</tr>
<tr>
<td><strong>Self-Responsibility</strong></td>
<td>- Plan focused teaching activities&lt;br&gt;- Provide activities to suit different learning styles&lt;br&gt;- Vary strategies for pairing/grouping children&lt;br&gt;- Teach children skills that lead to self-responsibility (organization, inquiring mind)&lt;br&gt;- Give lots of praise, celebrate success however small&lt;br&gt;- Opportunity for whole/part/whole learning and teaching&lt;br&gt;- Develop expectation in students for self-responsibility in learning&lt;br&gt;- Model the importance of learning</td>
<td>- Be challenged to develop their skills in learning styles that are not their preferred style&lt;br&gt;- Have a willingness to work with any child in the class&lt;br&gt;- Take responsibility to contribute and participate in group work&lt;br&gt;- Interact with each other, modelling recognition of each others needs</td>
</tr>
<tr>
<td><strong>Human Development</strong></td>
<td>- Establish class norms in partnership with students&lt;br&gt;- Constantly refer to these norms&lt;br&gt;- Endeavour to abide by these norms&lt;br&gt;- Model appropriate behaviour (listening/encouraging/valuing)&lt;br&gt;- Recognise the strengths and weaknesses of all students and promote the use of student strengths/talents&lt;br&gt;- Employ the “move closer speak softer” and acknowledge compliance strategies&lt;br&gt;- Engage in reflection on behaviour&lt;br&gt;- Utilise individual learning plans&lt;br&gt;- Be consistent when dealing with consequences</td>
<td>- Establish class norms in partnership with teacher&lt;br&gt;- Constantly refer to these norms&lt;br&gt;- Endeavour to abide by these norms&lt;br&gt;- Know the consequences and accept such for their behaviour&lt;br&gt;- Model appropriate behaviour (listening/encouraging/valuing)&lt;br&gt;- Recognise the strengths and weaknesses of all students and promote the use of student strengths/talents</td>
</tr>
</tbody>
</table>
RATIONALE:
At St. Patrick’s School, assessment is the evidence gathered by teachers and is intended to be used for a variety of purposes including informing students, parents, teachers, and school authorities about students’ demonstration of learning outcomes. It assists in making decisions about student needs, learning and teaching purposes and resource requirements. Assessment aids in the discussion of future pathways with students and guide planning of class and school curriculum programs.

POLICY STATEMENT:
At St. Patrick’s, assessment is the purposeful, systematic and ongoing collection of information about students’ knowledge and understanding of skills, values and essential learnings. Assessment provides feedback to students and valid information to parents and teachers.

POLICY GUIDELINES:

<table>
<thead>
<tr>
<th>GUIDELINE INDICATORS</th>
<th>For Assessment to be effective, it should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will plan assessment tasks as part of the planning of a unit of work.</td>
<td>• Be an integral part of the learning and teaching process.</td>
</tr>
<tr>
<td>Validity will be assured by assessment strategies being utilised at the appropriate time to ensure accuracy of results.</td>
<td>• Be valid and reliable.</td>
</tr>
<tr>
<td>Assessment will be appropriate to, and sensitive of, the needs of the student including cultural background, disability, geographical location and gender.</td>
<td>• Take account of individual learners.</td>
</tr>
<tr>
<td>A variety of assessment strategies will be utilised to assist in reviewing students’ progress, thereby providing multiple sources of information about student learning needs and achievement.</td>
<td>• Reflect current knowledge of child and adolescent development.</td>
</tr>
<tr>
<td>The National Assessment Program will be part of the school assessment at appropriate year levels.</td>
<td>• Reflect social justice principles.</td>
</tr>
<tr>
<td>Self and peer assessment strategies will be utilised to encourage students to reflect upon own learning.</td>
<td>• Be varied and comprehensive.</td>
</tr>
<tr>
<td>Examples of assessment strategies and recording instruments which could be utilized:</td>
<td>• Provide opportunities for students to take responsibility for their own learning.</td>
</tr>
<tr>
<td>• Observation</td>
<td>• Provide opportunities for students to monitor and reflect upon, their own progress.</td>
</tr>
<tr>
<td>• Annotated work samples</td>
<td>• Reflect current educational practice.</td>
</tr>
<tr>
<td>• Self and peer assessment</td>
<td>Teachers will use evidence from assessment tasks to inform reporting to parents and students.</td>
</tr>
<tr>
<td>• Open ended questioning</td>
<td>Cumulative records will be maintained in a manageable system for each student in all learning areas.</td>
</tr>
<tr>
<td>• Groups discussions</td>
<td>• Checklists</td>
</tr>
<tr>
<td>• Learning journals</td>
<td>• Conferencing</td>
</tr>
<tr>
<td>• Conferencing</td>
<td>• Projects</td>
</tr>
<tr>
<td>• Tests</td>
<td>• Interviews</td>
</tr>
<tr>
<td>• Electronic presentations</td>
<td>• Running records</td>
</tr>
<tr>
<td>• Running records</td>
<td>• Graphic organisers</td>
</tr>
<tr>
<td>• Graphic organisers</td>
<td>• Formal testing for System and Government purposes.</td>
</tr>
</tbody>
</table>
St. Patrick’s Stawell Literacy Assessment Schedule 2016

Jan / Feb  Foundation / Grade 1  PAT – Reading (Foundation only + new students in Other grades
Text and Comprehension Level (Alpha)  (Level 28+ Fountas & Pinnell
Concepts about Print
Letter Identification
Burt Word (Grade 1) MIOOW Words (Foundation)
Alpha Phonological Awareness Test
Record of Oral Language
Writing Vocabulary
Astronaut Invented Spelling Test

Grade 2  Text and Comprehension Level (Alpha)
Burt Word
Single word Spelling Test
Astronaut Invented Spelling Test

Term 1  Grade 3 – 6  Fountas & Pinnell Text Levelling (new students)
BURT Word Test
Single word Spelling Test

February  Foundation – Grade 2  Literacy Data to be submitted electronically to CEOB

May  Grade 3 and 5  NAPLAN
Grade 3 – 6  Fountas & Pinnell Text Levelling

July  Foundation – Grade 6  Collection A-E Reporting Data

Term 4  Foundation – Grade 6  PAT Reading
(Student Data collected end of October)

Foundation – Grade 1  Text and Comprehension Level (Alpha)
Concepts about Print
Letter Identification
Burt Word (Grade 1) MIOOW Words (Foundation)
Alpha Phonological Awareness Test
Record of Oral Language
Writing Vocabulary

Grade 2  Text and Comprehension Level (Alpha)
(Level 28+ Fountas & Pinnell)
Burt Word
Single word Spelling Test
Astronaut Invented Spelling Test

Grade 3 – 6  Burt Word
Single word Spelling Test
Fountas & Pinnell Text Levelling

December  Foundation – Grade 2  Literacy data submitted electronically

Foundation – Grade 6  Collection A-E Reporting Data

- 2 or 3 school closure days at start of each year for assessment of Numeracy / Literacy Interviews.
- One writing sample per student will be formally collected each term.
St. Patrick’s Stawell Assessment Schedule 2016 – Mathematics
Grade 1-6

<table>
<thead>
<tr>
<th>Jan/Feb</th>
<th>Throughout the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Minimum – A full Mathematics Assessment Interview (MAI) to be completed on all new students to the school or any student you or the previous year’s teacher has concerns about</td>
<td></td>
</tr>
<tr>
<td>• Any current student that achieved red areas in the MAI on previous test</td>
<td></td>
</tr>
<tr>
<td>• If time allows, begin counting elements of Stepping Stones Module 3 Pre-Test</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stepping Stones Pre and Post Module 3 Quarterly Test</td>
<td></td>
</tr>
<tr>
<td>• Stepping Stones Check-Up Test for Module 1 and Module 2 (Module 3 optional due to Quarterly Test)</td>
<td></td>
</tr>
<tr>
<td>• Any incomplete MAI’s</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stepping Stones Pre and Post Module 6 Quarterly Test</td>
<td></td>
</tr>
<tr>
<td>• Stepping Stones Check-Up Test for Module 4 and Module 5 (Module 6 optional due to Quarterly Test)</td>
<td></td>
</tr>
<tr>
<td>MAY - NAPLAN</td>
<td></td>
</tr>
<tr>
<td>JUNE/JULY - Collection of Reporting Data – highlighted sheets for moderating must be completed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stepping Stones Pre and Post Module 9 Quarterly Test</td>
<td></td>
</tr>
<tr>
<td>• Stepping Stones Check-Up Test for Module 7 and Module 8 (Module 9 optional due to Quarterly Test)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stepping Stones Pre and Post Module 12 Quarterly Test</td>
<td></td>
</tr>
<tr>
<td>• Stepping Stones Check-Up Test for Module 10 and Module 11 (Module 12 optional due to Quarterly Test)</td>
<td></td>
</tr>
<tr>
<td>OCTOBER - PAT Maths – Grade 2 up (Grade 1 students above average can also complete a PAT-M)</td>
<td></td>
</tr>
<tr>
<td>NOVEMBER - Collection of Reporting Data - highlighted sheets for moderating must be completed</td>
<td></td>
</tr>
</tbody>
</table>

**** A reminder that the MAI should not be taught to. The aim is ensure they have gained a long term understanding of concepts, not short term.
### St. Patrick’s Stawell Assessment Schedule 2016 – Mathematics Foundation

| Jan/Feb | • Minimum – A full Mathematics Assessment Interview (MAI) to be completed on all students  
• If time allows, begin counting elements of Stepping Stones Module 3 Pre-Test |
|-----------------|---------------------------------------------------------------|
| Term 1          | • Stepping Stones Pre and Post Module 3 Quarterly Test  
• Stepping Stones Check-Up Test for Module 1 and Module 2 (Module 3 optional due to Quarterly Test)  
• Any incomplete MAI’s |
|                 | **Throughout the Year**  
• A full MAI to be completed on all new students that arrive during the year  
• MAI’s can be completed before reports or on a needs basis **** |
|                 | **JUNE/JULY**  
• Collection of Reporting Data – highlighted sheets for moderating must be completed |
| Term 2          | • Stepping Stones Pre and Post Module 6 Quarterly Test  
• Stepping Stones Check-Up Test for Module 4 and Module 5 (Module 6 optional due to Quarterly Test)  
• Stepping Stones Pre Module 9 Quarterly Test |
|                 | **Term 3**  
• Stepping Stones Post Module 9 Quarterly Test  
• Stepping Stones Check-Up Test for Module 7 and Module 8 (Module 9 optional due to Quarterly Test)  
• Stepping Stones Pre and Post Module 12 Quarterly Test  
• Stepping Stones Check-Up Test for Module 10 and Module 11 (Module 12 optional due to Quarterly Test) |
|                 | **Term 4**  
• Ongoing collection of data  
• MAI to be completed on needs basis  
• Collection of Reporting Data - highlighted sheets for moderating must be completed |
|                 | **NOVEMBER**  
• Ongoing collection of data  
• MAI to be completed on needs basis  
• Collection of Reporting Data - highlighted sheets for moderating must be completed |

**** A reminder that the MAI should not be taught to. The aim is ensure they have gained a long term understanding of concepts, not short term.

**PLEASE NOTE THAT THE TIMING OF STEPPING STONES PRE AND POST TESTING MAY VARY DEPENDING ON THE LENGTH OF THE TERM.**
ST.PATRICK’S PRIMARY SCHOOL
STAWELL
REPORTING POLICY

RATIONALE:
At St Patrick’s School it is believed that reporting to the parents of our students should clearly communicate the achievements of the students and should also provide recommendations which will assist the students’ future learning. Accurate and comprehensive reporting of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

POLICY STATEMENT:
Reporting at St Patrick’s School is the communication of student progress and achievement, both precisely and comprehensively. It aims to improve student learning by accurately determining areas of future need, as well as areas of current commendable performance.

GUIDELINES:
- Formal reporting to parents will involve both written and oral reports.
- Frequent reporting will provide an opportunity for parents to take an active role in their child’s education.
- Reporting procedures will be implemented that cover current educational thinking and Government and System requirements. These include the use of:
  - non educational jargon – but clear English language
  - A – E standards
  - constructive language which will endeavour to build the self-worth of the individual student.
  - indicators showing what has been achieved by the student and recommendations for future learning.
  - indicators informing parents of the student’s social development, values and attitudes demonstrated.
- The reporting process will ensure that parents are informed of work expectations and acquisition of knowledge and skills.
- Reports will be a confidential communication between student, parent and teacher.

GUIDELINE INDICATORS:
- Formal interviews and written reports will be scheduled twice yearly.
- Written reports will include:
  - a summary of the curriculum and assessment program for the student’s class, in all standard designated Domains including Religious Education
  - A – E grading in appropriate Domains
  - an indication of student strengths and areas requiring additional assistance, suggestions for support and extension strategies,
  - areas beyond the AUSVELS (including attitude, participation, social skills)
- Students will be given the opportunity to reflect upon and make comments on their own progress.
- Parents will have the opportunity to comment on student progress on the written report format.
- Teacher comments will be clear, honest and constructive.
- Problems and difficulties will be discussed with parents as soon as possible, and following consultation, will be acted upon prior to formal reporting.
- Written reports will always be considered as confidential documents.
ABSENCE FROM SCHOOL

When children are absent from school a note must be made on the class roll using the system outlined below.

If parents request work for children who will be absent due to extended holidays, class teachers will oblige.

ATTENDANCE ROLL - PROCEDURES

- The Office staff will issue each class teacher a weekly attendance roll on Monday mornings.
- Class teachers will mark the attendance roll at approximately 9:00am and 2:00pm each day. Teachers will use either a black or blue biro or use a tick ✓ to indicate a student is present.
- Class teachers will send completed attendance rolls to the school office every Friday afternoon for entering onto the school's electronic data system.
- A code to record meaning of student absences will be used by teachers when marking the attendance roll.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Illness whole day</td>
</tr>
<tr>
<td>C</td>
<td>Holiday whole day</td>
</tr>
<tr>
<td>A</td>
<td>Absent whole day</td>
</tr>
<tr>
<td>H</td>
<td>Appointment day</td>
</tr>
<tr>
<td>K</td>
<td>Late arrival (indicate time)</td>
</tr>
<tr>
<td>L</td>
<td>Early departure (indicate time)</td>
</tr>
<tr>
<td>M</td>
<td>Family whole day</td>
</tr>
</tbody>
</table>

- In the event that a student is on an excursion, camp or representing the school at a sporting event, the student is marked on the attendance roll as 'present'.
- Parents of absent students are required to provide a written note, detailing the reason/s for absence. Teachers are to send these notes to the school office stapled to the week’s attendance roll on a Friday afternoon. (Notes sent via fax /email / schoolbag app to the school will be collated by the school admin person)
- Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular, any students who do not provide written notes adequately explaining absences, or whose absences appear unwarranted.
- The Principal will, after consulting with the class teacher, attendance records and the student, decide upon a strategy to be employed.

ASSEMBLY

Assemblies are held on Friday afternoon in the Multi-Purpose hall, starting at 2.50pm. Please ensure children are seated ready to start at 9am. Parents and friends are invited to attend assemblies.

ASSESSMENT AND EVALUATION

Teachers are required to keep records of each student’s progress, tests and samples of work. Relevant records are kept in the classroom and passed on to the next year’s classroom teacher. Copies of NAPLAN results are kept in the student and admin files for future reference.

AWARDS AND AGREEMENTS

It is important that teachers keep themselves informed as to any changes to the Awards & Agreements of Victorian Catholic Schools and the Catholic Education Office. A copy is kept in the office and also can be accessed online (www.vcsa.vic.edu.au/)
BEHAVIOUR MANAGEMENT

A productive learning environment is dependent on the quality of relationships that exist within that environment. Consistent school-wide approaches to student needs and behaviours are essential. Teachers should ensure student’s needs are being attended to in line with inclusive school practices.

In relation to specific behavioural issues staff are asked to refer to the Behaviour Management Policy. Teachers are encouraged to deal with discipline matters promptly and with a view to a positive resolution for all parties. Restorative Practices are to be used where possible. Consequences should be clear and presented in a non-confrontational manner. The Principal should be informed of any recurring or serious incidents and must be consulted before any more serious sanctions are employed. Parents should be kept informed of concerns regarding discipline.

Two incident books are kept in the Staff Room and are to be taken out on yard duty to record any positive or unacceptable behaviour in the playground. If a student is not compliant with the requests of a staff member or engaging in dangerous or threatening behaviour he/she will be asked to report to the Principal. At the end of duty the teacher will inform the student’s classroom teacher about a student’s behaviour if needed.

At the beginning of every year each classroom teacher and students will discuss and formulate expected classroom behaviours (classroom norms) and review the Playground Rules and Consequences, as listed below.

PLAYGROUND RULES

- **Follow Yard Expectations**
- Respect others / Hands Off
- No children in the corridors without permission. (Please be very selective) If children are sent inside, ask them to report to you when they get back.
- Toilets NOT a play area.
- No Hat, No Play **outside** (Term 1 & 4) must be a school hat or have a note. Children without hats or with wrong hats (without a note) must play in the undercover area. Children are not required to wear hats in the undercover area.
- Use equipment safely. Equipment being misused will be removed.
- Do not bring your own sports equipment to school unless discussed with a teacher.
- Please send children to staff room if first aid is needed (not Office)
- Children must ask a teacher to leave the yard and let them know when they are back. Teachers are to ask children where the ball etc is before children go to retrieve it. (Children are NOT to enter any neighbour’s yards. Yard Duty teacher is responsible for retrieving ball at a later time or letting the Principal know, so she can get it)
- No children allowed in sport shed. (Sports Captains can be in Sports Shed under teacher supervision.)
- Children can eat lunch under the sails if supervised by their class teacher.
- Toys brought to school are at the students own risk.
- Toys taken into the yard will be at the teachers discretion.
YARD EXPECTATIONS
THREE GOLDEN RULES

1. To tell the truth at all times and obey all staff members instructions
2. Treat others as you would like to be treated yourself
3. Sticks and stones stay on the ground

Out of bounds areas:
- Behind the chook yard.
- Behind the basketball court fence.
- Behind or inside the green sports shed.
- Anywhere out the front of the school without permission from the staff.
- At the Holt Street fence near the veggie patches and fire hydrant out of sight of yard duty staff.

General:
- To be friendly, safe and caring to everyone at all times.
- Any children are allowed to play anywhere that is 'in bounds' as long as it is safe (i.e. not too many big/little kids that will cause injuries).
- Use all sports equipment as it is intended to be used and if finished with it, put it away.
- When eating outside, all food is to be eaten and put in the rubbish bins under the shade sails.
- No skipping or running under the verandah.
- No cartwheels, hand stands and rolling on heads.
- No walking on sandstone ledges and jumping over the shrubs.
- No climbing trees, pulling branches off plants or writing on anything within the school grounds.
- If a ball goes over the fence or on a roof, that the staff member on duty is told.

Oval/ Sustainability area:
- Follow the football rules that have been set (no tackling or game of footy, only kick to kick).
- Do not pick items from other classes veggie patches unless told that you can by a staff member on that particular day.

Basketball/ Rebound/ Learning Circle/ Skipping area:
- All spaces are to be shared with all students. You cannot play in the same space every day and let no other kids play there.
- The rebound wall is for throwing/bouncing balls at, not kicking balls at.
- The learning circle is for quiet games that do not involve running around, kicking things or standing on/jumping off the seats.
- No helicopter with the skipping ropes.

Sandpit/ Big building wall/ Playground equip/ Front lawn area:
- Sand is to not be carried outside the sandpit or thrown in the air.
- At the start of recess or lunch time, all creations that are in the sandpit can be added to or demolished (with love and care for other people's designs).
- Balls can be kicked at the building wall near the Patrick Street gate but not above the height of the fence. There is white paint half way up the wall to remind the students.
- There is a correct direction to go on the monkey bars. There is to be no skipping of bars or swinging upside down or around poles.
- One person at a time to go down the slide (on bottoms).

CONSEQUENCES
• If student’s behaviour has been unacceptable during class time or during playtime, students may be asked to walk with the teacher on duty for 10 minutes. The duty teacher will be informed by the disciplinary teacher.
• If someone does something positive / good, write their name in the incident or the Good Samaritan Book
CARE OF CLASSROOM
All staff members and students are responsible for the care and organisation of their own classroom areas and furniture. Children should be encouraged to take an active part in caring for their classroom and furniture.

Teachers are to ensure that windows in classrooms are secure at the end of the school day. Equipment such as videos, TVs, iPad and computers should be carefully maintained. Lights, fans and heaters should be checked at the end of each day.

CHILDREN LEAVING THE SCHOOL DURING THE DAY
If a child has occasion to leave the school during school hours the person taking the child must sign a 'leavers' book at the front office. Children returning need to be signed back in. Classroom teachers are to be notified of students leaving school.

COLLECTION OF MONIES / NOTES FOR OFFICE / IPADS/IPODS/PHONES
Students should place all monies, notes, phones and iPad etc in the class tub. NO classroom iPads are to be used outside during recess or lunch time. One student is asked to take the tub to the front office. Receipts will be returned to classrooms for distribution.

CONSULTATIVE COMMITTEE
This committee comprises all teaching staff. This group meets on a needs basis to discuss matters pertaining to the Committee: - class sizes, face to face teaching time and positions of responsibility and leadership.

CURRICULUM
AusVELS has replaced the Victorian Essential Learning Standards (VELS) as the basis for curriculum planning and development in Victorian schools and as such, is our core resource in teaching the curriculum at St Patrick's.

AusVELS is a Foundation to Year 10 curriculum which incorporates the Australian Curriculum F-10 for Core Subjects within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

Further information can be found at http://ausvels.vcaa.vic.edu.au/

The AusVELS will be used for curriculum planning in areas of English, Mathematics, History, Science, Geography, The Arts, Health & P.E.

The AusVELS document is divided into the following three strands and their domains:
Physical, Personal and Social Learning:
Health & Physical Education; Personal Learning; Interpersonal Development; Civics and Citizenship.

Discipline /based Learning:
The Arts, English and Languages Other Than English; The Humanities; Mathematics; Science.

Interdisciplinary Learning:
Communication; Design, Creativity and Technology; Information and Communications Technology; Thinking.

The standards and learning focus statements for each domain can be found at: http://ausvels.vcaa.vic.edu.au/vels
Information and resources for particular domains can be accessed at: http://ausvels.vcaa.vic.edu.au/domains
General support materials including, assessment maps, sample units, progression point examples, concepts and skills charts, can be accessed at: http://ausvels.vcaa.vic.edu.au/support

Our curriculum is designed with the aim to equip students with capacities to manage themselves and their relations with others, understand the world and effectively act in that world - to prepare them for success in education, work and life. We employ an integrated curriculum based on an inquiry approach, which reflects the belief that skills, values and understandings are best taught and assessed within meaningful and connected contexts.

Our school’s current Curriculum Plan is attached (see attachment 2). This document is intended to establish clear guidelines for the implementation of our school’s Classroom Programmes.

DOCUMENTATION
Teachers are required to have a Work Program, RE Program and current timetable. The Principal can request to see these documents at any time. Both programs should reflect a progression through from daily work, term planner, and yearly planner in line with AusVELS. Teacher’s Work Programs remain the property of the school.

Every classroom is required to display a current timetable.

Documentation of student progress, Individual Leaning Plans and Student Support Group (SSG) Meetings are essential.

DRESS EXPECTATIONS OF STAFF
Teachers are expected to dress in keeping with the professional position they hold. Jeans are not to be worn during school hours, sports clothes are to be worn by the Sports /PA teachers on the allocated Day’s. **Jewellery is to be kept to a minimum**
EMERGENCY MANAGEMENT

Each member of staff is required to familiarise themselves with the Schools’ Emergency Management Plan. Posters of this plan are located on the wall inside each room, with full written copies of the plan in the staff room and sick bay. In an emergency, follow the procedures outlined in the section ‘What to do in an Emergency’. Emergency Management training is held during Term 1 each year and is facilitated by Dynamiq.

ETHOS

As you are aware St. Patrick’s Primary School is a Catholic School, which promotes values according to a Catholic ethos, and it is anticipated that all teachers will respect and uphold that ethos. Acceptance of this ethos implies support of Catholic Education and that you undertake not to counter those values and philosophy by word or action. Each staff member should be very familiar with our Vision and Mission Statement which embodies the values of peace, love, hope, community and justice.

EXCURSIONS

Teachers are expected to familiarise themselves with the School Excursion Policy. Before organising an excursion a teacher would be expected to:-

- Consult with the Principal regarding the suitability of the excursion and considered date
- Notify parents/carers in the newsletter if within the city limits
- Notify parents/carers through an informed letter. If outside the city limits (giving appropriate time to arrange for payment), obtain Parental permission/medical forms.
- Complete online Student Activity Locator (SAL) at least 2 weeks before the excursion. This is available via the Emergency Management page on CEVN.
- Arrange for parental assistance if assistance is required for supervision and give ample notification.
- Ensure Working with Children Checks are up to date and valid.

FIRST AID/ACCIDENTS/ILLNESS

A suitably experienced person should attend to a child in need of first aid. The office staff and class teacher needs to be informed if a child needs to be sent to the Sick bay. Parents will be notified so that the child may go home. If a child is sent home early, the class teacher will be notified. First Aid equipment is kept in the Sick Bay. If the accident is serious the Principal needs to be informed and Worksafe paperwork needs to be completed.

If children need to take medication at school a medication form is to be completed by their parent/guardian, this and the medication are to go to the school office in a clearly labelled bag with instructions for administration. The teacher will be informed.

Children are not to be sent to the Sick Bay to attend to themselves or fetch items for other students.

Staff are to required update Level II First Aid / CPR / Anaphylactic and Asthma training on a regular basis.

First Aid Kits are located in the Sick Bay and need to be taken on any excursions or camps. It is the responsibility of the office staff to restock the first aid kits. Please notify the office staff if any supplies have been used from the kit or if you find any items out of date.
HOMEWORK
Staff are expected to familiarise themselves with the school’s Homework Policy. Teachers should be wary of making ‘blanket’ requests of their class regarding homework and give consideration to the individual needs and circumstances of each child. Requests for children to complete tasks at home or bring items from home should be made in writing. Parents should be contacted by phone if additional tasks need to be completed at home.

INDIVIDUAL LEARNING PLANS PROCEDURES & RESPONSIBILITIES

Class Teacher
The class teacher is responsible for:-
- preparing Individual Learning Plans (ILP) on all children needing them
  (For students receiving integration funding, ILP’s should be based on their integration Submission)
Give a copy of ILP to parent after each meeting.
- updating ILP’s on a termly basis, including new short term goals
- giving a copy of all ILP’s to the Special Needs Coordinator by the end of each meeting
- giving a copy of ILP’s to the LSO working with the student and highlighting the specific goals
- giving support and direction to the LSO, providing resources and materials
- using the St. Patrick’s School ILP proforma.
- ensuring the completed ILP’s are passed onto the new class teacher at the end of each year

Special Needs Coordinator
The Special Needs Coordinator is responsible for:-
- providing support, direction and resources to classroom teachers and LSO in relation to special needs of students
- filing photocopies of ILP’s in individual student’s special education files.
- organising/ coordinating monthly meetings with LSO.
- writing and submit new funding applications.
- timetable SSG meetings.

Integration / Learning Support Officer
The LSO is responsible for:-
- documenting what has been worked on and achieved each term.
- attending monthly meetings with the Special Needs Coordinator

LIBRARY
Each child is asked to have a Library bag for borrowing resources from the library. A scanning system is used for cataloguing and recording borrowing. Correct procedure is to be followed when borrowing from the Library. (If in doubt, please see the Librarian) The Library may be used by classes when not required for the library program. Students are not to use the computer on the Librarian’s desk.

MAINTENANCE
If anything is in need of repair or replacement in the classroom or playground it should be reported to the Principal directly and / or added to the ‘Maintenance list’ kept in the staff room so that steps can be taken to rectify it.
MANDATORY REPORTING

1. Forming a belief

A requirement of the Children, Youth and Families Act 2005 (Vic.) is that when a mandatory reporter forms a reasonable belief that a child is in need of protection from physical injury or sexual abuse, he/she must make a report to Child Protection as soon as practicable. It should be noted that although it is not mandatory to report suspected incidents of emotional abuse or neglect, mandatory reporters should make a referral to Child FIRST where they have a significant concern for a child’s wellbeing, or a report to Child Protection where they form a reasonable belief that a child is in need of protection.

If a mandatory reporter suspects that a child is in need of protection it is essential that he/she document any concerns and observations in a confidential file. This process of documentation may occur over a period of time.

1.1 Discussing concerns

It is recommended that the mandatory reporter’s concerns and observations regarding the suspected physical injury or sexual abuse of a child are discussed with the Principal. The confidentiality of these discussions must be maintained.

A mandatory reporter may make a referral to Child FIRST or a report to Child Protection without the prior knowledge of the principal. However, it is good practice for the mandatory reporter to inform the principal of his/her action as soon as practicable.

2 Report to relevant agencies

2.1 Department of Human Services Child Protection

The mandatory reporter may form the belief that it is necessary to make a report to Child Protection. In this case, the teacher is required to make a report as soon as practicable to the Child Protection Office phone 131278 (24 hours, 7 days a week)

The mandatory reporter may continue to suspect that a child is in need of protection. In this case, the mandatory reporter should continue to record any further observations made and make a report on each occasion where they form a belief, on reasonable grounds, that a child is or is likely to be at risk of physical or sexual abuse.

2.2 Contact with Child FIRST

A registered school teacher or principal in Victoria can seek advice from or make a referral to Child FIRST if they have a significant concern for the wellbeing of a child and where the immediate safety of the child is not compromised. The teacher or principal should share relevant information with Child FIRST to help them complete their assessment of the referral. Contact should be made with the Child FIRST office 1800 195 114 for information and advice.

A mandated reporter may wish to keep their identity confidential when they make a referral to Child FIRST or a report to Child Protection, or when they share information with these agencies. A Child First or Child Protection worker cannot disclose the identity of the person making a referral or report without their consent.

2.3 Allegations of misconduct against lay employees in Catholic schools and Catholic education offices

If the alleged perpetrator is a staff member, principal or any other person employed by the school, contact should be made in the first instance with the Assistant Director, Religious Education and Pastoral Care, Catholic Education Office Ballarat.
MOVEMENT

Children should be made aware of the expectations for safe movement around the school. It is expected that movement in corridors will be quiet and careful at all times. Children should not run in or out of doorways, in corridors or in crowded situations such as class line up. No child is to move out of the school grounds without permission from the supervising adult. Time should be taken to familiarise all students with correct safety practices and expectations for safe movement.

NEWSLETTER

Each Thursday a school newsletter will be sent home with the eldest child in each family. If a teacher wishes to include any particular item in the newsletter it should be given to the Principal or to the Office by 11am Wednesday. If the eldest child is away then it would be helpful for the teacher to send it to the next eldest child or keep it until the child returns to school.

ORDER OF THE DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45am</td>
<td>First Bell</td>
</tr>
<tr>
<td>9.00am</td>
<td>Second Bell – children are to be settled in classrooms ready for the day</td>
</tr>
<tr>
<td>11.00 – 11.30</td>
<td>Recess break</td>
</tr>
<tr>
<td>1.15- 2.00</td>
<td>Lunch break Children eat lunch supervised by the class teacher</td>
</tr>
<tr>
<td>3.15</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

PARENTAL INVOLVEMENT

A classroom helper’s course is conducted during first term to train parents/grandparents and interested others to work in a voluntary capacity in classrooms during the Literacy block (9 – 11am). Helpers meet once a term to reflect on their role in the school.

POLICIES & PROCEDURES

Teachers are expected to be aware of and to follow the current policies and procedures of St. Patrick’s. Copies of all school policies and procedures are available from the Principal or from the VRQA folder located in the Principal’s office.

PROFESSIONAL DEVELOPMENT/INSERVICE

Professional development activities are a valuable part of the teacher’s Professional Development. Teachers would generally be encouraged to participate in whatever is possible and relevant with the School Improvement Plan. Teachers are expected to keep their own Professional Folio and keep it up to date. Teachers will be provided with a certificate from the school at the end of each year outlining any professional development undertaken during the year. Teachers are responsible for registering online for CEO Professional Development activities. Registration for most events closes one month prior to the event taking place.
REPORTING TO PARENTS

Parent/Teacher Goal Setting Meetings are held twice a year. One meeting is held during first term and another after the mid year reports. Written reports are distributed mid year and at the end of the year.

Teachers are encouraged to request to see parents at school at any time during the year should the child’s behaviour or academic progress be a cause for concern. Regular updates of specific progress are extremely valuable. It would be advisable to discuss particular problems with the Principal before contacting parents. A record of parent/teacher meetings is encouraged.

SACRAMENTAL PROGRAM

Whilst all classes are involved in the active preparation of children in regard to the Sacraments, a specific focus is directed to Reconciliation, Confirmation and Eucharist at the recommended grade levels. The Parish Sacramental Program offers the Sacraments of Reconciliation Grade 2 and Confirmation to Grade 3 students and First Eucharist to students in Grade 3.

SCHOOL CLOSURE /PUPIL FREE DAYS

All Pupil Free /Closure Days are notified to parents through the school newsletter. The school would generally give a months notice.

PUPIL FREE DAYS

- First and last day of the school year
- Two days at the beginning of term 1 are allocated to individual numeracy/literacy interviews.
- Four days during the year. However, if the School Improvement Plan is to be successful it may be necessary to allow extra day/s.
- Days are arranged by Staff/CEO personnel.
- CEO notification is required for Pupil Free Days

SCHOOL CLOSURE DAYS

- Public Holidays
- Melbourne Cup Day

SPORT/SWIMMING

When a child commences school at St. Patrick’s he/she is appointed a sport team by the Sports Coordinator –Barrett (Green), Joseph (Blue) or MacKillop (Yellow).

An annual Athletics Sports Meeting is held, usually during third term.

At St Patrick’s a summer water awareness program is held at the outdoor pool during first term for the upper grades and in the indoor pool during fourth term for the junior grades. Children are expected to wear their sport uniform on their class’s sport day.

STAFF BIRTHDAY ROSTER

A birthday roster for staff is drawn up and displayed on the staff notice board. Staff take it in turn to provide a cake to celebrate another staff member’s birthday. A card is also purchased and left on the staff room table for all to sign.
STAFF COMMUNICATION

Daily events and issues are written on the staffroom whiteboard each week. These are transcribed from the termly planner and Google calendar.

STAFF MEETINGS

Staff meetings are held every Tuesday from 3.45pm until 4.45pm in the staff room. Every Thursday a Professional Learning Team (PLT) meeting is held from 3.30pm till 4.30pm.

Full time teaching staff are expected to attend both staff meeting and PLT meetings. Attendance of part time teachers is negotiated with the Principal. ALL staff members are welcome to attend both staff meetings and PLT meetings.

Meetings will start promptly at 3.45pm.

Meeting Agenda is sent to all staff via email.

Taken Minutes of Staff Meetings are recorded in the app “pages” on their iPad then sent to the principal. Each teacher will take it in turns to record the minutes. It is the responsibility of staff members who are absent to read the minutes and follow up on any items contained in the minutes.

STAFF TEA

Tea / Coffee and Milk are provided by the school for staff use. Staff members are asked to supply their own food.

STAFF WELL BEING

ACCESS Programs provides a free ‘counselling’ service for all staff employed in Catholic schools in the Ballarat Diocese. Contact 1300 66 77 00 or www.accessprograms.com.au

STUDENT FILES

Teachers are asked to keep a file on each student in their classroom filing cabinet. At the end of each year, the file is passed onto the next teacher.

The file is to contain:-

- Student Profile
- Literacy Assessment summary sheet
- PAT Maths & Reading record sheet
- Literacy Observation Survey (P-2)
- Numeracy Interview
- All Individual Learning Plan
- Copies of Sm 1 & 2 school reports (for all years)
- NAPLAN results (Yrs 3 & 5 only)
- Any ‘special needs’ information
- Goal Setting Sheets
- Parent comments report

SUNSMART

St Patrick’s is a ‘Sun Smart’ School. Students and teachers are expected to wear sun smart hats while outside during Terms 1 and 4. Students without a hat must stay under the shade sails. Staff and students are asked not to share hats.

SUSTAINABILITY

Sustainable practices operating include, the recycling of paper waste, composting of food scraps/feed the chickens and the use of rain water to flush toilets and water gardens.

SUPERVISION

Children are to be supervised in the classroom at all times by a teacher. Whilst all teachers have a common responsibility for the care and well being of each child at St Patrick’s, each teacher has specific responsibilities that need to be carried out for the smooth running of the school.

Specific supervision duties: see roster on staff notice board.
Playground Duty: Each staff member is rostered to do a certain amount of playground duty each week. It is up to the staff member to ensure that they are on duty promptly and perform the duty by rotating around the yard in a responsible manner. Staff members are expected to wear a ‘fluro vest’ while on duty so they are easily visible to students at all times. Vests are kept in each classroom and the staff room. The supervising staff member takes the incident book and bum bag with them while on duty in the yard and inside. The incident book is used to record incidents of inappropriate behaviour and rewarding excellent or caring behaviour. Food & Drinks not to be taken out while on yard duty.

Bus duty: Person on bus duty supervises all children travelling on buses, both town and country. Bus travellers line up in the appointed area at 3.15pm. The supervising teacher accompanies them to the buses and marks their names off a bus roll. The bus roll is passed on each day to the front office...

Extreme Weather Procedures:
On days that the weather is “extreme”
• Raining
• Over 40 degrees
• Too cold/windy,
Children are to proceed to the Multi-Purpose Hall (quiet activities only). Rostered yard duty teachers will supervise children in the Multi-Purpose Hall.

TEACHER ABSENCE
If a teacher is unexpectedly absent from school they are expected to phone the Principal (53582493 or 0407501112) before 8.00am so that a replacement can be arranged. Work programs and timetables should be available and left easily accessible for the replacement teacher.

LEARNING SUPPORT OFFICERS (LSO)
Any person holding the position of a learning support officer at St Patrick’s is NOT responsible at any time for any class. With the support of the Special Education Coordinator, classroom teachers are responsible for ensuring effective communication of program requirements and progress with learning support officers.

TEACHER RESOURCES
Most teacher resources are kept in the Staff Resource Room. A Laptop for staff use is located in the Staff Room. Photocopying, printing, and scanning facilities are available for staff use in the admin office area. There is another Photocopier located outside room 3 for staff to use.
Students are NOT allowed in the Staff Room under any circumstance. This is a staff only area.

TELEPHONE CALLS
Calls for teachers and learning support officers in class time will be noted and a message given to the teacher at the end of that time block. Mobile phones are not to be used during class time or while on yard duty.

TIMES FOR TEACHERS
Teachers are expected to be at school by 8.30am and to leave no earlier than 3.45 pm. This is a minimum requirement. To enable effective school operation, team planning and the provision of quality education there is an expectation that teachers will work beyond these Award requirements.

STAFF MEETINGS: Tuesdays 3.45 – 4.45pm
PLT MEETINGS: Thursdays 3.45 – 4.45pm
PLANNING MEETINGS: Per term
CURRICULUM/SCHOOL DEVELOPMENT: As required and agreed upon
CONSULTATIVE COMMITTEE MEETINGS: As needed
VISITORS TO SCHOOL

When teachers are expecting a visitor during school hours or arrange for visitors to visit the classroom, the Principal should be informed.

WORKCOVER

Staff are expected to familiarise themselves with the school’s Workcover Occupational Rehabilitation Policy and Risk Management Program. Any safety hazards noticed around the school should be reported immediately to the Staff Health and Safety Officer (Jill Croxford). It is an expectation that staff will report ANY injury sustained at work, no matter how small, to the Principal. This is necessary in the event that a claim is made through Workcover.

EXTRA CURRICULA

St Patrick’s offers Piano lessons during class time.
National Professional Standards for Teachers

Professional Knowledge

1 Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
<td>Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning.</td>
<td>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</td>
<td>Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.</td>
</tr>
</tbody>
</table>

1.2 Understand how students learn

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
<td>Structure teaching programs using research and collegial advice about how students learn.</td>
<td>Expand understanding of how students learn using research and workplace knowledge.</td>
<td>Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</td>
</tr>
</tbody>
</table>

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
</tr>
</tbody>
</table>
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</td>
<td>Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</td>
<td>Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.</td>
<td>Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.</td>
</tr>
</tbody>
</table>

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
<td>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</td>
<td>Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.</td>
<td>Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.</td>
</tr>
</tbody>
</table>

1.6 Strategies to support full participation of students with disability

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</td>
<td>Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</td>
<td>Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.</td>
<td>Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.</td>
</tr>
</tbody>
</table>

2 Know the content and how to teach it
### 2.1 Content and teaching strategies of the teaching area

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
<td>Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</td>
<td>Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.</td>
<td>Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.</td>
</tr>
</tbody>
</table>

### 2.2 Content selection and organisation

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organise content into an effective learning and teaching sequence.</td>
<td>Organise content into coherent, well-sequenced learning and teaching programs.</td>
<td>Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.</td>
<td>Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.</td>
</tr>
</tbody>
</table>

### 2.3 Curriculum, assessment and reporting

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
<td>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</td>
<td>Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.</td>
<td>Lead initiatives to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.</td>
</tr>
</tbody>
</table>

### 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
</tbody>
</table>
2.5 Literacy and numeracy strategies

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know and understand literacy</td>
<td>Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.</td>
<td>Support colleagues to implement effective teaching strategies to improve students’ literacy and numeracy achievement.</td>
<td>Monitor and evaluate the implementation of teaching strategies within the school to improve students’ achievement in literacy and numeracy using research-based knowledge and student data.</td>
</tr>
<tr>
<td>and numeracy teaching strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and their application in teaching areas.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.6 Information and Communication Technology (ICT)

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement teaching strategies</td>
<td>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</td>
<td>Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</td>
<td>Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</td>
</tr>
<tr>
<td>for using ICT to expand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>curriculum learning opportunities for students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional Practice

3 Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
<td>Set explicit, challenging and achievable learning goals for all students.</td>
<td>Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</td>
<td>Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.</td>
</tr>
</tbody>
</table>

3.2 Plan, structure and sequence learning programs

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
<td>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</td>
<td>Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</td>
<td>Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students’ knowledge, understanding and skills.</td>
</tr>
</tbody>
</table>

3.2 Plan, structure and sequence learning programs
### 3.3 Use teaching strategies

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include a range of teaching strategies.</td>
<td>Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
<td>Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
<td>Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.</td>
</tr>
</tbody>
</table>

### 3.4 Select and use resources

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
<td>Select and/or create and use a range of resources, including ICT, to engage students in their learning.</td>
<td>Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.</td>
<td>Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including application ICT, for application by teachers within or beyond the school.</td>
</tr>
</tbody>
</table>

### 3.5 Use effective classroom communication

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
<td>Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</td>
<td>Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement and achievement.</td>
<td>Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students’ understanding, engagement and achievement.</td>
</tr>
</tbody>
</table>

### 3.6 Evaluate and improve teaching programs

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
<td>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</td>
<td>Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, and knowledge of curriculum and workplace practices.</td>
<td>Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carer, students and colleagues.</td>
</tr>
</tbody>
</table>
### 3.7 Engage parents/careers in the educative process

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe a broad range of strategies for involving parents/careers in the educative process.</td>
<td>Plan for appropriate and contextually relevant opportunities for parents/careers to be involved in their children’s learning.</td>
<td>Work with colleagues to provide appropriate and contextually relevant opportunities for parents/careers to be involved in their children’s learning.</td>
<td>Initiate contextually relevant processes to establish programs that involve parents/careers in the education of their children and broader school priorities and activities.</td>
</tr>
</tbody>
</table>

### 4 Create and maintain supportive and safe learning environments

#### 4.1 Support student participation

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
<td>Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</td>
<td>Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</td>
<td>Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.</td>
</tr>
</tbody>
</table>

#### 4.2 Manage classroom activities

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions.</td>
<td>Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</td>
<td>Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.</td>
<td>Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.</td>
</tr>
</tbody>
</table>

#### 4.3 Manage challenging behaviour

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour.</td>
<td>Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</td>
<td>Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.</td>
<td>Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.</td>
</tr>
</tbody>
</table>

### 4.4 Maintain student safety
### 4.5 Use ICT safely, responsibly and ethically

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
</tbody>
</table>

### 5 Assess, provide feedback and report on student learning

#### 5.1 Assess student learning

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
<td>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</td>
<td>Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.</td>
<td>Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.</td>
</tr>
</tbody>
</table>

#### 5.2 Provide feedback to students on their learning

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
<td>Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</td>
<td>Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student’s current needs in order to progress learning.</td>
<td>Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.</td>
</tr>
</tbody>
</table>
### 5.3 Make consistent and comparable judgements

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</td>
<td>Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</td>
<td>Organise assessment moderation activities that support consistent and comparable judgements of student learning.</td>
<td>Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.</td>
</tr>
</tbody>
</table>

### 5.4 Interpret student data

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
<td>Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</td>
<td>Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.</td>
<td>Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.</td>
</tr>
</tbody>
</table>

### 5.5 Report on student achievement

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</td>
<td>Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</td>
<td>Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.</td>
<td>Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.</td>
</tr>
</tbody>
</table>

### Professional Engagement

#### 6 Engage in professional learning

#### 6.1 Identify and plan professional learning needs

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</td>
<td>Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</td>
<td>Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.</td>
<td>Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.</td>
</tr>
</tbody>
</table>
### 6.2 Engage in professional learning and improve practice

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
<td>Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</td>
<td>Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.</td>
<td>Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.</td>
</tr>
</tbody>
</table>

### 6.3 Engage with colleagues and improve practice

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
<td>Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</td>
<td>Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.</td>
<td>Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.</td>
</tr>
</tbody>
</table>

### 6.4 Apply professional learning and improve student learning

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</td>
<td>Undertake professional learning programs designed to address identified student learning needs.</td>
<td>Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.</td>
<td>Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</td>
</tr>
</tbody>
</table>

### 7 Engage professionally with colleagues, parents/carers and the community

#### 7.1 Meet professional ethics and responsibilities

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
<td>Meet codes of ethics and conduct established by regulatory authorities, systems and schools.</td>
<td>Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.</td>
<td>Model exemplary ethical behaviour and exercise informed judgements in all professional dealigns with students, colleagues and the community.</td>
</tr>
</tbody>
</table>
### 7.2 Comply with legislative, administrative and organisational requirements

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
<td>Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</td>
<td>Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.</td>
<td>Initiate, develop and implement relevant policies and processes to support colleagues’ compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</td>
</tr>
</tbody>
</table>

### 7.3 Engage with the parents/carers

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
<td>Establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and wellbeing.</td>
<td>Demonstrate responsiveness in all communications with parents/carers about their children’s learning and wellbeing.</td>
<td>Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children’s learning and in the educational priorities of the school.</td>
</tr>
</tbody>
</table>

### 7.4 Engage with professional teaching networks and broader communities

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
<th>Highly Accomplished</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</td>
<td>Participate in professional and community networks and forums to broaden knowledge and improve practice.</td>
<td>Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.</td>
<td>Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.</td>
</tr>
</tbody>
</table>
This document is intended to establish clear guidelines for the implementation of our school’s Classroom Programmes

CURRICULUM FOUNDATION:

We will implement the Awakenings Religious Education Curriculum and the strands, domains and dimensions of the Victorian Essential Learning Standards or AusVELS (English, Mathematics, Geography, Lote, The Arts, Health, PE, Science and History) as directed by our School Curriculum Policy.

STUDENT (CLASS) GROUPINGS:

1. When organising children into class groups, a prime consideration must be to provide the optimum learning environment.

2. In the interests of long-term planning and resourcing, it is preferable to implement an organisational structure that can be maintained despite fluctuations in numbers at different year levels.

3. When assigning children to class groups, all aspects of the children’s development must be considered: academic, social, emotional, physical and spiritual.

4. The first three years of formal schooling are vital years, particularly in the area of literacy and numeracy and the development of basic skills. Special consideration must be given to providing adequate resourcing and support for classes covering these year levels.

5. Student groupings should allow for maximum flexibility in the placement of children who are related to each other as well as those with learning and behavioural needs.

6. Class groups are determined by the principal working in consultation with the teaching staff.

7. The final decision on class organisation and the placement of children in classes rests with the principal.

In response to these considerations, students will be organised into the following class groupings:

- 2 Foundation classes
- 2 Grade 3/4 classes
- 2 Grade 1/2 classes
- 1 Grade 5/6 class

ST.PATRICK’S PRIMARY SCHOOL
STAWELL
CURRICULUM PLAN
2016

ATTACHMENT 2
LEARNING & SUPPORT PROGRAMS:
The following programmes will be implemented to support overall curriculum delivery.

- Funded Integration Support
- Reading Recovery
- A numeracy intervention program EMU
- SELL
- Seasons (if required)
- Student Leadership Program

PROGRAMME IMPLEMENTATION:

1. The whole school staff, working in teams, shares the responsibility for the overall development and implementation of all programmes to be presented in our school.
2. Teachers are to use the resources endorsed by the school as listed in the Programme Plans.
3. Unit Planners are to include identification of relevant strands, domains, dimensions and outcomes, assessment markers and strategies, classroom activities, resources and a unit evaluation.
4. All programmes are to be based on “focused teaching” that responds to students’ prior learning.
5. Staff are encouraged to take part in on-going professional development.
6. All programmes are to be presented according to the time allocations outlined in this document.
7. Staff are encouraged to make use of local resources, people and places when presenting programmes.

RECORDS OF PROCEDURE:
Our school understands and accepts that the keeping of records of classroom planning and operation is an essential part of professional teaching practice.

Each teacher is required to maintain an on-going written record/journal (Work Programme/Record of Procedure) that includes:

- a clear outline of planning
- a record of actual practice
- record of student assessment

These journals are to be considered the property of the school. During the year of operation, they are to be left in the charge of teachers. At the end of each year, they are to be stored such that they are accessible to the subsequent teachers of the children concerned and to others with legal right of access.

The principal or his/her delegate should sight and endorse each journal at least twice a year, with a copy of the weekly work programmes handed in to the principal at the end of each week.)

Teachers are encouraged to share with each other, ideas about format and content so that the task of maintaining the journals becomes an automatic and efficient exercise. Journals / Records of Procedure (Work Programmes) will include the following:
- annual/ term overviews
- units of work planners
- daily work outline
- student assessment procedures, activities and outcomes
- Individual learning plans, as appropriate
- a copy of all worksheets used (optional)

CLASSROOM TIMETABLES:
Each classroom teacher is responsible for drawing up and displaying an up to date weekly timetable that accurately reflects the time allocations outlined in this Curriculum Plan.

STAFFING ARRANGEMENTS:
The following special staffing arrangements have been put in place to support and enhance the implementation of the school’s curriculum.

Positions of Leadership (POL) –
Special Needs Coordinator, Miss Melissa Bonney
Literacy Leader, Mrs Michelle Howard
Numeracy Leader, Miss Kerrie Ryan
Religious Education Coordinator, Ms Maryanne Comitti
Sport/PE Leader, Miss Lauren Toomey
TIME ALLOCATIONS:

<table>
<thead>
<tr>
<th></th>
<th>Junior Primary Grades P/1/2</th>
<th>Middle / Senior Primary Grades 3/4/5/6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hours per week</td>
<td>hours per year</td>
</tr>
<tr>
<td>Religious Education</td>
<td>3.75</td>
<td>150</td>
</tr>
<tr>
<td>English (including library)</td>
<td>10</td>
<td>400</td>
</tr>
<tr>
<td>LOTE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>200</td>
</tr>
<tr>
<td>Integrated Inquiry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(including the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts, Humanities, Science, ICT,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design Creativity &amp; Technology,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health, Civics &amp; Citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.25</td>
<td>170</td>
</tr>
<tr>
<td>PE &amp; Sport</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>1000</strong></td>
</tr>
<tr>
<td></td>
<td>hours per week</td>
<td>hours per year</td>
</tr>
</tbody>
</table>

**Note:**
The following AusVELS domains are presented concurrently (no separate time allocation required)

- Personal Learning
- Interpersonal Development
- Communication
- Thinking Processes
2016 Staff Group

Principal
Religious Education Coordinator
Special Needs Coordinator
Literacy Leader/Mentor
Numeracy Leader
SELL Program (Literacy)
Reading Recovery
L.O.T. E. (Mandarin & Sustainability Teacher)
Sport Co-ordinator
Science Teacher
Sports Teacher
Specialist Art teacher
EMU Teacher / Release Teacher
Mentor/Release Teacher
Release Teacher

Classroom Teachers
Foundation
Grade 1/2
Grade 1/2
Grade 3/4
Grade 3/4
Grade 5/6

Learning Support Officers
Joanne Gehan / Anne-Thea Barber
Linda Hilton / Marnie Smith / Jane Moloney

Finance/Admin Officer
Jill Croxford