St. Joseph’s Parish Primary School
70 Botanic Road, Warrnambool

School Information Handbook
2009 / 2010

‘Building a Great School in a Great City’
Dear Parents/Guardians,

Welcome to St. Joseph’s Parish Primary School Community.

On behalf of Our Parish Priest (Fr. John Fitzgerald) and our school community, I welcome new families to St. Joseph’s Parish Primary School.

Our community values your choice of schooling for your family and supports your choice of a Catholic Education at St. Joseph’s. I trust that your family association with our school will be enjoyable, supportive and personally rewarding for you and your child.

St. Joseph’s Parish Primary School is a learning community; striving to create a school where parents, parish, students and the local community work in partnership to:

Support and nurture a student’s **Faith** where:
all partners strive to give students the opportunity to grow in wisdom and faith, with Christian values emphasised and modelled.

Encourage **Friendship** by:
striving to develop in students a sense of belonging within a community based upon trust and mutual respect.

Provide a quality, comprehensive, **Education** where:
we recognise and nurture students’ individual skills and talents. The development of the whole person is a key focus. We encourage a love of learning and endeavour to ensure that each child is being equipped to fully participate in our changing world.

These goals are interactive, interdependent and founded on the person of Jesus Christ.

The purpose of this Information Book is to help us communicate with you about our school. The book outlines our history, vision, management, curriculum and the importance of parents as partners in the education of your child.

To further support the transition to the new learning environment parents and children are encouraged to meet with our Leadership Team to discuss the educational needs of your child before starting school. The details of this meeting will be outlined in a letter offering a placement at St. Joseph’s.

Starting school is an exciting, challenging and enjoyable time for all involved. St. Joseph’s school strives to support, nurture and extend this experience. I look forward to meeting and working with you over the years you are associated with our school.

Regards,

Michael Gray
Principal.
ST. JOSEPH’S PRIMARY SCHOOL HISTORY.
“Educating Through The Ages”

1851  First Catholic School opened in Warrnambool catering for about 35 children, with Thomas Meagher as Lay principal.
1856  Foundation stone paved for new Church/School in Kepler Street.
1866  Records show that enrolment had reached 100 children.
1872  Sisters of Mercy arrived in parish and took charge of the education of girls. The boys continued to be educated by Lay teachers.
1877  Opening of the extensions of the existing School building by Bishop O’Connor, of the new Diocese of Ballarat.
1902  The Christian Brothers arrives and took charge of the education of the boys, and established St. Mary’s High School at the corner of Jamieson Street and Banyan Place, Russell’s Creek.
1912  Christian Brothers College relocated to Canterbury Road.
1935  New Lava Street Building opened on March 15th. This building now houses the Glenelg Health Services.

1953  Enrolment at St. Joseph’s Primary School in Lava Street had reached a record enrolment of 379 children with six teachers!
1955  Additional classrooms were made available to St. Joseph’s after the conversion of two houses between the Church and the Lava Street building.
1961  St. Pius X officially opened on the 17th December, in Morris Road, West Warrnambool.
1964  Opening of the “new twenty-six thousand pound” classrooms, (second storey) at St. Joseph’s Primary School in Lava Street.
1970  Our Lady Help of Christians Primary School, Selby Road, East Warrnambool opened in October 1970.
1974  Grades 5 and 6 were transferred to St. Joseph’s School from St. Ann’s due to the phasing out of the “Junior College.”
1981  Boys were given the option for the first time to complete their Primary Education in a co-educational setting at St. Joseph’s School or to transfer to St. Joseph’s Boys College.
1985  End of an Era as the Sisters of Mercy leave St. Joseph’s primary School after 113 years of service in Primary Education.
1986 School year commences in new building in Botanic Road, current site.
1990 Extensions to St. Joseph's School of four classrooms and "The Len Hogan Multi-purpose Room" opened in May.
1994 Refurbishment of undercover area to create "The Van Rooy Multi-purpose Room" and the construction of the School Canteen. The Parish purchases "The Allan Oval" complex for parish and school use.
1995 The sitting of a "Mod 5" - Two Relocatable Classrooms, on loan from the Ballarat Diocese, to enable the demand for placement of children to be met as enrolments continue to grow.
1996 Enrolments at the beginning of the School Year grow to 484.

1998 Completion of Building project Development included
   Extension of nine classrooms
   Construction of five new classrooms
   New Multi-purpose area
   New Meeting Room
   New toilet block
   Extension to storage areas
   Update of Library/resource Centre Computer Network.
1999 Establishment of Information Technology infrastructure (All classrooms networked)
1999 Completion of Resource Support Room for Junior School. (Room 1)
2000 School grounds extended with new courts and playground equipment
2001 Enrolment capped at 525. Master Plan developed; including Library and administration refurbishment, and new Hall and classrooms
2002 Creation of Student Wellbeing Centre, and location of two new classrooms
2006 Construction of Art Room and relocation of a new modular learning centre, two classrooms
   (Information adapted from "Education Through The Years" St. Joseph's Parish, Warrnambool)
2007 Enrolments at the beginning of the School Year grow to 531.
2008 Major maintenance works commenced including school painting and renewal of the hot mix asphalt around the school
Our motto encompasses all that we hold dear in our Vision and Mission as a Catholic Community. In particular we as teachers will follow this motto as we strive to give Christian witness and to foster in the children a love for all they do. To kindle in them a desire to learn for themselves by providing them with experiences, understandings, concepts and skills.

Our School Sign depicts an outline of the figure of St. Joseph, our Parish and School Patron with Mary and the child Jesus in the shape of a cross, the symbol of Christianity. Our School Community chose this design to also include the imagery of family, a value central to our School Community. The colours are in keeping with the traditional School colours.

Our thanks is expressed to Sr. Anne McMillan R.S.M. from the Religious Education Centre in Ballarat, who was commissioned by the School in 1991 to assist with the drawing up of the sign. Philprint undertook to construct the model as it now appears on the front of our School building together with the large letters which were redecorated having been retrieved from the old School building in Lava Street. The Sign was blessed by Monsignor H. Nolan on Friday 26th. June 1992 on the Feast of the Sacred Heart.

Our Society is an ever changing one which challenges us to reaffirm the values that we believe as Catholics. As educators we are entrusted to support families to help transform these values into practices. We are very much aware that our society is a pluralistic one where conflicting attitudes to religion, morality, human rights and justice are often clouded by materialistic issues. Education must address the development of the individual’s ability to evaluate critically, to provide processes and skills which allow the individual to make decisions based on informed judgement and Christian principles, decisions reflecting a faithful use of the freedom given us by God.

Therefore, Catholic Education must reflect the Gospel Values of Community, Service, Love, Trust, Honesty, Tolerance, Courage, Hope, Reconciliation, Justice, Respect, Commitment, Faith and Peace. Our school community sees Jesus Christ at the centre of all teaching, so our curriculum will be taught in the light of the Gospel Values so that children will be helped to see Jesus in all their experiences. We will work towards the total development of the Spiritual, Intellectual, Psychological, Social and Physical growth of each child. All are encouraged to develop to their full potential, allowing students to appreciate themselves as worthwhile people who, as members of society, have certain duties and responsibilities, rights and privileges reflecting the Gospel values.
SCHOOL ARRANGEMENTS

As educators we believe that the most effective way of delivering quality education is an education centred on curricula which is developmentally appropriate. To support this, our school is organised into three distinct areas known as The Junior School (Prep-2), The Middle School (Grades 3-4) and the Senior School (Grades 5-6).

The children in the Junior School are arranged into Multi-age Home Groups and a Junior School Coordinator monitors, supervises and coordinates the implementation of the Junior School Program.

The Middle School is housed in six classrooms and the Senior School in six, each with a co-ordinator whose roles are similar to that of the Junior School Co-ordinator.

All areas have planning meetings to ensure sequential programming is maintained across the school. The three levels also meet regularly to plan and evaluate Curriculum programmes. These Coordinators regularly meet with the Principal to facilitate efficient and effective communication throughout the School.

Support programs include Library, Reading Recovery, S.E.L.L., Student Wellbeing, Integration, Perceptual Motor Program, Community Co-ordinator and Music Tuition.

For administrative purpose each class has a home room teacher, parents are notified of their child's teacher at the end of the year and again at the beginning of each School year.

Each year we examine and evaluate our school structures and practices in the light of continuing development and improvement, access the needs of this group of children as well as that of the individual child and allocate the resources to match the appropriate needs.

The school has also established a Leadership Team consisting of the Religious Education Coordinator, the Deputy Principal, Curriculum Co-ordinator, and Principal.

Key Learning Area convenors have been appointed and a role description for each of these has been provided to all Staff. The Curriculum Coordinator is also responsible for overseeing the development of that subject area as recommended in the School Development Plan.

A School Student Leadership Team has also been established to provide direct input in the development of the school by the children.

SCHOOL DEVELOPMENT PLANS

The School has established a School Development Team which assists the Principal and Staff in developing, implementing and monitoring in a systematic manner the School's Development Plan. As this process continues parents are involved through their participation on the various school committees and surveys which are established to undertake the implementation of these plans.

An Action Plan has been developed which outlines the proposed time table for the School Development for the next five years. The major areas in this plan are:-

- Foundational Policy Documents
- School Organisation and Administration
- Financial and Administrative Management
- Buildings and Facilities Planning
- Curriculum: Key Learning Areas guided by the Victorian Essential Learning Standards. (V.E.L.S.)
- Learning and Teaching Support Programs
- School Community Relationships
- Staff Development.

This plan is reviewed annually and presented to the School Board for ratification. The Parish School Board oversees the ongoing development of the school in all these areas and commissions members of the school community, that is the parents, staff as well as specialists in a variety of fields to assist with this ongoing development. As a consequence many policies, programs and procedures have been developed. Copies of these documents are available from the school office.

The school community, through the School Board and various committees, has developed a variety of policies which form the basis for sound ongoing and cohesive curriculum and administrative implementation. As part of our school's Overall development plan these documents are reviewed on a cyclical basis. Copies of these documents are also available.
Curriculum at St. Josephs Primary School

Education  Faith  Friendship
Education Principles:

Our school curriculum is underpinned by a clear set of educational principles which reflects the community’s expectations for schooling. Specifically, the educational principles are:

1. **Learning for all** - proceeding on the basis that all students can learn given sufficient time and support, and that good schools and good teaching make a positive difference to student outcomes.

2. **Pursuit of excellence** - seeking to accomplish something noteworthy and admirable individually and collectively, and performing at one’s best.

3. **Engagement and effort** - acknowledging that student ability is only one factor in achievement and that if students work hard and make an effort, they improve.

4. **Respect for evidence** - seeking understanding and truth through structured inquiry and the application of information, evidence, opinion, knowledge and history.

5. **Openness of mind** - being willing to consider a range of different views and consider different ways in which evidence is perceived and solutions can be reached.

Developmental Learning & Student Grouping

A whole school approach to programming is used at St Josephs. We recognise that student learning is developmental and can be monitored along a continuum from Prep to Grade 6.

Individual students are always at different stages, in different areas and at different times. Recognising this, our Junior School (Prep to Grade 2) is a three year program, our Middle School (Grades 3 & 4), is a two year program and our Senior School (Grades 5 & 6), is also a two year program. This grouping of our students is supported by cyclic curriculum, three year cycles in the Junior School and two year cycles in both the Middle and Senior Schools. Class size is also capped for each area of the school.

Religious Education:

Religious Education intends to awaken learners intellectually by:

- Encouraging critical thinking and inquiry
- Firing imaginative capacity
- Enlightening experience with reason
- Broadening perspectives through Scripture and Tradition

Religious Education intends to awaken learners ethically by:

- Forming moral character
- Arousing a desire for wisdom
- Attuning minds and hearts to the attitudes of Jesus
- Promoting responsibility and integrity in living

Religious Education intends to awaken learners spiritually by:

- Relating human life to the mystery of God
- Valuing the interior life and capacities
- Developing prayerful and liturgical habits
- Connecting compassion with justice

Three strands of learning:

To succeed, all students need to develop the capacities to:

- manage themselves as individuals and in relation to others;
- understand the world in which they live and
- act effectively in that world.

St. Josephs curriculum aims to develop students with these capacities. The Victorian Essential Learning Standards (VELS) forms the framework for our school curriculum documents. These Learning Standards are developed within three core, interrelated strands. Each strand has a number of components called domains.

The domains describe the knowledge, skills and behaviours considered essential in the education and development of students to prepare them for further education, work and life. They also include the standards by which student achievement and progress is measured. The three strands for the new curriculum and their associated domains are:

**Physical, Personal and Social Learning**

- Health and Physical Education
- Interpersonal Development
- Personal Learning
- Civics and citizenship

**Discipline-based Learning**

- The Arts
- Religious Education
- English and Languages Other Than English
- The Humanities (Economics, Geography and History)
- Mathematics
- Science

**Interdisciplinary Learning**

- Communication
- Design, Creativity and Technology
- Information and Communications Technology
- Thinking
Our approach strives to focus on the core curriculum areas of Religious Education, Mathematics, English, the Arts, LOTE (Japanese) and Physical Education. The other key learning Areas of Humanities, Health and Physical Personal and Social Learning, as well as the Interdisciplinary Learning and Information Communication Technologies are integrated into cyclic units of work to give the greatest possible meaning to learning. The learning is also supported by a well equipped library resource centre, the internet and extensive range of educational resources. The learning experiences for the children will be modelled, purposeful and creative to build up knowledge, develop skills and positive attitudes about learning. These will take place in an environment of trust and respect, where children are actively involved in their own learning.

Learning experiences will demonstrate a balance of hands on activities, co-operative group work, independent time as well as incorporating a variety of activities such as oral and written presentations, reports, research projects, discussions, utilising excursions and technology.

1. RELIGIOUS EDUCATION

At the heart of the culture of the Catholic school is an explicit commitment to the promotion of each human person in all their dimensions, capacities and relationships. A religious culture relates each person to the Christian "reading" of existence. It connects experience and insights in a framework of meaning.

The Human Person            Who do we think we are?
Creation                      What sort of world do we live in?
The Common Good                How can we live together?
Past-Present-Future           What time is it?
Faith and Commitment          What can we trust?
Justice and Compassion        Whose side are we on?
Identity and Boundaries       Who is our neighbour?
Spirituality and Interior Life What is our hearts desire?
(Awakenings Core Document p42)

The methodology of our program is “Shared Christian Praxis.” This process is grounded in the understanding that God has been and continues to be present and active in the community of faith through the Spirit. Religious Education promotes the knowing, valuing and acting of the learner who is making meaning of his or her life now. (Awakenings Core Document p117)

In teaching a unit of work, lessons begin with a focusing activity, then movements of Naming, Reflecting Critically, Accessing the Christian Story and Vision, Understanding and Integrating, and Responding.

SACRAMENTAL INFORMATION

For children in St Joseph’s Parish the guideline for the reception of sacraments is –

Yr3                  Confirmation
Yr4                  Eucharist (First Communion)
Yr5/6                Reconciliation (Confession)

While this timeline will suit most students, other factors may mean this is not possible, if this is the case children can participate in the sacramental program at other ages. Issues of readiness can be discussed with classroom teacher, the school Religious Education Co-ordinator or Parish priest. Changes may them be made.

St Joseph’s Parish has a Family Based Sacramental Program. Sacramental preparation is parish coordinated, family based and supported by the school. Students prepare for the sacraments in Home Groups and participate in religious education at school.

St Joseph’s Parish has a Sacramental Team which coordinates the dates, parent information meetings, organization of family groups, children’s booklets, certificates, badges etc. If you have any queries, this is the group to contact.

Family groups meet weekly at one of the family homes. During this time a parent acts as a leader for the group. A group may maintain the same leader or it can be shared about. Parents and children complete one session in their preparation booklet during each meeting. These meetings continue for four to five weeks.

The role of the school is to support the preparation that is happening in the family groups. It should also be noted that Catholic schools in our Diocese are asked to provide sacramental education for all children, so while the family based sacramental program is taking place children throughout St Joseph’s school will complete a unit of work on the sacrament into which children are being initiated. This ensures that children’s understanding of each of the initiation sacraments is ongoing and developmental. In this way, the school seeks to promote and build on the faith education which children have received within their own families through the family based Sacramental Program.
2. **LITERACY (ENGLISH)**

English is an integral part of human development and communication. It leads to a more informed and fulfilled life through enjoyment of Reading, Writing, Speaking and Listening.

Therefore we wish to promote the children’s interest, achievements and enjoyment of English through stimulating language activities.

We teach English at St. Joseph’s Primary School in order to:

- Develop in students the ability to speak, listen, read, view, compare, research and write with competence, confidence, purpose and enjoyment in a wide range of contexts.
- Provide students with the skills to experience how language works and how to use it appropriately.
- Foster in students the ability to use texts to explore ideas and to think critically about their world and global community.
- Empower students to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue a point of view.


The Language Other Than English taught at St. Joseph’s is Japanese. This is taught formally as a language from Grades 3 – 6. Grade P – 2 participate in an Asian Studies unit as part of their integrated studies program. Secondary colleges in Warrnambool offer Japanese language as part of their curriculum.

4. **HEALTH & PHYSICAL EDUCATION**

The purpose of our Health and Physical Education Programme is to enable children to:

- Develop the knowledge and skills that promote participation in physical activities, fitness, (health growth and development), effective relationships and the safety and health of individuals and groups.
- Develop an understanding of the concept of fitness and health.
- Take an active part in creating environments that support health and participation in physical activity.
- Promote their own and others' worth, dignity and rights as individuals and as members of the group.

The children will be involved as skilled participants in play, games, human movement, gymnastics, aquatics, sport, outdoor activities, leisure and recreation. The children will learn about themselves through active participation.

5. **NUMERACY (MATHEMATICS)**

The Mathematics Programme aims to enable all the children to:

- Acquire mathematical skills and knowledge so that they can deal confidently, positively and competently with daily life.
- Interpret and communicate mathematical ideas.
- Recognise the fundamentals of mathematics in every day life.
- Understand and appreciate the nature and processes of mathematical thinking.
- Understand the role of mathematics in social and technological change.

The nature of our program is organised into the strands of:

- Space
- Number
- Measurement and Data
- Reasoning and Strategies
6. INTEGRATED CURRICULUM
At St. Joseph’s our Integrated Curriculum is a process to learning, which has key host content areas of Humanities, Science, Health and Technology. These areas are essentially concerned with ideas about how the world works. The process areas of English, Mathematics and the Arts offer a range of ways of allowing us to represent how we see and make meaning to our world. (The Big Picture – Keith Pigdon, Marilyn Woolley)

At St. Joseph’s school we believe that by having an Integrated Curriculum we will:
• Assist students in making links and connections to the real world.
• Allow learners to explore, gather, process, refine and present information about the world in which they live.
• Allow students to develop skills, values and understandings within meaningful contexts.
• Encourage students to become independent and life-long learners.

The Integrated Curriculum will assist children to:
• Develop a big picture of the world
• Choose units that are relevant and meaningful to their lives
• Use a variety of strategies that are stimulating and foster deep understandings.
• Encourage students to reflect on their learning
• Nurture, value and use thinking skills.
• Become independent learners

This Integrated Inquiry approach is supported by:
Our Learning To Learn Unit of Work. Each year at the start of the school term students participate in a Unit of Work which helps establish each classroom’s learning community. Students reflect on how I best learn, establish their classroom rules, re-visit our school rules and codes of conduct, and identify how they can be supported in their leaning and social development. The Unit of Work also identifies how thinking occurs and what I need to focus on for the term.

Content, skills and process are drawn from:
Science
• Acquire and use the skills of scientific investigation
• Develop scientific attributes such as curiosity and critical reflection
• Appreciate the dynamic role of science in social and technological change

Humanities (Geography, History and Economics), Civics & Citizenships
• Develop knowledge skills and values that enable them to participate in Australian and global society.
• Develop skills in gathering, analysing and presenting information
• Experience real and active citizenship

Design Creativity & Technology
• Explore the consequences of using technology at home, school and the community
• Develop confidence and efficiency in using the tools of our technological world

Health
• Develop an understanding that health has physical, social and emotional dimensions
• Develop an understanding of the importance of relationships and how they can change
• Develop an understanding of the importance of safety.

Interdisciplinary Learning
• Information and Communications Technology
• Communication
• Thinking

Physical, Personal and Social Learning
• Health
• Interpersonal Development
• Personal Learning
7. THE ARTS

The Arts consists of two distinct areas defined as;
- Creating & Marking
- Exploring and Responding

THE VISUAL ARTS:
At our School The Visual Arts consist of Art and Media. The Programme aims to allow children to be creative, to be individual, to learn about other cultures and to appreciate contemporary, historical and cultural works of Art. Art/Craft is integrated with other Curriculum Areas where possible. A specialist art teacher is employed to teach P – 6 Visual Arts. Art is also used to support learning in our Integrated Learning Units of Work.

THE PERFORMING ARTS:
The Performing Arts encompasses those areas of Music, Drama and Dance. An optional School Choir & Band have been established for children in Middle and Senior School. The Drama component of The Arts consists of many types of Drama- these include improvisation, games and exercises, dance, drama, script, theatre, puppetry and mime. Appreciation is an important part of Drama. The children at our school are encouraged to be part of an audience at various Arts Shows which are made available to them.

The School Concert is held every year with the Junior School performing one year and the Middle and Senior areas of the school, the next year. Dance is taught in a variety of situations. Children are provided with opportunities to perform in both formal and informal settings through school assemblies, concerts, eisteddfods as well as experiencing professional performances.

8. ASSESSMENT AND REPORTING

Teachers assess students progress and development after gathering information from a variety of sources (Student Assessment tasks, samples of work, tests, interviews, observations, anecdotal records and specialist advice) Programs will be reported to parents twice per year at the end of Term 2 and Term 4. Students reports will include comments on achievement in relation to the standards on a five point scale, A to E. “C” indicates the students are on track and at the expected level for that time of year. Reports will also comment on behaviour and effort. Reports will be distributed in an “Assessment Folder” containing assessment tasks an work samples.
The School has also developed a variety of support programmes to supplement and assist with the implementation of the Key Learning Areas. Key programmes are:

**LIBRARY RESOURCE CENTRE**

Our Library/resource Centre has been established to provide an organised central resource where stimulating, current material is accessible to the whole school community. Its primary aim is to offer quality service and support for all children through effective utilisation of resources and programs that support staff with the implementation of the School's curriculum.

Each class has a specified time for specific Resource Centre classes, which are integrated with the classroom programs. At other times the Resource Centre is available for children to utilise during the day for browsing, borrowing and research purposes. Additional opportunities are offered daily as outlined below:

- 8.30 a.m. - 8.55 a.m.
- 1.10 p.m. - 1.35 p.m.
- 3.30 p.m. - 4.00 p.m.

The Resource Centre, which offers a quality service program, promotes reading for research and leisure. Parents are always most welcome to visit, browse and borrow material from the Centre. Much of the stock in the Centre has been acquired through the generous support of parents. Our Primary School Association raises funds annually for the ongoing development of the Centre. The Resource Centre staff, along with the support of volunteers, have now automated and computerised the borrowing process. Children now utilise this facility for accessing information and borrowing books. Supervised internet access is also available. Lessons are taken on a fortnightly basis for 1.5 hours for children Grade P – 4. Grade 5 & 6 students receive 1 hour instruction per week.

**READING RECOVERY PROGRAMME**

Reading Recovery is a specialised early intervention program for those students in Grade 1 who, after good first wave teaching in Grade Prep are not year under way with Literacy. Students are taught one on one for 30 minutes everyday for a 15 - 20 week program.

**S.E.L.L.**

Supporting Early Literacy Learning provides literacy intervention for students in Grade 2 - 4. S.E.L.L. is a small group session aimed at lifting minimum reading and writing standards achieved by students after earlier intervention i.e. Reading Recovery.

**STUDENT WELLBEING PROGRAM**

Our school recognises that all children are unique and that each child will have special needs. To this end we have established a Wellbeing Committee which aims to assist those children who are identified by parents and teachers as possibly requiring some additional assistance so that they may grow in to their fullest potential. This Committee assists the classroom teacher to develop an individual program to meet the needs of such children. This program is closely monitored by the Co-ordinator who also provides a variety of strategies and support mechanisms to ensure that the needs of these children are met. The Wellbeing Co-ordinator also monitors these children's progress by meeting with the teacher and parents if necessary.

The school's Integration Program, for children with special needs, is also coordinated by the Well being Coordinator. For further details about this program please contact your child's teacher or the school.

The Wellbeing Team also co-ordinate other programs from time to time as required. Examples include "Confident Kids” and “You Can Do It”
PERCEPTUAL MOTOR PROGRAM (P.M.P.)

PMP is a program which aims to teach a child perceptions and understandings of themselves and their world through movement/motor experiences. During the time in the Junior School children progress through PMP levels 1 and 2, then they join the morning fitness group. Fitness components include: endurance, strength, speed, power, flexibility and agility. Fundamental motor skills include catch, kick, skip, ball bounce, throw, leap etc.

LITERACY PROGRAM

As Literacy is an important and integral part of your child’s education, we at St. Joseph’s have established a Literacy program and have appointed Literacy Coordinators. The Co-ordinators work across the school with teachers and children. Twice a year the children in Prep to Year 2 are given a series of short assessments. From this assessment the teachers are able to know how well your child is progressing. This information is available to parents on request to the classroom teacher. Children in Grades 3 – 6 have Literacy assessments at the beginning of each year which also informs literacy teaching for the year.

SEASONS PROGRAM

Seasons is a peer support program for young children who have experienced the loss of a significant person in their lives. This loss and change is essentially because of a death or separation and divorce within the family unit. A trained adult companion provides opportunities for young people to express, acknowledge, normalise and integrate their grief.

EXTENDING MATHEMATICAL UNDERSTANDING (EMU)

Extending Mathematical Understanding is an early intervention program for mathematics. Students identified “at risk” in Numeracy in Grades 1 & 2 have access to E.M.U., a small group situation with a specially trained teacher dealing with specific mathematics skills in counting and operations of addition, subtraction, multiplication & division.

![Planting of remembrance tree during Seasons Program](image1)

![A PMP Floor Session with Prep students](image2)
Administration at St. Josephs

St Josephs Primary School
‘Building a Great School in a Great City’
ENROLMENT POLICY.

Our School has adopted an Enrolment Policy and Procedure, a copy is made available to all parents requesting placement in our school. A summary is provided below.

ELIGIBILITY:- The Schools' Board has set the following priorities to ensure that Catholic children living within the Parish have a place available to them in our School.

- Siblings of families already enrolled at St. Joseph's School.
- Catholic children living within St. Joseph's Parish. A map showing the boundaries is available at the school.
- Catholic children outside the Parish, provided the applicant has been made aware of a Catholic school within their area and has made contact with that school. These requests are co-ordinated through the Principals concerned.
- Non-Catholic children with a history of Catholicity or Christianity in keeping with the Catholic Teachings, in the family.

AGE:- Only children who will be five years of age on or before the 30th. April of the year they enter "Preparatory" Year will be accepted.

PROCEDURE:- Applications for enrolment are called for at the beginning of Term 3 of each year and this usually occurs through the School Newsletter, Parish Church Bulletin, Warrnambool Standard as well as posters at the Kindergartens. Application for enrolment is made through the School Secretary. For children commencing their school life a copy of the Birth Certificate as well as Baptismal Certificate is required if not baptised in St. Joseph's Church, Warrnambool. An immunisation certificate is also required.

SCHOOL FINANCES.

1. SOURCES OF INCOME FOR CATHOLIC SCHOOLS:

Catholic school's income is derived from three sources:

- 1) Government Grants.
  These grants cover such areas as salaries, superannuation, workcover, Interest on the Capital debt and central office Levies.

- 2) Local Contribution.
  This is described as SCHOOL FEES, STUDENT FEES, PARISH GRANTS, SCHOOL BUILDING FUND, FUND RAISING EFFORTS and DONATIONS and interest earned on investments. Governments expect school communities to contribute financially to their Parish school in order to qualify for Government funds. A minimum level of local contribution is set for each year by the system authorities. In 2010 this was set at $900.00 per family.

- 3) Classroom Income:
  Student Fees often referred to as Subject Levies are charged at the beginning of each year to supplement the area of classroom expenses, for 2010 this was set at $190.00 per child.

2. ST. JOSEPH'S SCHOOL FEES ARE:

Our school has three types of fees that are payable by parents whose children attend our school.

PART 1: STUDENT FEE CLASSROOM REQUISITES, PER STUDENT:

This meets the costs of running the classrooms for the year and are set annually. Costs include:

- Books and stationery used by individual children.
- Class texts, Art materials, Reference Books for the Classroom.
- Library, Photocopying, Sports and Music Equipment.
- Local Excursions, visiting entertainers, and swimming.

The Book Fees are now known as Student Fees and are arrived at in consultation with Staff to meet all of the above educational expenses for your child. For 2010 this figure was set at $190-00 per pupil which includes an Excursion Levy of $38
PART 2:  SCHOOL FEES: PER FAMILY

To meet the local contribution level school fees have been set by the Catholic Education Office for 2009 at a range of $660.00 to $960.00- per annum. The School Finance Manager monitors the annual school budget and recommends our school fee structure each year to the School Board. These fees cover recurrent costs not provided for in government grants. Costs include power, electricity, grounds and maintenance etc.

For 2010 the Board has set the School Fees at $900-00- per family. In term four the School Board will make a recommendation for the 2011 School Fee and Student fee.

Fees may be paid weekly, fortnightly, monthly, or yearly. Accounts are issued each term during the school year. Payment early in the year or early in each payment period is appreciated. Fee payment options now include cash, cheque, credit card, BPAY, direct debit or centrepay.

It is school policy to provide a Catholic Education for all Catholic children in our Parish, irrespective of the capacity of parents to contribute to school fees. Fee relief is available to families in need after a meeting with school administration. Fee collection is also monitored and supported by clear policies seeking everyone’s contribution, including the judicial use of debt collection agencies if required.

PART 3:  SCHOOL BUILDING FUND: PER FAMILY

St. Joseph’s Parish makes a tremendous contribution to the life of the school through meeting capital repayments on the loans which were taken out to build the school. The Parish meets these loan repayments through the Planned Giving Programme, money received by the Parish by parishioners, of all ages who commit themselves by "pledging" to give to the Parish on a regular basis, usually at Sunday Eucharist, to enable the Parish to function effectively.

It is expected that all school families should endeavour to also participate in this responsibility and to this end a member of the Parish Planned Giving Team may contact you to invite you to indicate your willingness to participate. To assist the Parish with the school improvements our fee includes a Capital Building Levy of $200 per family.

PART 4:  OTHER COSTS

CAMPS PER EXPERIENCE

Overnight camps occur each second year in the Middle and Senior School. The costs are reviewed each year and are included on the school fees at the beginning of each year.

SUPPORT

EDUCATION MAINTENANCE ALLOWANCE (Government Support):

The Government provides an annual Education Maintenance Allowance for each child in families whose parent or parents have a Pensioner Health Benefits Card, or a Health Care Card or Health Benefit Card. Application forms are obtained from the School Office and this allowance is made available each February and July. Health Cards must be presented at the School office when submitting the application and a copy will be taken and kept on file.

Special concessions for families experiencing financial difficulties may be arranged by contacting our Parish Priest, the School Principal or the School Finance Officer. Confidential support is reviewed annually and supported by School Board fee collection policies

ANNUAL FINANCIAL STATEMENT - BUDGET:

The school Annual Financial Statement for the previous year and the Budget for the coming year is presented each year at the Annual General Meeting of the School Board. School finances are overseen by the Financial Manager, Principal and the Catholic Education Finance Team. The budget is monitored by the School Board.
SCHOOL ADMINISTRATION

PROCEDURES & ROUTINES

ACCIDENTS:
Our first duty in case of an accident or illness is to care for the child. So the Principal or the person in charge will arrange for immediate medical treatment in the case of such an event. All serious accidents are recorded in an Accident Register at School, and parents are notified either by telephone if serious or by a special accident report form.

There may be times when parents are requested to collect a child due to a minor accident or illness, please check with the Secretary before picking up your child from the school on these occasions.

The school recommends all families to have Ambulance Cover as it is our policy to call an ambulance for any serious injuries rather than have them travel to hospital by car.

ATTENDANCE & PUNCTUALITY:
Regular attendance is important for ongoing successful instruction as is punctuality. Please contact the school if your child is going to be absent. An absence note is required for all absences. This may be brought on returning to school after an absence. It is advisable to telephone the school if your child is to be absent as everyone is then aware of the whereabouts of the child. The Senior and Middle School children have a diary which can be used to communicate information between home and school.

BICYCLES / SCOOTERS:
Children in the Middle and Senior School are permitted to ride their bikes / scooters to and from school, please note that it is now compulsory to wear Safety Helmets. Children are required to walk their bikes to the bike racks upon entering the school grounds and leave their bike there until home time.

COLLECTION OF MONEY:
When forwarding money to school, please place it in an envelope clearly labelled with your child’s name, room number and or activity/reason. This will greatly assist us in our record keeping.

DISCIPLINE:
To ensure all children in our school access the excellent learning climate they deserve we will at all times aim to hold before the children the Christian and Moral values of truthfulness, honesty, diligence, obedience and respect. We believe that in preparing children for Christian living, parents as well as teachers, need to be living examples of what is taught. We will aim at helping each child to develop self discipline, which will lead each child to be responsible for his/her actions. We believe that all students can behave appropriately and so allow each person, pupil and teacher alike to work in harmony.

Children, even at a very early age are capable of making choices, and when they make positive choices we reward them in a positive manner. On some occasions they choose to make decisions which affect those around them in a negative manner, on these occasions we as adults need to help them to see that this is unacceptable.

By having clear guidelines children generally respond more positively and grow in greater appreciation of themselves, their needs, as well as the needs of others. So for the common welfare of all we have adopted a code of acceptable behaviour which includes:-

- Respect for one another at all times which includes actions, attitudes and speech.
- Honesty in all our dealings with one another.
- Consideration for others at all times, this particularly relates to movement through the building, and out in the playground.

As a guide we define unacceptable behaviour as:

- swearing, bad language
- disrespect to peers staff and parents
- hitting, kicking, aggressive behaviour
- bullying, physical or verbal
- negative behaviour
- abusing school and/or personal property.

In helping children with their behaviour, if the above unacceptable behaviour occurs consistently, the following steps may be implemented:-
a) A LETTER:
A child may be asked to write a letter (to his/her parents outlining his/her behaviour), this will be endorsed by a teacher, and taken home. We ask you to please discuss the content with your child, sign the letter and return it to School. If you wish to see the teacher please arrange an appropriate time.

b) TIME OUT:
This is a period of inactivity/isolation, where a child reflects upon his/her behaviour and then renews his/her commitment towards the main aim of learning. (If time out is for misbehaviour in the school ground, the designated area is at the rear of the foyer.) Time out may last from ten to thirty minutes.

c) DETENTION:
A supervising teacher will provide supervision for children in the Meeting Room at lunch times from 1.10 to 1.35 p.m. specifically for detention purposes. Staff are issued with an "In-School Detention Advice Notice" which lists the criteria for detention. This form is to be completed and given to the Supervisor. Children must take some form of work with them to this room. Notice is also communicated to the parent/guardian.
We consider this to be unacceptable behaviour and this will incur detention:-
1) Swearing; bad language
2) Disrespect to teachers, peers or parents
3) Hitting, kicking, aggressive behaviour
4) Bullying, physical and/or verbal; "hands off" policy
5) Negative behaviour
6) Abusing school and/or personal property/equipment.
If a child has been on detention three times in a fortnight the parents will be contacted so that further support may be given to the child to enable him/her to develop better modes of behaviour. Staff are required to be fair and consistent in this form of discipline.

d) AFTER SCHOOL DETENTION:
This form of detention may be given for severe misbehaviour and is only when the Principal and the parents have been informed. Parents will be notified either by telephone or letter, and it may be necessary for parents to make alternate arrangements for a child to be picked up from School, as this will apply to bus travellers also. This form of detention must be supervised by the teacher imposing this form of discipline.
We trust that clear guidelines will help all to better live and work in harmony, and that children will clearly understand the consequences of their choices. Our principles of behaviour are founded on those of the Gospel of Truth, Justice and Love, which need to be nurtured both at HOME and SCHOOL so that by an external influence children will grow in inner self discipline. Parents are of course always most welcome to contact the School regarding any aspect of their child's overall development. Alternatively the teachers may also contact you should they feel the need to inform you regarding any development that warrants your attention.

e) DISCIPLINE WELFARE CONFERENCE GROUP:
If a serious issue or offence is identified regarding behaviour, leaning, social development or welfare a "Discipline Welfare Conference Group" will be established. The "Discipline Welfare Conference" process will be informed by the values of our school and will be supportive of students, parents, staff and our school. This group will provide a forum for collaborative decision making in the light of civil, diocesan, school and most importantly, pastoral accountability. The process described acknowledges that in some instances, where the behaviour of a student is deemed to cause immediate or ongoing harm, distress or danger to others it may be necessary to withdraw or suspend him/her from the student community, pending the deliberations of the "Discipline and Welfare Conference Group".

EMERGENCY INFORMATION:
It is most important that our records held at School are up-to-date. Therefore if there is a variation in address, phone, emergency contact it is essential that the School be notified.

EXCURSIONS/CAMPS/SLEEP-IN OVERNIGHT:
At various times throughout the year your children will be participating in activities that will extend beyond the normal school hours and/or take them away from the school as part of the school's Outdoor Education Programme. Prior to your child's participation in one of these activities specific details will be provided beforehand. We find that these activities help to make more meaningful the formal education process.
HOMEWORK:
It is a widely held view that children who consistently do extra work at home to follow up their school studies, will grow stronger in their work. Most children at our school will be asked to do some homework, Monday to Thursday, in reading, spelling, mathematics and research work for the cultural subjects. Parents who try to ensure that their children have a suitable time and place to properly carry out their home study, will be doing their children a favour.

As a general rule, children in the Junior School area will not be expected to spend more than a quarter of an hour on homework, and for children in the Middle and Senior School it should not exceed half an hour. Homework will often be seen as a reinforcing agent, a chance for you as a parent to be more involved in your child's work, and geared to meet the needs of your child.

We provide homework to:
1. Enable parents to be involved and share with the teacher the task of educating children.
2. To foster closer links between family and school in the learning process.
3. To assist children to assume an increasingly greater responsibility for their own learning.
4. Encourage children to develop work and study habits including time management and routines.
5. Provide an opportunity to consolidate and practise learning that has taken place at school.

LEAVING DURING SCHOOL HOURS:
Before a child is permitted to leave the school grounds the class teacher must have received notification from the parents. The only children allowed to leave the school during the day are those going home for lunch, having provided the school with a parent permission note. Parents who need to take their children from school early for a medical or dental appointment or for pressing family reasons, need to inform the office prior to collecting their children. Parents need to collect a 'Permission to Leave School Grounds” permission slip from the office and then present this to the classroom teacher before the child is allowed to leave.

RESOURCE CENTRE - LIBRARY:
The Resource Centre (Library) is an integral component of our School's Curricula implementation and a vital school resource and we are indeed grateful to have such a valuable asset. The Resource Centre is available to all for borrowing and exchanging books before and after School as well as during Lunch Times everyday each class has a formal library session each week. Keeping the shelves stocked needs co-operation. Each child is required to have a Library Bag in which to carry books to and from school. This could be a draw string bag clearly labelled with the child's name or there are School Library bags available from the School Office for $8. If a book is lost, the Librarian will issue a notice for the parents informing them of the replacement cost of the book.

LOST PROPERTY:
Inevitably children leave or misplace items of clothing. If property is lost parents and children may check the "Lost Property Basket" in the front foyer. All clothing and articles should be clearly labelled. Unclaimed clothing and items will be forwarded to the St. Vincent de Paul Shop and the Second Hand Uniform Co-ordinator.

LUNCH PROCEDURES:
Each child is expected to bring his/her lunch in a clearly marked container. Any un-eaten food is to be taken home. Drink containers must also be clearly marked. No drinks are to be in glass bottles. Lunches may be purchased daily at school through the School Canteen using our lunch order system. Children are to have their orders written on a paper bag with the correct money placed in the bag. Upon arrival at school children must place their lunch order in a lunch basket in the their classroom. Monitors from each class collect the baskets from the Canteen and return them to the Classrooms. Our Canteen operates through the generosity of our parent volunteers, we always welcome more helpers.

Sample of lunch order bag:

<table>
<thead>
<tr>
<th>Example of how to fill out a lunch order:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name  .........................................................</td>
</tr>
<tr>
<td>Grade  ...........................................  Room No. ..............</td>
</tr>
<tr>
<td>1 wholemeal chicken salad sandwich  4.00</td>
</tr>
<tr>
<td>1 Hedgehog  1.50</td>
</tr>
<tr>
<td>1 Orange Juice  1.20</td>
</tr>
<tr>
<td>1 Choc Fudge Ice Cream  .70</td>
</tr>
<tr>
<td>Paper bag (if you need one supplied)  .10</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Please write sauce if required.</td>
</tr>
<tr>
<td>(Correct money is appreciated if possible)</td>
</tr>
</tbody>
</table>
**MEDICAL POLICY:**
The following table is a guide for parents to follow in case of a child contracting one of the following illnesses.

<table>
<thead>
<tr>
<th>DISEASE</th>
<th>EXCLUSION OF PUPILS</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHICKEN POX:</td>
<td>For at least 7 days after the beginning of the illness and until the last lesion has healed.</td>
<td>Not to be excluded</td>
</tr>
<tr>
<td>VIRAL HEPATITIS:</td>
<td>Until a Medical Certificate of recovery is produced, or where a certificate is not available may be re-admitted on subsidence of the symptoms.</td>
<td>Not to be excluded</td>
</tr>
<tr>
<td>MEASLES:</td>
<td>For at least 7 days from the appearance of the rash or until medical certificate of recovery.</td>
<td>Not to be excluded</td>
</tr>
<tr>
<td>MUMPS:</td>
<td>Until at least 5 days after the onset of the symptoms.</td>
<td>Not to be excluded</td>
</tr>
<tr>
<td>RUBELLA:</td>
<td>German Measles - Until 4 days have passed since the appearance of the rash.</td>
<td>Not to be excluded</td>
</tr>
<tr>
<td>SCABIES:</td>
<td>If ordered by the School Medical Officer.</td>
<td>Not to be excluded</td>
</tr>
<tr>
<td>HEAD LICE:</td>
<td>To be excluded until treatment is satisfactory. If there is any doubt, contact your family doctor.</td>
<td>Not to be excluded</td>
</tr>
<tr>
<td>RINGWORM:</td>
<td>satisfactory. If there is any doubt, contact your family doctor.</td>
<td>Not to be excluded</td>
</tr>
<tr>
<td>SCHOOL SORES:</td>
<td>please contact your family doctor.</td>
<td>Not to be excluded</td>
</tr>
<tr>
<td>SLAP CHEEK:</td>
<td>Contagious before the onset of the rash, it is thought Children are not infectious after the rash appears.</td>
<td>Not to be excluded</td>
</tr>
<tr>
<td></td>
<td>Children may be kept home if they are unwell.</td>
<td></td>
</tr>
</tbody>
</table>

Please remember that infections can spread quickly at school so we ask you to please attend to any of the above conditions as soon as you become aware of them. The school will also contact you should we notice any of the above symptoms.

**MEDICAL SERVICES:**

Each year the School Medical Services visit the School to conduct routine medical examinations for the children in their first year at school. Other children will be reviewed upon request by either the parents or the child's teacher.

The Dental Van is now permanently located at 26 Ryot St, Warrnambool next to the Adult Public Dental clinic. Each school is offered care once every two years which is advertised through the school newsletter. However any prep child can access this service at anytime throughout the year. Emergency cases will be seen at short notice if the parent rings the dental van at 8:15am on 5560 5765. More information is available through the School Dental Service on 1300 360 054.

The School provides trained Parent volunteers to conduct Head Lice Inspection's. As cases of head lice are reported a letter is sent home to each child within that room to notify families so that they can check their own child. Once a number of cases have been reported within the same classroom an inspection will take place within that room. Parents are notified if any necessary action is needed. Lotion is available from the Council and local Pharmacies at a cost.

**PARENT AUTHOURISATION NOTES:**

Throughout the school year we will be taking the children on a variety of Educational Excursions which requires the leaving of the School grounds. This will cover all activities and excursions (e.g. swimming, Church visits, short walks, local sports programmes, musical/entertainment, major excursion etc). Please note that all these activities will be published beforehand in the weekly School Newsletter. A permission note for each excursion, whether local or a major excursion, will be sent home for your authorisation.

**PARENT HELPERS:**

Any parents or friend who can be of assistance to the school; e.g. making aids, assisting on excursions, giving talks, elective programmes, supporting reading, typing, ground’s, canteen and furniture maintenance, etc. is most welcome to share that talent with us. Please feel free to contact the school - we welcome all offers of help. Victorian State Government Legislation requires all people working with children to complete a "Working With Children Check (WWCC). This check is valid for 5 years; our school Human Resource Manager can step volunteers through this process.
PARENT NEWSLETTER:

We will endeavour to keep you informed about the life of the School through our weekly newsletter - which will be sent home every MONDAY with your eldest child at school. School organisations may also keep you informed through our newsletter.

PARISH PRIEST:

Parish Priest- FR. JOHN FITZGERALD  
St. Joseph's Presbytery, 169 Kepler St. Warrnambool 3280 Telephone  55622231

PASTORAL CARE SUPPORT:  Mrs. Anne McGrath

PHOTOGRAPHS:

Each year parents are given the opportunity to acquire School photographs, Class photos, Family group photos and individual photos are provided. Our School uses a pre-paid order scheme and parents will be notified of the date that the School photos are to be taken. The school photographs occur in Term Two. Also each exiting Grade 6 child will receive a complimentary graduation pack at the end of the year.

PLAYGROUND BEHAVIOUR:

Children are encouraged to use the playground in a safe, sensible and reasonable manner. Adherence to the School code is expected. The School discipline policy establishes these expectations. Children will be supervised in the playground by staff who will be allocated playground duties. These duties ensure active supervision is provided during all playing times.

PRIMARY SCHOOL ASSOCIATION:

St. Joseph's Primary School Association is a forum for all parents to become involved in the life of the School. Meetings are held at 7.30 p.m. on the first WEDNESDAY of a month, twice each Term in the Staffroom.

The aims of the Association are :-
* To work to provide, improve and maintain the amenities available for the school students, including equipment and maintenance of School Buildings and grounds.* To provide opportunities for social meetings between parents, and promote a spirit of union and good fellowship.
* To co-operate with the Parish Priest, Principal and Staff in matters relating to the Parish Primary School.

Each Class has two Parent Coordinators who act as a link between the Class and the Primary School Association. The Primary School Association co-ordinates the following sub-committees; Canteen, May Time Fair, Social, Second Hand Uniform, Catering, Maintenance which encompasses grounds development, and when necessary forms ad-hoc committees to carry out specific activities.

The Primary School Association has a representative on the Parish Schools’ Board, and also the Finance Committee.

REPORTING TO PARENTS:

Interviews with the Principal or members of staff are most welcome and parents are invited to contact the school to arrange a convenient time to discuss the progress of their child or any other matters.

Information on pupil progress will be available to parents at a formal personal parent teacher interview held twice during the school year, generally one in the first half of the first term and the second in the latter half of the year.

Written Student Reports are included in a Student Assessment Folder which is sent home to enable parents to have an up-to-date picture of their child’s progress. This process assists both teacher and parents in working towards common goals for your child’s learning and development. Parents are requested to sign the reports as an indication of having seen these documents.
SCHOOL HOURS:
Children should be in attendance before 8.55 a.m. so that they will have time to prepare themselves for the day’s activities. Children are permitted to enter the school building via their regular classroom when they arrive at school, but for safety reasons must do so only if a teacher is in the classroom. Teachers will provide supervision from 8.40 a.m. in the School grounds and throughout all recess periods and after school until 3.45 p.m. Children are expected to line up outside their classrooms at the end of each recess, where their teachers will meet them.

Classes commence at: 8.55 a.m.
Morning Recess: 11.00 a.m. - 11.30 a.m.
Lunch Recess: 1.00 p.m. - 2.00 p.m.
Messages & First Bus Bell: 3:20
Dismissal: 3.25 p.m.

SCHOOL UNIFORM:
We encourage all parents to ensure that your child/children are dressed according to the prescribed School Uniform. The St. Joseph’s School uniform is described as; All items of the school uniform can be purchased through our school uniform shop.

GIRLS’ SUMMER: Blue and white check dress, navy blue jumper or official tracksuit top or plain navy culottes, white socks, black sandals black school shoes or black elastic sided, black school runners, pull on boots. Girls may wear navy blue sports shorts/briefs under the school dress and plain blue shorts as an option to dress (culottes).

GIRLS’ WINTER: Navy blue tunic or pinafore, or navy blue trousers, navy blue jumper or official tracksuit top, light blue skivvy or light blue shirt, or polo top, navy tights or socks, black school shoes, black runners or black elastic sided boots.

BOYS’ SUMMER: Grey shorts, light blue shirt, navy blue jumper or official tracksuit top, grey socks, black, sandals, black school runners, black elastic sided boots or black school shoes.

BOYS’ WINTER: Long grey trousers, navy blue jumper or official tracksuit top, light blue skivvy or light blue shirt, polo top, black school shoes, black school runners or black elastic sided boots.

SCHOOL VESTS: Navy blue school polar fleece vests can be worn, they MUST display the school logo.

GIRLS’ & BOYS’ SPORTS - WINTER: Navy blue tracksuit with emblem, light blue polo shirt or light blue T-shirt with emblem, sandals or sneakers.

GIRLS’ & BOYS’ SPORTS - SUMMER: Navy shorts, light blue polo shirt or light blue T-shirt with emblem. Navy shorts to have no visible brand names/logos.

SCHOOL APPROVED HATS: During Terms 1 and 4 the children are required to wear the school approved navy, wide brimmed hat before and after school, during recess and lunchtimes and also during times children are outside during school hours.

ACCESSORIES: Jewellery: One set of ear rings studs/sleepers only and a watch may be worn. Hair: A navy blue hair band/clip/ribbons may be worn.

SCHOOL BAG: A compulsory school bag was introduced in 2003 for grade prep and current students replacing a bag.

LABELLING: Please ensure that all items are clearly labelled.

LOST PROPERTY: A basket is kept at the rear of the front foyer for all lost property and parents are invited to check its contents regularly.
PURCHASING/ACQUIRING SCHOOL UNIFORM ITEMS:
School Uniform items may be purchased through the school uniform shop for very competitive prices with little mark-up. The School Uniform shop is open on Tuesday and Fridays 8:30 – 10:00am.

SECOND HAND/ USED SCHOOL UNIFORM ITEMS:
Second Hand Uniform items may be obtained from the School Uniform shop. The Second Hand uniform’s are accessible at most times during the school week.

SECONDARY EDUCATION:
Emmanuel College, is a Catholic Co-educational Year Seven to V.C.E. educational college and is situated on two campuses. The Ardlie Street Campus accommodates Years Seven to Ten, and the Canterbury Road Campus caters for the Year Eleven and Twelve students. The Principal is Mr. Philip Morison. Telephone 5560 0888.

SWIMMING:
The school will provide an intensive swimming program for all children. The costs for the 2008 program were $60 per child in the Junior (P-2) and Middle School (3-4) and $60 per child in the Senior School $30. The program structure will be:

<table>
<thead>
<tr>
<th>Age</th>
<th>Timetable</th>
<th>Key Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>P – 2</td>
<td>5 weeks x 2 lessons per week</td>
<td>Water Familiarisation</td>
</tr>
<tr>
<td>3 – 4</td>
<td>5 weeks x 2 lessons per week</td>
<td>Stroke Development</td>
</tr>
<tr>
<td>5 – 6</td>
<td>Beach Safety Program</td>
<td>Survival in open water or Canoeing</td>
</tr>
</tbody>
</table>

TERM DATES FOR 2010:

<table>
<thead>
<tr>
<th>STAFF</th>
<th>WEDNESDAY 27TH JANUARY NUMBERACY INTERVIEWS TO BE ADVISED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN START DATES AND</td>
<td></td>
</tr>
<tr>
<td>TERM 1</td>
<td></td>
</tr>
<tr>
<td>TO BE ADVISED</td>
<td>TO FRIDAY 26th MARCH</td>
</tr>
<tr>
<td>Good Friday</td>
<td>2nd April</td>
</tr>
<tr>
<td>Easter Sunday</td>
<td>4th April</td>
</tr>
<tr>
<td>TERM 2</td>
<td></td>
</tr>
<tr>
<td>MONDAY 12th APRIL</td>
<td>TO FRIDAY 25th JUNE</td>
</tr>
<tr>
<td>TERM 3</td>
<td></td>
</tr>
<tr>
<td>MONDAY 12th JULY</td>
<td>TO FRIDAY 17th SEPTEMBER</td>
</tr>
<tr>
<td>TERM 4</td>
<td></td>
</tr>
<tr>
<td>MONDAY 4th OCTOBER</td>
<td>TO FRIDAY 16th DECEMBER.</td>
</tr>
</tbody>
</table>

TRAFFIC SAFETY:
Our School is situated in an area of heavy traffic and adherence to the traffic laws by all parties is essential. The school is directly served by a two school crossings which are supervised on school days, children must use the crossing in the correct manner.

Parents dropping off or collecting children must obey all road rules and laws. This applies to the practice of correct parking and crossing the roads. All cars entering the Loop Drop Off Zone need to queue in the left hand lane of Botanic Road to turn into either the car park or the loop. Cars cannot cross in front of cars in the queue to turn in to the car park.

We have developed the following practice to assist with the safety of all at our school.

- Parents may drop off and pick up children from the drive way road loop in front of the school building, but strictly NO PARKING. It is recommended that you drive through the loop as far as possible before stopping, this will make it easier and safer for the cars following you.
- The school car park is generally for staff, visitors and parents helping during the day.
- NO STANDING signs are displayed along both sides of Botanic Road, this applies also whilst the School Crossing Flags are displayed. Please note these restriction signs as they are policed.
- Please refrain from parking in the BUS STOP which is the indent along the Northern side of Botanic Road, in front of the carpark.
- Please inform your family, friend or the person designated to pick up your children at school, of the above practices, so that we may avoid unnecessary confusion leading to possible accidents.
- It may be quite appropriate to pick your children up a little later so that most of the traffic has cleared away from the immediate school area. If you are going to adopt this idea please do let your children know about this arrangement.
- Long Term Parking is also available for parents in Queens Road, Botanic Road south side, at the Allen Oval or Aquazone Car Park.
ST JOSEPH’S PRIMARY SCHOOL BOARD:
The St. Joseph's Primary School Board is the body that assists and advises the Parish Priest and Principal in the formalisation and adoption of school policies. The Board meets eight times a year and is made up of parents, our Parish Priest, co-opted expertise and school staff. The Chairperson is an elected parent. The Chief Executive Officer is the school principal. The school board is governed by its Charter of Operations as well as parish, diocesan and system policies. Its key roles include:

- the maintenance and development of Catholic Primary Education in St. Joseph's Parish,
- to ratify and monitor school policy, budget and procedures,
- to support the School Master Plan, employment and the School Annual Action Plan and
- to promote Catholic education in the region.

TRANSFERS
When a child transfers from another school an official transfer form is required. Copies of the Baptismal Certificate, Reports and Record cards would also be appreciated.
Similarly when a child is transferring to another school we will issue parents with a transfer notice plus any record cards which may be taken to the new school.

TRANSPORT: [SCHOOL BUSES]:
Most children are driven to school by their parents, some walk others ride their bikes and some children travel to School by Bus. There are two bus systems, one is the Country Contract Bus Service which is organised through the Warrnambool Secondary College and brings children in from outlying areas. This service is fully subsidised by the Ministry of Education. The second is the Town Bus System which provides a Government Subsidised service for children in Warrnambool. For specific details regarding routes and times please contact Warrnambool Bus Lines in Raglan Parade, or telephone 5562 5748.

VOLUNTEERING TO HELP:
Parents are encouraged to support our school and students by volunteering their time to help in classrooms, school events, excursions, canteen and various other times as invited by the school. From 2008 onwards all volunteers working with children in Victoria will have to comply with new State Legislation requiring helpers to have a current Working with Children Check (WWC Check).

If you would like to volunteer your time at our school for any purpose/event you will need to:
1. Working With Children Check (WWC Check) Victorian Government legislation,
2. Helping in the classroom. Each year our school provides parent helper training via a “Parent Helpers Program”. This program provides training in working in classrooms with children. Parents wanting to work in classrooms must complete this program.

CODES OF CONDUCT & COMPLAINTS PROCEDURES
To help ensure a safe, caring, productive and happy school environment various codes of conduct apply. For teachers this is outlined in the school policy “Professional Standards”. For students the school code of conduct is re-visited each year via the “Student Handbook” and provided to all students and families on a yearly basis. This code is also outlined in this document. A parent code of conduct also operates at St. Joseph’s. Parents are requested to show respect and care towards each other, staff and students at all times. These codes of conduct help ensure St Josephs maintains a safe and happy school for all. A Complaints Procedure is available on request via telephone to the school office or school principal.

EXTREME WEATHER CONDITIONS AND TIME-TABLE:
When the weather and ground conditions are unsuitable for the children to go outside, they will remain indoors under supervision. We are fortunate to have two covered play areas that we will be able to utilise so that the children will have some opportunities for play. It will be of great assistance if games, reading materials, etc. could be brought to school when wet weather is likely.
Children are required to wear an appropriate hat before going outside during Term One and Four. Those children who are unable to comply with this policy will be required to stay under the veranda.
All outdoor activities during those days deemed to be "Extreme Weather" will be held prior to 11.30 a.m.

SCHOOL BANK:
Children may open an account with the Commonwealth Bank, deposits are collected from the students and returned on Tuesdays. All recording and administration of this service is performed at school by parent volunteers.
OUR SCHOOL SIGN

Our school sign depicts an outline of the figure of St. Joseph, our Parish and School Patron with Mary and the child Jesus in the shape of a cross, the symbol of Christianity.

Our School Community chose this design to also include the imagery of family, a value central to our school community. The colours are in keeping with the traditional school colours.

St Josephs Parish Primary School
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