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ST LEONARD’S, GLEN WAVERLEY

SCHOOL INFORMATION HANDBOOK

2015

## CONTACT DETAILS
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Principal: Mr. Bob Davis

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INTRODUCTION

- St Leonard's School is a Catholic Parish Primary School of the Archdiocese of Melbourne. It is a Catholic School established and maintained specifically to serve St Leonard's Parish faith community. It is situated in Glen Waverley. It is a short walk to Glen Waverley station and is serviced by public transport buses on Springvale Road.

- Our current enrolment for 2015 is 288 students across 12 classes.

- The school is an integral part of the local Parish. It looks to develop each student as an individual, as well as build a community of students in society and in the Church family.

- The school endeavours to provide a sense of community and fosters a welcoming, family atmosphere. St Leonard's has a very strong parent group who are instrumental in fostering a sense of community and belonging in the school.

- The school community's vision, as part of the Parish and wider Community is reflected in our Vision, Mission, Values and Beliefs statement. In broad terms, this statement represents our beliefs and therefore the purpose of the school's existence.

- Sacramental programs are central to the existence of the school. Reconciliation, First Eucharist and Confirmation are all whole school celebrations and also provide opportunity for families to reflect upon their faith development. Family nights are run prior to the celebration of the Sacraments to bring families together to discuss the significance of the Sacrament in their lives.

- In order to fulfill the practical implementation of our goals we have developed Student Well Being, Academic and Organisational Policies, which are executed through an appropriate administrative framework.

- This information handbook serves only to briefly describe the operations of our school through the key aspects of our policies and administration. The detailed policy documents and any other information are available to parents through the school office on request.

SCHOOL HISTORY

ST LEONARD OF PORT MAURICE.

Our Patron Saint, St Leonard of Port Maurice was born on 20th December 1676. He joined the Franciscan Order and was ordained a priest in 1703. He became well known and loved through his missionary work in Italy and Corsica.

He had the gift of winning his way into the most indifferent of hearts. He was noted for his strong devotion to the Passion of Our Lord through the Stations of the Cross and his missions were centred around this devotion. He died on November 26th 1751 and was canonised more than a century later by Pope Pius IX.
School History Timeline

1959 Leonard's Primary School was built from funds provided by the Parish Community. The four classroom brick building had an enrolment of 130. Miss Rosemary Rodriquez appointed as Principal.

1960 Presentation Sisters assumed responsibility for the school with Sister Marie Therese Jones PBVM appointed as Principal.

1961 250 children enrolled in the school.

1963 400 students enrolled in the school. Over the next five years six weatherboard portable classrooms are bought to cater for the growing number.

1968 Sister Kathleen Biggs PBVM appointed as Principal.

1970 Student enrolments peak at 900.

1971 Sister Maureen Cullen PBVM appointed as Principal

1974 Mr Frank Stowe appointed as Principal.

1976 Presentation Sisters end their association with the school.

1977 Mr Kevin Casey appointed as Principal

1981 Major additions and refurbishments take place to school.

1982 New buildings completed and officially opened. Barbara Bretherton appointed Principal.

1988 Mr Barry Marr appointed Principal.

1991 Mrs Celia Ellis appointed Principal

1998 Two classrooms gutted and refurbished to create Technology Centre.

2004 Major works completed to construct new Multipurpose Room, staff room, sick bay, new toilet block and to refurbish two classrooms.

2006 Mr Bob Davis appointed Principal. Student enrolments at 272.

2007 Two classrooms of north wing undergo major refurbishment. The first of the Electronic Interactive Whiteboards installed in these rooms.

2008 Art room and class room with adjoining multimedia room constructed in north wing.

2009 Wellbeing and Learning Centre constructed and opened. School celebrates its 50th anniversary in November.
Main school wing demolished and construction of new double storey school commences.

2010 Construction of new school south wing completed. This wing houses 10 contemporary classrooms with 5 multimedia rooms and extensive ‘break out’ space. New administration and Library building works commenced

2011 New Administration and library completed mid 2011
**School Principals**

1959  Miss Rosemary Rodriquez  
1960 - 1967  Sister Marie Therese Jones PBVM  
1968 - 1970  Sister Kathleen Biggs PBVM  
1971 - 1973  Sister Maureen Cullen PBVM  
1974 - 1976  Mr Frank Stowe  
1977 - 1981  Mr Kevin Casey  
1982 - 1987  Miss Barbara Bretherton  
1988 - 1990  Mr Barry Marr  
1991 - 2005  Mrs Celia Ellis  
2005  Mr Bob Davis (Acting Principal)  
2006 -  Mr Bob Davis

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**BUILDING & REFURBISHMENT HISTORY**

The school is constantly being refurbished in an attempt to provide our students and teachers state of the art facilities.

The school was built in **1959** from funds provided by the Parish Community. At that time both the parish church and the school buildings were made of weatherboard.

An Administration Block was constructed in **1981** and the school was refurbished again out of community funds.

In **2004** the school undertook a major buildings project that provided:

- A new Multipurpose Room used for music lessons, PFA uniform shop and Before and After School Care
- A new staff room and staff preparation area
- Two newly refurbished prep classrooms
- New toilet block

In **2007** two of the three classrooms in the north wing were gutted and refitted, creating a shared multimedia room between the two classrooms. In addition to this we installed Interactive Electronic Whiteboards in all of these classrooms. These whiteboards which are cutting edge technology replace the traditional blackboard with an interactive board that can not only be linked to the internet and student server but also have the capacity to be written on with an electronic pen. The pages produced can be saved and stored electronically for later use. The technology also allows our students to fully embrace the notion of multimedia through the use of digital cameras and webcams.
In **2007 – 2008** we spent a considerable amount of money replacing many of the existing computers in the school. Since then we have implemented an annual replacement cycle, whereby approximately 20 computers are turned over each year. We now have in excess of 140 computers for our 288 students.

In **2008** we fully gutted and refitted the remaining classroom in the north wing, creating a separate multimedia room for these students. This work included a gut out and refit of the current Art Room.

In **2009** work was completed on creating a Wellbeing and Learning Centre, housing 5 individual withdrawal rooms and 2 general work spaces. This area is staffed by a Wellbeing and Learning Coordinator and 8 Support Staff who offer educational and emotional support for children in need.

In late **2009** the original school wing of 6 classrooms was demolished and work began on the multi million dollar construction of a new double storey teaching block. This new building features spacious classrooms with multimedia pods and various breakout spaces adjoining the rooms. Every classroom and learning space uses Interactive whiteboards. These rooms were opened in July 2010.

To complement this new building an outdoor learning space was constructed on the south side of the building. Each of the classrooms on the ground level has direct access to this space from the classroom. The works were started in September of **2010** and were completed in Jan 2011.

In August **2010** work began on constructing a new administration and 21st Century Library. This new building offers a large administration space, various administration offices, a parent resource room and a 21st century library. It also house two storage areas and is internally connected to the new building opened in 2010. Works were completed in August 2011

The north wing of the school contains a Wellbeing Centre and 4 recently refurbished rooms which house the Italian Room, Music Room, Art Room and a Resource Room.

In September **2013** works began on the refurbishment and redesign of the oval area. This space was developed to offer a good sized grass area for the children to play on and considerable interesting and ‘hands on spaces’ for them interact with. Works were completed in Nov 2013. The oval area was officially opened in February **2014**

In **2012** we purchased 30 MacPro laptop computers for the senior classes. In **2013** we purchased an additional 40 Macpro laptops for use in the middle school.
In **2014** we purchased 30 iMac computers for the 1/2 classrooms. As of 2014 our school will operate a mac platform for all classes in yrs 1 – 6.

In **2015** we purchased 24 Chrome books for the use of our senior students. To complement these Chrome books we have also signed on to become a GAFE (Google Apps for Education) school from the start of the 2015 school year. Based on our experiences this year we will make a decision later in the year as to whether Chrome books become a standard requirement for all children from years 3 – 6.
### SCHOOL MOTTO

The School's motto "All My Life For God" was established in 1959 and truly reflects our Christian philosophy.

### SCHOOL & PARISH PRAYERS

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<th>Parish</th>
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<tr>
<td>This is our school</td>
<td>O God, the creator and giver</td>
</tr>
<tr>
<td>Let happiness dwell here</td>
<td>of all things</td>
</tr>
<tr>
<td>Let the rooms be full of contentment</td>
<td>Bless St Leonard's Parish in this</td>
</tr>
<tr>
<td>Let love be here</td>
<td>our united endeavour.</td>
</tr>
<tr>
<td>Love of one another</td>
<td>Strengthen our faith,</td>
</tr>
<tr>
<td>Love of being alive</td>
<td>Grant us the spirit of sacrifice</td>
</tr>
<tr>
<td>And love of God</td>
<td>so that with your grace,</td>
</tr>
<tr>
<td>Let us remember</td>
<td>We will glorify You, grow in</td>
</tr>
<tr>
<td>That many hands build a house</td>
<td>love, and provide for the needs</td>
</tr>
<tr>
<td>So all of us together</td>
<td>of our Parish,</td>
</tr>
<tr>
<td>Make one happy school.</td>
<td>Through Christ, Our Lord.</td>
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VISION, MISSION, VALUES & BELIEFS

VISION
Aspiring to Excellence.

MISSION
In the spirit and tradition of Catholic Education, we aim to provide a safe and caring Gospel based Christian educational environment for the children of St. Leonard’s Parish.

VALUES & BELIEFS
We believe that God is the centre of our faith, life and existence and that our words, actions and curriculum should reflect the teachings of the Gospel.

We aim to provide a learning environment, which is friendly, welcoming and secure, where children, parents and teachers work in unison to support and nurture each individual. We endeavour to provide educational resources and physical facilities, necessary to enhance this learning environment.

We value each individual within our school community and commit ourselves to assist and challenge them to realise their spiritual, intellectual, emotional, social and physical potential. We strive to contribute to the development of students’ sense of self worth, enthusiasm for learning and optimism for the future.

We acknowledge that learning is a perpetual process that continues throughout one’s life. We offer our children and staff an environment in which learning is embraced and celebrated.

We acknowledge the role of parents as the prime educators of their children and encourage collaboration of parents and teachers in the development of each child.

We believe that teachers are role models who are called upon to provide rich opportunities for students to become effective learners, to develop skills and strategies and to competently manage the different learning disciplines.

We value the rich cultural and social diversity that exists in our society and encourage students’ greater understanding, tolerance and acceptance of others.

We believe that we are called to care for all in our community and support the concept of social justice through our promotion of the Gospel values.

We commit ourselves to a learning environment that is technologically and academically progressive by providing the opportunity to experience success in the pursuit of excellence.

We appreciate that our school is an integral part of St. Leonard’s Parish community and encourage children and their families to participate and contribute to the life of our parish.

We affirm the school’s adherence to the principles and practices of Australian democracy, including a commitment to: elected Government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance.
CURRENT ENROLMENT

Our current school enrolment for 2015 is 288 students housed in 12 classes. The average number of students per class is 24. We endeavour to offer small straight prep classes each year to give our youngest children the best opportunity to acclimatise to school life. In 2014 we had two classes of 17 & 18. In 2015 we have two classes of 20 students.

Our vision statement is ‘Aspiring to Excellence.’ We firmly believe that all children can achieve success given sufficient time and support. We pride ourselves on the fact that we have a well-equipped teaching environment and supportive professional staff.

We believe in the development of the whole child and acknowledge the role of parents as the prime educators of their children. We therefore encourage collaboration of parents and teachers in the development of each child.

We aim to support every child at their individual learning rate and encourage the children to always strive for their best.

ENROLMENT PROCEDURE

Enrolments shall be consistent with the school’s aim in providing a Catholic education and a general education within a Catholic environment.

Enrolments should support the School’s vision & mission statement and the set of values and beliefs as published.

Compliance with the School’s regulations shall be a condition of enrolment.

Enrolment numbers shall, within reason be controlled so as to:

- Provide optimum learning facilities for each child.
- Ensure the size of the school is broadly consistent with the wishes of the school community.

Please note the following in regards to the enrolment procedure:

1. To be eligible for enrolment in Prep 2016 your child must turn five years old by 30th April 2016.
2. Parents looking to enroll their child at our school must fill in an enrolment application form. Application forms are available from the school office or alternatively you can download it from the school website www.leonardsgwav.catholic.edu.au (application enrolment PDF)
3. When assessing enrolment applications the following priority system shall be used:
   1. Catholic children who reside in the parish
   2. Catholic children who do not reside in the parish but belong to the parish community.
   3. Catholic children from other parishes (for pastoral reasons)
   4. Children from non-Catholic Eastern Churches who reside in the parish.
   5. Children from non-Catholic Eastern Churches who reside outside the parish.
   6. Other Christian children who reside in the parish.
   7. Other Christian children who reside outside the parish.

NB. Siblings will be accommodated within the above priorities.

4. The school principal will make a decision in regards to the application in consultation with the parish priest. It is accepted practice that the parish priest may wish to meet with new families looking to enroll their child for a short informal meeting.

5. If the decision is made to accept your application an Enrolment Form will be mailed to you. The following documents should be attached when they are returned:
   1. A copy of your child’s Baptismal Certificate.
   2. A birth certificate.

   Please note that a $100 non refundable deposit is required when returning the Enrolment Form. Please note that this does not apply for families who have existing children in the school. This money will be deducted from the first fee installment of 2016. In the event of a family completing the enrolment process and then later deciding to not go ahead with the enrolment the money shall be deemed to be an administrative cost and will be forfeited.

6. An immunization certificate must be provided for all children, prior to their commencement at school, this can be obtained from your local council.


8. Enrolments may stay open depending on the demand for the available positions.

9. Individual interviews will be conducted for all new prep enrolment applicants at a date to be decided in fourth term. This date will be in October. Available times will be advertised through the mail where parents will be asked to contact the school secretary and make an appointment for their child and themselves to see the principal. The meetings take approximately 30 minutes.

10. If a child is being enrolled for a class other than prep at any time throughout the year it is expected that the child and one parent organize a time to meet with the principal.

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### SCHEDULE OF FEES – 2015

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<th>Amount</th>
<th>Basis</th>
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<tr>
<td>Family Fee</td>
<td>$1,555</td>
<td>per family</td>
</tr>
<tr>
<td>Capital Fee</td>
<td>$60</td>
<td>per family</td>
</tr>
<tr>
<td>School Levy</td>
<td>$226</td>
<td>per child</td>
</tr>
<tr>
<td>Excursion Levy</td>
<td>$50</td>
<td>per family</td>
</tr>
<tr>
<td>Building Levy</td>
<td>$250</td>
<td>per family</td>
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The fee structure is designed so that there is an annual fee of $1,555 per family. Each family also pays a capital fee of $60 and a building levy of $250. In addition to this there is an individual levy on each child totalling $276.

At the end of each year the Education Board examines the existing school fees and associated levies and makes recommendation to the school administration as to the fee structure for the following year. When determining the recommended fees and levies the CPI is used as a guide to ensure we are keeping pace with the rising costs of maintaining the School.
The running costs of the school are met by a combination of Commonwealth and State Government grants in addition to the fees collected by the school. These costs include:- salaries; building, equipment and grounds maintenance; light; power and heating; insurance, rates, resource development and capital expenditure.

Student Levies contribute directly towards education costs (with the exception of school camps and the swimming program), which include things such as stationery needs; text books; library books; Maths and Literacy purchases; Technology purchases; art and craft materials; class incursions and excursions; sacramental programs; sporting equipment.

School Fees, Student Levies and Building Levies are payable over 3 installments, collected in Terms 1, 2 and 3. There is no reimbursement of school fees for families where students are absent from school for a prolonged period due to family holidays as the school is holding an enrolment place open for your child.

### FEE PAYMENTS

School fee accounts will be sent out at the beginning of Term 1, 2 and 3, with payment due within 14 days. Arrangements can also be made to pay school fees by installments on a weekly, fortnightly or monthly basis. Payment by installments can be arranged through the school office.

As always, if the payment of school fees creates a problem for any family we invite them to discuss the matter privately with either the school accountant or Principal so that things can be worked out in a supportive manner.
ADMINISTRATIVE STRUCTURE

The operation of the school is primarily performed by Teaching and Administration staff. In addition there are a number of groups who have special roles and responsibilities. The discharge of duties is performed within the framework of the above-mentioned policies as well as all applicable legislation. This section of the handbook also describes some other matters of a general nature, which may be of interest.

The operation of a Catholic Parish School is as follows:

CATHOLIC EDUCATION OFFICE (C.E.O)

The Catholic Education Office provides Educational Consultants, Financial Consultant and Curriculum Advisors who work in consultation with the principal and school leadership team.

The Catholic Education Office has a central office in East Melbourne and regional offices throughout Melbourne. The East Central Zone with whom we work intimately is located in Croydon.

LOCAL PARISH SCHOOL

Unlike State Schools which are all run from a central office, Catholic Primary Schools are individual entities. Each school is directly responsible for its own economic survival and for the employment of staff. All staff are employees of the individual parish. All curriculum initiatives must sit within the National Curriculum (knows as AusVELS in Victorian schools) which is the basic curriculum guideline for all Victorian schools.
FINANCING THE SCHOOL

The school derives its income from three main sources:

(a) State Government per capita grant.
(b) Commonwealth Government per capita grant.
(c) Fees and other recurrent income.

Government grants are the major source of income for our school. With school fees they provide for the recurrent operational costs of our school. School fees for the current year are determined in the November of the previous year. Parents are notified of the fees in the first school newsletter (Link).

School levies along with the Education Allowance are the only source of income to provide for the recurrent resources and materials used at school.

Twenty percent (20%) of Sacrificial Giving Offering collected through the St Leonard’s Parish is donated to the School Building Fund to provide for capital expenditure as directed by specifications set out by the C.E.O. Currently the school is repaying two significant building loans taken out in 2009 to facilitate the major works that were completed in early 2011. The building levy was introduced in 2009 to part service this loan. Families experiencing financial difficulties are encouraged to discuss their circumstances with the School Accountant and/or the Principal.

It is also pertinent to point out that the Parish provides considerable assistant to the school in debt repayment. The Parish’s contribution is nearly as much as we raise through the building fund levy. While there is no legal obligation to financially support the parish I would implore every family who has children in the school to financially support the parish that owns the school. This support is done through the Sacrificial Giving Program. Please speak to either the school or Parish office for the appropriate paperwork to ensure this happens.
ADMINISTRATIVE POSITIONS OF RESPONSIBILITY

The local Catholic Parish School has a clearly defined level of hierarchy

The Parish Priest is totally responsible for all aspects of school.

The Principal is appointed by a Parish panel headed by the Parish Priest. Appointment is only after meeting criteria developed by the C.E.O. and completing a panel interview. The Principal is responsible for the general administration, religious education and curriculum development of the school. He/she is answerable to the Parish Priest, the Catholic Education Office and the Victorian Institute of Teaching (V.I.T).

The Deputy Principal is appointed by the Principal to support the Principal. The current Deputy Principal is also the Teaching & Learning Coordinator which is a full time position in the school.

Consultative Committee This committee is made up of the Principal, the Principal’s nominee, a union representative and a minimum of three elected staff members. They make recommendations to the Principal about school organisation and class sizes.

Coordinators Funding is allocated according to the August census numbers to develop roles with additional salary and responsibilities. These roles are established by the School Leadership Team in consultation with the Consultative Committee according to the needs of the school. People in these roles are responsible for coordinating various areas of curriculum and are members of the School Leadership Team.

Class, Specialists and Emergency Teachers are all registered with the Victorian Institute of Teaching which is the professional body that all teachers must belong to. The Institute is the single registration authority for all Victorian school teachers, whether they are employed in government or non government schools.

Specialist Teachers are all part time and currently provide Music, Maths Recovery, Library, Wellbeing and Student Support, Italian and Physical Education.

Learning Support Staff are all qualified for the positions they hold and work under the direction of the Student Services Coordinator.

Emergency Teachers replace teachers who are on sick leave or attending Professional Development. We have a pool of teachers who are registered with the V.I.T. whom we can call upon.

Administrative Staff - The School Secretary is responsible for administering the school accounts, for ordering and receiving materials, for typing and clerical work. The Catholic Development Fund organises the wages and payment of superannuation.

The School Accountant prepares the Annual Financial Statement. The school accounts and bookkeeping procedures are audited annually.
SCHOOL STAFF 2015

Principal: Bob Davis
Deputy Principal: Kathryn Murphy

Administration Staff
School Secretary: Barb Sadler
Maria D’Angelo
School Bursar: Catherine Pineo

Positions of Leadership:
Religious Education Coordinator: Lora Tomasiello
Teaching & Learning Coordinator: Kathryn Murphy
Senior Literacy Coordinator 3 - 6: Toni Clay
Junior Literacy Coordinator P - 2: Amanda Jolly
Student Services Coordinator: Lyn Nelson

Positions of Responsibility:
Senior Level Coordinator 5 & 6: Eska Ta
Middle Level Coordinator 3 & 4: Toni Clay
Junior Level Coordinator 1 & 2: Linda Buick
Prep Level Coordinator: Amanda Jolly
Sports Coordinator: Year 5/6 teachers
Student Wellbeing Coordinator: Lyn Nelson
ICT Coordinator: Kaye Gregory

Classroom Teachers:
Prep A: Amanda Jolly
Prep B: Tricia Rose Thornton
Year 1/2 C: Linda Buick
Year 1/2 D: Adriana Di Petta
Year 1/2 E: Tanja Mulcahy
Year 3/4 F: Toni Clay
Year 3/4 G: Ryan Collins
Year 3/4 H: Anthony Adaman
Year 5 K: Jessica Brophy
Year 5 L: Lora Tomasiello
Year 5/6 J: Louise Ellis
Year 6 I: Eska Ta

Specialist Teachers:
Music: Kelly Wild
Italian: Toni Di Petta
Librarian: Kaye Gregory
Physical Education: Ryan Ogden
Wellbeing and Student Services: Lyn Nelson
**Teaching Support Staff:**

School Counsellor  
Stacey Dallas  

Teaching & Learning Coordinator  
Lyn Nelson  

Release Teachers  
Carmel Wood  
Carol Power  

Teacher Aides:  
Jane Hall  
Yvette Hernyak  
Joanne McKenzie - McHarg  
Deanne Mondon  
Carol O'Sullivan  
Frances Presta  
Lisa Stewart  
Nalika Thilakaratne  

Before & After School Care  
Jacky Racovalis
SPECIAL FEATURES

Special Features of our school include:

- A caring supportive staff
- An active parent and parish community
- Onsite school counsellor
- State of the art classrooms with Electronic Interactive Whiteboards (IWB) installed in all learning environments. Each pair of rooms also has its own individual multimedia computer pod and a large ‘break out’ space for students and teachers to work in. Works of this new building was completed in July 2010
- A new library and administration area completed in mid 2011
- Apple based computer program used from year 1 – 6. State of the art Imacs and MacPro laptops are available for all students in these years. Students in Foundation (previously known as Prep) have access to a large collection of IBM computers in their rooms.
- From 2015 we are also introducing Chromebooks in the senior classes as part of our commitment to being a GAFE (Google Apps for Education) school.
- Secure gated cyclone fencing around school. Access to the school between the hours of 9 am – 3 pm can only be made through the front administration office.
- Grassed playground in addition to large basketball asphalt area
- Gardened learning area that has access from the classrooms
- Access to the church facilities which include an indoor basketball /gymnasium centre and large Community Centre
- Sacramental classes, school and class liturgies
- Music, Physical Education, Librarian and Italian specialist teachers
- Numeracy & Literacy Support
- ‘Sunsmart’ Accredited school
- ‘Asthma Friendly’ accredited school.
- All staff have current level 2 first aid training and anaphylactic management training.
- Adventure play equipment under a series of shade clothes.
- Strong inter-school sports program for senior students including football, soccer, netball, basketball and softball teams
- Swimming, tennis, athletics & cross-country teams who compete at local level.
- Annual Family Twilight Sports Day
- Excursions/incursions organised at each level
- Weekly school assemblies where parents are invited to attend
- Buddy system for our prep/grade 6 students
- Annual year 5/6 school camp
- Biennial P-6 Performing Arts concert (odd years i.e. 2015)
- Biennial P-6 Visual Arts concert (even years i.e. 2016)
- P- 2 swimming program (optional but encouraged for grades 3, 4, 5 & 6)
- Elected School Leaders & Student Representative Council
- All classrooms have air-conditioning and heating.
- Onsite playgroup activities each Tuesday morning
St Leonard’s school provides a number of co-curriculum activities in which students can participate through choice as well as a number of activities that are part of the overall organisation of the school.

### Swimming
Swimming tuition is provided as a part of the prep to 2 sports curriculum and is compulsory for all students. The swimming program is optional for students in grades 3 – 6. Qualified instructors at the Waverley Aquatic Centre conduct swimming lessons, which is located 400 metres from the school. In 2015 the swimming program will be run during fourth term as a daily intensive program.

### School Camp
Year 5 & 6 students attend an annual School Camp. We rotate the camps from Camp Rumbug in Foster and Sovereign Hill, Ballarat each year. The purpose of the camps is to foster stronger relationships between students and their teachers. It is also an opportunity for students to interact with their peers in a different environment than the traditional school setting. In 2015 our students will be attending Sovereign Hill Camp from 20th – 22nd April.

### Production Arts Musical
The school holds a biennial Performing Arts Musical Concert that involves all students from grades Prep to year 6. It is an opportunity for all students to display their skills and talents in the performing arts. The event is held at a concert hall venue each September of the odd numbered year and is a highlight of the Arts program at St Leonard’s

### Visual Arts Production
The school holds a biennial Art Show that involves all students from grades Prep to year 6. The production is an opportunity for children to showcase their talents in producing both 2D & 3D art. The Art show is held in the September of each even numbered year in the Community Centre.

### Art Elective Program
An Art Electives Program is held in conjunction with the Art Show. In this program we solicit the assistance of parents, grandparents, neighbours etc with specific skills to give the children an opportunity to create artistic pieces that they might not normally get the opportunity to do.

### School Choir
The school has two choirs that practise on a weekly basis under the direction of our performing arts/music teacher. The two choirs, years 3 & 4 and years 5 & 6, practise once per week and are sometimes required for additional lunchtime sessions if a performance is pending. The choir performs at sacramental and liturgical celebrations and is also invited to perform at local community events.
<table>
<thead>
<tr>
<th>Elected Leadership</th>
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<tbody>
<tr>
<td>St Leonard’s grade 6 students are elected to a number of Leadership positions early each year. All children in grade six are eligible for positions and are elected by their peers.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Buddy Program</th>
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</thead>
<tbody>
<tr>
<td>The grade six and prep students are involved in a buddy system whereby each prep child is allocated a senior student to be their special friend for the duration of the year. The students will often share mealtimes together, be involved in shared learning experiences and forge strong bonds within the school.</td>
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<table>
<thead>
<tr>
<th>Swimming Squad</th>
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<tbody>
<tr>
<td>Students from Years 3 to 6 may join the St Leonard’s swimming squad in preparation for the VPSSA swimming competition. The squad trains before school in Term1.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Tennis Lessons</th>
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</thead>
<tbody>
<tr>
<td>Students from grades 3 –6 are also able to try out for representative tennis squads, which play an annual tournament against other schools in the district.</td>
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<table>
<thead>
<tr>
<th>Netball &amp; Basketball</th>
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</thead>
<tbody>
<tr>
<td>The St Leonard’s Parish runs both Netball and Basketball teams that involves children from grade 2. The teams are coached after hours on the school property by parents from the school.</td>
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<table>
<thead>
<tr>
<th>Guitar Lessons</th>
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</thead>
<tbody>
<tr>
<td>All children from grades 2 – 6 are eligible to enrol for guitar lessons that are held throughout the week at lunchtime. Lessons are conducted on site by a professional music teacher.</td>
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</table>

<table>
<thead>
<tr>
<th>Boys Club</th>
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</thead>
<tbody>
<tr>
<td>The Boys’ Club is a long standing weekly evening activity based event open to all boys in Prep – 6 and their fathers/guardians. Boys and their dads get together for games and fun activities. The evening is conducted on school/parish property and is a wonderful experience not only for the boys but also as a way of allowing the fathers to meet on a social basis. Boys club meet on a Thursday Night.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Library</th>
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</thead>
<tbody>
<tr>
<td>The Library Resource Centre is situated in the Administration Block. The Library program at St Leonard's aims to familiarise the children with all aspects of library usage and encourage in them the concept of the Library as a Resource Centre. The Library program involves a literature and library skills component. The Library also forms an important part of our Computer Program with computers being available for children’s use. All computers throughout the school are networked and able to access the library catalogue. Teacher resources and children’s “take home” reading materials are housed in the Library, Staff Resource work area and Wellbeing Centre. The new school library was completed in mid 2011.</td>
</tr>
</tbody>
</table>
The staff at St Leonard’s aim to develop a partnership between parents, teachers and the children while working together. You are invited to participate in your child’s education through a wide range of activities. These include the following:

- Literacy & Numeracy block parent helpers
- Excursions
- Library
- Social Events
- Swimming Program
- Parent Nights – Information, Sacramental & Social
- Various Curriculum programs
- Assemblies
- School Sports
- Education Board
- Parents & Friends Association

Benefits to you the parent

While St Leonard’s often needs your support, by working in the school you will gain a deeper understanding of educational needs and goals. You will learn more about everyday activities in the classroom and enjoy increased communication and interaction with teaching staff.

Parents are also encouraged to take an active role in the Parents & Friends Association and the Education Board.

**The School Education Board** was established during 1989 to represent parental opinion and to offer responsibly informed advice to the Parish Priest and School Principal. The Board is an advisory body set up to assist with the review and development of school based policies and programs to enable school improvement. Elections for the Board are conducted in March of each year and the Board meets on the first Wednesday of each month in the staff room.

**Parents & Friends Association** (P.F.A) meets on the third Tuesday of each month in the staff room. It has three main purposes:

(a) To arrange social functions for the parents and families.
(b) To raise funds for the school.
(c) To provide a forum for information exchange and parent education.

Elections for the P.F.A. are held in February.
ABSENCE
If your child is away from school please send a note to the class teacher upon return, explaining the absence. While a phone call to the school is appreciated when a child is absent we are still legally required to collect written proof from parents explaining a child’s absence. Parents who collect their children from school during the day are required to call at the School Office to sign the Absence Register.

ANAPHYLAXIS & ASTHMA
At the beginning of each year a medical form is sent home to each family. Any child identified as suffering Anaphylaxis or Asthma must have a detailed management plan supplied by parents. The management plans are kept in the school office. All children identified as being Anaphylactic must have an Epipen stored in the school office. All teaching and administration staff have level 2 First Aid Training and First Aid Management of Anaphylaxis.

ASSEMBLY
A school assembly is held each Tuesday afternoon (except term 3) at 2.45 pm in the Community Centre. Different classes are scheduled to host each assembly where they present some of the work they have completed in class.

BASKETS - Communication with Office
Mornings
In the mornings teachers collect any notes/envelopes from children for the office, place these in the basket and deposit them to the office by 9:00 am. The school will only accept cash, which is in a clearly labeled envelope. (i.e. payment of bookclub). Please note that it is not appropriate to send large sums of cash to school via children’s bags. Any large payments of cash should be delivered by hand to the school office by parents. The baskets will be collected from the office every day after 3.00pm. Teachers will then distribute relevant notes/envelopes.

BICYCLES
Some children currently ride their bikes to and from school. Parents are requested to have the appropriate conversation with their children about bike safety before they do so. Bicycles are not to be ridden in the school grounds. Stack hats must be worn at all times. All children riding their bikes to school MUST lock the bike in the bike area during school hours.

BLOGS
All classes have a class blog. Parents are actively encouraged to access the blogs on a regular basis to develop a deeper understanding of what is happening in your child’s class. We also encourage parents to post comments on the various sites to encourage the collaboration between home and school.

Reference: St Leonard’s Blogging Policy 5.8.3
St Leonard’s Blogging Guidelines 5.8.4
BOOK CLUB
The school acts as an agent for Scholastic Bookclub who offer paperback books at reasonable rates. Catalogues are distributed approximately once per term, with a set return date. If children wish to purchase any books they must return the appropriate paperwork with payment to the class teacher. The teacher will send the forms to the office via the basket system. Delivery is approximately 4-5 weeks. The book club is run by volunteer parental helpers.

BOOKS LISTS
Booklists are distributed to children in October preceding a book-selling day early in December. The school has entered into a commercial arrangement with Link Educational Resources to supply all book and stationery needs. They are located at the intersection of Waverley & Stephenson Road, Mt Waverley. This does not mean that parents must use the system rather that it is provided as a cheap and effective way to purchase your children’s classroom needs.

CAMP
Children in Years 5 and 6 attend a school camp each year. The camp provides opportunities for teachers and students to get to know each other and to enjoy activity based educational camp experience. In 2015 our students will be attending Sovereign Hill Camp from 20\textsuperscript{th} – 22\textsuperscript{nd} April.

CANTEEN
The school out sources the canteen to a company called Classroom Cuisine. Orders are placed by parents online before 9:00 pm of the previous evening to ensure delivery the next day. The food is of an excellent quality and is delivered each day in individually wrapped bags. To place an order or to view the service offered please visit: www.classroomcuisine.com.au The service is offered every day except Tuesday.

CAR PARKS
Parking is available at the rear of the Community Centre off Springvale Road and at the rear of the school off Allen Street. Parents using the back car park are asked to join the queue of cars waiting to pull up the ‘pick up’ spot at the back gate after school. If your child is not at the back gate when you pull up you are asked to continue on the loop and rejoin the traffic queue.
Please note that there is no drop off or pick up zone in the Springvale Road entrance. Parents using this car park are required to park the car and escort their children to and from the property. A top speed of 5 km per hour is permitted in all school car parks.
Parents are asked not to stop on Springvale Rd, either to drop off or pick up children. Parents are requested also not to double park or park across driveways in Allen Street when collecting children from the rear entrance.

COUNSELLOR
The school employs a counsellor to work one day per week on school premises. The counsellor is available to work with students in a safe and confidential environment supporting issues related to self-esteem, social and behavioural issues, bullying and peer relationships and grief and loss. Any parent who would like to access the service of the counsellor are obliged to do so through the principal or Wellbeing Coordinator.
DAILY TIMETABLE

- 8.30am   Morning Duty begins students supervised on asphalt
- 8:40 am   Bell Rings for students to get ready for classes
- 8.45 am   Bell Rings to begin the day. All classes begin with a meditation
- 8:50 am   Classes begin for specialists
- 10.50 am  Children eat play lunch
- 11.00 am  Bell Rings to begin Morning Recess
- 11.30 am  Bell Rings to end recess and begin Second Teaching Session
- 1.30 pm   Children eat Lunch
- 1.40 pm   Bell rings for lunch break
- 2.30 pm   Bell rings to end lunch break and begin afternoon Teaching Session
- 3.15 pm   Bell rings for dismissal
- 3.40 pm   After school supervision concludes

EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)

Educational Maintenance Allowance is available for eligible parents upon application. Notification of how to apply for EMA appears in the weekly newsletter ‘Link’. EMA provides financial support to families through the direct payment to them to assist in school costs.

EXCURSIONS/INCURSIONS

Excursions / Incursions take place in each year level of the school. They are seen to be an integral part of the school curriculum. It is expected that all children will participate in the excursion program. The Excursion Levy meets the cost of excursions/incursions, which is included in the general student levy.

Parents will be informed of excursion details prior to the excursion taking place, and are asked to return permission notes promptly as absence of the note will necessitate children being excluded from the excursion.

FIRST AID

All children who are sick at school are sent to the sick bay for their own care and welfare. The School Secretary will contact parents if children are not well enough to remain at school. The school has a policy of not administering drugs (e.g. Aspirin) or other medication without permission from parents. As part of our First Aid Policy, any child presenting to the sick bay after a head knock of any type must remain in sick bay until parents have been contacted personally. Please note that any child not well enough to go outside at recess or lunchtime is not well enough to be at school.

FIRST AID TRAINING

The school’s administration has entered into a commercial arrangement with Healthguard First Aid to train and maintain the appropriate level 2 First Aid training for all staff. Healthguard advises us when this training needs to be updated and they offer appropriate Profession Development training on site after hours.

HATS

School hats are compulsory in 1st and 4th term as part of our ‘Sun Smart’ Policy. A “No Hat No Play” rule applies.
HEALTH REGULATIONS
Ministry of Education and Health Department regulations apply in cases of infectious diseases involving exclusion from school. These guidelines are available from the school office and are printed in the School Newsletter (LINK) on a needs basis.

HOMEWORK
It is expected that all children will be given homework activities as per the school policy. Some teachers may choose to set weekly homework sheets while others may prefer to set it each day. Either way is acceptable. The school policy lists an appropriate amount of homework as being:

Prep – Two (15-20 mins four times per week)
- Reading and parents sign Reading Diary
- Word lists – sight vocab and set spelling words

Year 3-4 (30 minutes written tasks and reading, four times a week)
- Children are given a homework sheet on a Monday and are required to complete tasks daily/weekly as directed by the teacher.
- Written tasks include maths, English, comprehension and grammar, occasional research tasks, spelling, tables.
- Parents sign homework and Reading Log on a daily/weekly basis.

Year 5-6 (40 minutes written tasks and reading, four times a week)
- Children are given homework tasks daily/weekly and are required to complete these as directed by the teacher.
- Written tasks include Maths, English, comprehension and grammar, occasional research tasks, spelling, tables.
- Parents sign homework and Reading Log on a daily/weekly basis.

Reference: St Leonard’s Homework Policy 6.5

INTERNET AND EMAIL (student use)
The school has a published policy on the use of the Internet & email by students. The policy clearly identifies the appropriate use of the Internet and the consequences for inappropriate use. Attached to the policy is the pro forma that all children must sign each year before they can access the Internet service. Also included is a photographic permission form. This permission form allows us to be comfortable in uploading images to our blogs and website that may involve students from our school. Children are never identified by their full name when images are used in this manner.

Reference: St Leonard’s Internet and Email Student Policy 5.8.2

INTERSCHOOL SPORTS
All children in grades 5 & 6 are involved in the Interschool Sports Program. The program is conducted in terms 1& 2. In term 3 most children are involved in Basketball, while term 4 is the focus of the Athletics Program. Due to the hot weather early in the year we have a summer sports alternate timetable that is published at the beginning of the year. The selection criteria for each sport is clearly identified in the school Interschool Sports Policy.

Reference: St Leonard’s Interschool Sports Policy 5.10.1
LIBRARY
The library is the centre of the school’s available resources, contributing directly to the child's learning experiences. The library houses a variety of resource materials: picture story books, fiction and non-fiction books, CD-Rom’s, pictures and various audio-visual aids and equipment. All children are encouraged and expected to borrow books from the school library regularly throughout the school year. Parents are asked to encourage the borrowing of books by taking an interest in what their children borrow. To help protect books from being damaged it is expected that each child will have a library bag (a rectangular draw string material bag). If library books are lost or damaged through carelessness, it is expected that the replacement costs will be met by the child/family concerned.

LIBRARY FOUNDATION
The Library foundation was established in 1990 by the School to provide an additional source of finance for Library resources. The Foundation is a registered body with the Tax Department and is able to provide Tax Deductibility for donations. The Foundation is open to receive donations at any time throughout the year and acknowledgement is made in Library books.

‘LINK’ NEWSLETTER
The school newsletter ‘Link’ is published on a weekly basis and is sent home with the oldest child each Friday. If a student is absent from school the class teacher will hold it until the student’s return to school. Many parents also opt to have the newsletter sent to them via email. Parents can also opt to not receive a hardcopy if they so desire.
Please also note that the newsletter is available for all parents through the parents’ portal on the school website: www.leonardsgwav.catholic.edu.au
The log in name and password is ‘parents’ ‘parents’

LOST PROPERTY
Unclaimed property is held in the Lost Property Box which is located in the Multi Purpose Room. At the end of each term all un-named, unclaimed articles are directed to the Uniform Shop or disposed of.

MASS
Each class attends a morning mass approximately once per month with whole school Masses also held on special occasions. We also organize Sunday Sacramental Commitment School Masses approximately once per term. It is an expectation that where possible all students attend these masses.

MEDITATION
All classes begin the day with a class meditation. The purpose of these meditations is to start the day with a calming reflective 5 – 10 minutes period to clear the mind and be ready to start the day. All doors are closed at 8:45 to begin the meditations. Anyone not in the room when they begin are required to wait outside the classroom until they are completed. Parents are more than welcome to attend a class meditation if they wish on the proviso that they are active participants of the meditation as opposed to being there to observe.
NATIONAL LITERACY / NUMERACY TESTING
National Literacy / Numeracy testing is conducted each year for all grade 3 & 5 children with the exception of any child who is exempt. More information will be disseminated as it becomes available. The dates for the 2015 tests are as follows:

Tuesday 12th May  Year 3 & 5 NAPLAN Language Conventions & Writing test
Wednesday 13th May  Year 3 & 5 NAPLAN Reading test
Thursday 14th May  Year 3 & 5 NAPLAN Numeracy test

OUT OF SCHOOL HOURS CARE PROGRAM (O.S.C.H.)
O.S.C.H. operates at St. Leonard’s before school from 7.30 am to 8.30 am and after school from 3.15 pm to 6.15 pm. It provides care in a safe, warm, friendly, caring and homely atmosphere. The program is outsourced to Camp Australia.
Contact the School Office for application forms or see the school website for contact details.
www.leonardsgwav.catholic.edu.au

PARENT HANDBOOK
This parent handbook is also published in an electronic PDF version and can be found on the school website www.leonardsgwav.catholic.edu.au

PARENT INFORMATION NIGHTS
Parent Information Nights are held throughout the year on a range of policy and curriculum issues. A general information session is held at the beginning of each year. In 2015 the Parent Information Night is being held on Tuesday 10th February.

PARENT PARTICIPATION
All parents are encouraged to be actively involved in the life of the school. Opportunities are available for participation in classroom programs, excursions, senior sport, working bees, school library etc., and as parent representatives on the Education Board and P.F.A. Board.

PARENT RESOURCE ROOM
A parent resource room was built when the new administration centre was constructed in 2011. The Resource Room contains two computers with free internet access and a printer scanner. It also houses parent reference books and a large collection of novels that parents are free to borrow whenever they like. The Resource Room is located directly opposite the school library.

PARENT TEACHER INTERVIEWS
Parent / Teacher interviews are arranged twice per year in February and July. These meetings provide an opportunity for parents to discuss the progress of their children and any concerns that either teacher or parent may have. Teachers are available at other times to discuss children’s educational growth with parents. Parents are asked to telephone the school or contact the teacher personally to make an appointment for any interviews. This ensures that the teacher is available and that the interview is profitable for all concerned. The Principal is always available to parents to discuss the well being of children. Appointments can be made by contacting the school secretary or the principal directly.

PASTORAL LEADERSHIP TEAM
The Pastoral Leadership Team is the main advisory body and decision-making body of the Parish. All adult members of the Parish community are entitled to offer to serve on the Pastoral Team.
PHYSICAL EDUCATION
All children from Prep to Year 6 have a weekly P.E. lesson. Children are expected to wear sports uniform on their sports day. Children in Years 5/6 participate in the Wellington Sports District Sports Competition against neighbourhood schools. Games are generally played on a Friday. Parents are encouraged to support school teams and to assist with supervision.

POLICY DEVELOPMENT
Policies are developed continually through a process involving the School's Education Board, the School's Principal and teaching staff. The detailed policies are documented in the School Policy Manual and represent the guidelines within which the School operates.

PREP ORIENTATION & OPEN DAYS
As part of our 2016 prep induction program we are offering 4 different days for children to come along to school during the 2015 school year. These sessions will run from 2:00 - 3:00 pm. On Friday 13th November we will have a half day Orientation Day for all children enrolled in the school for 2016.

The children will be involved in specific ‘getting to know you’ sessions with either our current prep teachers or our specialist staff. At the same time we have timetabled parent information sessions on a number of topics. We have specific sessions where parents can become more informed about the running of the school and the types of curriculum offered. Past experience has shown us that these days, while being of invaluable importance to the children’s smooth transition to school, are also often vitally important to many parents as well.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thur 30th April</td>
<td>2:00 - 3:00</td>
<td>Children: Classroom activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents: Overview of School &amp; its structure</td>
</tr>
<tr>
<td>Thur 11th June</td>
<td>2:00 - 3:00</td>
<td>Children: Classroom activities/Music specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents: Special Education &amp; Intervention Programs overview</td>
</tr>
<tr>
<td>Thur 6th August</td>
<td>2:00 - 3:00</td>
<td>Children: Classroom activities/Italian specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents: General question &amp; answer session</td>
</tr>
<tr>
<td>Thur 17th September</td>
<td>2:00 - 3:00</td>
<td>Children: Classroom activities/Library Specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents: Literacy/Numeracy program overview</td>
</tr>
<tr>
<td>Tues 10th November</td>
<td>7:00 - 9:00</td>
<td>Prep Parent Information Night / Social Evening</td>
</tr>
<tr>
<td>Friday 13th November</td>
<td>9:30 - 12:00</td>
<td>Prep Orientation Day</td>
</tr>
</tbody>
</table>

Open Days: Tuesday 17th & Thur 19th March. Tours on the hour beginning at 9:00 – 6:00 Mon 18th & Wed 20th May

REPORTS
Formal written reports are issued twice per year, at the end of second and fourth terms. These are sent home to parents in sealed envelopes.
SACRAMENTAL DATES

Children make their sacraments in the following grade levels:
Reconciliation year 3
Communion year 4
Confirmation year 6

It is the responsibility of the teaching staff to prepare the children for each of the sacraments. The Sacrament event is planned in conjunction with the Religious Education Coordinator.

The dates for each of the sacrament in 2015 are as follows:

**Reconciliation**
- Workshop Night: Tuesday 28th April 7:00
- Sacrament: Tuesday 19th & Wednesday 20th May at 7:30 pm

**Confirmation**
- Workshop Night: Wed 10th June 7:30 pm
- Commitment Mass: Sunday 14th June 9 am
- Sacrament: Friday 31st July at 7:00 pm (Monsignor Terry Curtin)

**Eucharist**
- Workshop Night: Wed 19th August 7:00 pm
- Commitment Mass: Sunday 23rd August 9 am
- Sacrament: Sunday 18th October 2 pm

SCHOOL CLOSURE DAYS

The school is entitled up to 6 school closure days per year. These are generally planned 12 months in advance. The school leadership team will set these dates to coincide with the PD needs for that year.

The School Closure Days that have been set for 2015 are as follows:
- Mon 23rd March
- Mon 25th May
- Mon 24th August
- Mon 2nd Nov
- Thur 17th December

Another School Closure may be set at some time throughout the year and parents duly notified.

SCHOOL UNIFORM

The school and school sports uniform may be purchased from the school uniform shop, which is located in the school multi-purpose room.

**Girls' Summer:** Green, grey and white checked cotton/polyester frock. White socks and black shoes are normally worn, but ‘Roman’ sandals worn with socks are permitted during summer. Dark green or gold hair ribbon or scrunchie.

**Girls' Winter:** Green and gold tunic and dark green stockings.

Girls winter uniform also consists of bottle green gabardine pants, gold skivvy or lemon shirt, green jumper with gold stripe, grey socks and black shoes.

**Boys' Summer:** Grey shorts, grey shirt, grey socks and black shoes.

**Boys' Winter:** Grey gabardine pants, gold skivvy or grey shirt, green jumper with a gold stripe, grey socks and black shoes.

**Sports Uniform:** Gold polo shirt with school monogram, bottle green shorts, bottle green sports windcheater with school monogram, white sport socks and sport shoes. Girls in Years 3-6 may wear a bottle green netball skirt (as used by parish netball teams). During the winter months bottle green
tracksuit pants may be worn instead of shorts. Bootleg tracksuit pants (two different material weights) are available for girls but not compulsory.

**Hats:** School hats are compulsory during 1\textsuperscript{st} and 4\textsuperscript{th} Term (3 styles available).

**School Bags:** School bags are available at the Uniform shop.

**Uniform Shop trading hours:** The Uniform shop is open from 8.45 am every Tuesday morning during school terms.

**School uniform is to be worn at all times.**

Photographs of the school uniforms are available on the school’s website

www.leonardsrwav.catholic.edu.au

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**STUDENT AND FAMILY INFORMATION**

A School Record and Medication Form is sent home to parents each year to update student and family information. It is most important that the school be notified immediately if there is a change of address or phone number at home or in the work place of the parents. This is to ensure easy contact in the case of an emergency.

**STUDENT WELLBEING**

The school has both pastoral care guidelines and a discipline policy, which provide for the welfare of each student.

**STUDENT WELLBEING TEAM**

The school’s leadership team constitute the Wellbeing group who are responsible for monitoring the wellbeing of all students. The school also employs a Wellbeing/Student Services Coordinator. Any parental concerns regarding student wellbeing should be directed to the classroom teachers, principal (Mr Bob Davis) or Wellbeing Coordinator (Mrs Lyn Nelson)

**SWIMMING LESSONS**

Swimming tuition is provided as a part of the prep to 2 sports curriculum and is compulsory for all students. The swimming program is optional for students in grades 3 – 6. Qualified instructors at the Waverley Aquatic Centre conduct swimming lessons, which is located 400 metres from the school. In 2015 the swimming program will be run during fourth term as a daily intensive program.

**UNIVERSITY OF NSW TESTING**

We provide parents the opportunity for their children to sit University of NSW tests. These tests are in various subject areas. They are run throughout Australasia and give feedback on your child’s performance against like aged children. Because they are voluntary, this data can be sometimes misleading as it is often the case that only the high performing students decide to sit these exams and therefore true ranking is often problematic as opposed to the NAPLAN testing in which every child is required to sit the exams. Having said that they are a good test and can provide valuable feedback to parents and teachers.

All of the costs associated with these tests will be met by the parents before the test is sat.

The dates of the tests are as follows:

- **Computer Test**  Tues 19\textsuperscript{th} May
- **Science Test**  Wed 3\textsuperscript{rd} June
- **Spelling Test**  Tues 16\textsuperscript{th} June
- **Writing Test**  Any time during the week starting Monday 15\textsuperscript{th} June
- **English Test**  Tues 28\textsuperscript{th} July
- **Maths Test**  Tues 11\textsuperscript{th} August

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WEBSITE
The school’s website is managed by the principal and is updated on a regular basis. All parents are encouraged to familiarize themselves with the various information contained on the site. Classroom teachers also upload a great deal of work onto their ‘class blogs’
Please note the website is:  www.leonardsgwav.catholic.edu.au

WET DAYS AND DAYS OF EXTREME HEAT
On days of extreme weather conditions, the school curriculum is adapted so that pupils are engaged in school activities appropriate to the weather. Pupils are not dismissed early. On wet days and days of extreme heat during recess and lunchtime children will remain in their classrooms and engage in quiet activities of their choosing. Two adjoining classrooms will be supervised by one teacher.

WORKING WITH CHILDREN CHECK (WWCC)
As of 2008 all volunteers within schools must have a WWCC. The technicality of this new Check is that it is for anyone who has direct contact and supervision of children. Therefore any parental helpers must comply. After a parent fills in the appropriate paperwork at the local post office they have their police records checked. If they satisfy the requirements they are sent a licence sized permit. It is important to note that the school also receives notification of a successful application. These are kept of file in the school office. Please note the cost of these checks is free if you a volunteer.

YARD SUPERVISION
The school’s playground is supervised at all times by a teacher(s). Before school supervision commences at 8.30am and concludes after school at 3.30pm. Children still on the premises at 3.30pm are required to wait in the Administration foyer until collected. Children who have not been collected from the office by 3.45 pm will be sent to O.S.H.C. at the parent’s expense. Teachers on yard duty are identifiable by the fluro vests that they are required to wear.

ZEBRA CROSSING
All children crossing from the school to the Community Centre or Hall MUST use the Zebra crossing provided. All children and parents are requested to use this crossing before and after school as well.
CURRICULUM

St Leonard’s is committed to high academic standards and to providing rich learning experiences for the children in our care. The school has a comprehensive curriculum, which is based on the National Curriculum (AusVELS). Please note that the National Curriculum is still be rolled out across schools in Australia.

Through access to a wide range of learning experiences in the areas of the Discipline Based Learning, Physical, Personal and Social Learning, and Interdisciplinary Learning, it is expected that students will develop breadth of knowledge, skills, understandings and values that will empower them to be lifelong learners.

If any parent would like to find additional information about the AusVELS curriculum, please visit the school website where we have created direct links to the many levels of this document.

The curriculum framework aims to equip students with the capacities to:
• Manage themselves as individuals and in relation to others
• Understand the world in which they live
• Act effectively in that world
• To prepare them for success in education, work and life

CURRICULUM SUMMARY

Discipline Based Learning

The domains within the Discipline-based Learning strand form a body of knowledge with associated ways of seeing the world and distinct methods of exploring, imagining and constructing that world. Broadly in line with academic literature and consistent with practice in many schools, the AusVELS document identifies the Arts, The Humanities, English, Languages, Mathematics and Science as the disciplines for the curriculum over the stages of learning from Prep to Year 10.

Within the Discipline-based Learning strand the learning domains are:
• English
• Mathematics
• Humanities (incorporating Economics, Geography & History)
• Science
• The Arts
• Languages

Physical, Personal & Social Learning

A curriculum designed to equip students for the challenging world of the twenty-first century needs to ensure that students develop as people who take increasing responsibility for their own physical wellbeing, their own learning, their own relationships with others and their role in the local, national and global community.

Within the Physical, Personal and Social Learning strand the learning domains are:
• Health and Physical Education
• Interpersonal Development
• Personal Learning
• Civics and Citizenship
Interdisciplinary Learning
The Interdisciplinary Learning strand identifies a range of knowledge, skills and behaviours which cross disciplinary boundaries and are essential to ensuring students are prepared as active learners and problem-solvers for success at school and beyond. This strand focuses on ways of thinking, communicating, conceiving and realising ideas and information. It assists students to develop the capacity to design, create and evaluate processes as a way of developing creativity and innovation. Within the Interdisciplinary Learning strand the learning domains are:

- Communication
- Design, Creativity & Technology
- Information and Communications Technology (ICT)
- Thinking Processes

RELIGION
The Religious Education Program is based on the "To Know Worship and Love" texts. The aim of these texts is to help the child develop a conscious, loving relationship with God our Father, in Jesus Christ, through the Holy Spirit. It is hoped to achieve this aim through fostering in the child:

- an awareness of self, as loved by God and gifted by him;
- an awareness of others in relationship to self and to God;
- an awareness of the world where God shows his love;
- an awareness of the Faith community, how it lives and what its message is.

The school places a strong emphasis on knowing the teachings of the Catholic faith, the basic stories and practices of the faith, and the development of religious practices and appropriate moral behaviour patterns. Through classroom programs, school based liturgies, social justice programs and parish liturgies children have the opportunity to learn the traditions of the Catholic faith and to learn and live according to the gospel values of justice and love.

SACRAMENTAL PROGRAMS
Children are prepared for the Sacraments of Reconciliation in Year 3, Eucharist in Year 4 and for Confirmation in Year 6. These programs are family oriented and require involvement and support from parents. The success of the sacrament programs, as major milestones in the faith life of the children, largely depends on the enthusiasm and support of the families. Full particulars of programs are forwarded to the parents at the appropriate time of each year.
 Literacy is the key access to learning and to success in later education and everyday life. In the English domain, texts and language constitute the central and essential concepts. The concept of texts focuses equally on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

- All students at our school will study a sequential English course based upon the standards contained within AusVELS. These documents are supplemented by our school based Scope and Sequence English outcome statements.
- Students’ individual abilities are measured by a rigorous assessment schedule
- There are a range of support programs to meet the needs of individual students.
- Student progress and results will also be collated in our School Student Tracker and Data Board.
- Two staff members will be appointed to the Position of Leadership within the school to assume responsibility of co-ordinating the school’s Junior and Senior English program.
- St. Leonard’s implements a three wave approach to the teaching of literacy. 1st wave – informed classroom practice, 2nd wave – differentiated learning intentions within the class, 3rd wave – intervention implemented through Individual Learning Plans.

**Trialling of New Literacy Practice**

By administering the St. Leonard’s English Assessment and Reporting Schedule, data is collated to analyse student literacy progress and growth. As a result of some students not achieving expected standards, the following new teaching and learning programs have been initiated, trialled and will be reviewed in light of students’ literacy development.

1. **Action Research 2013 - 2015**

The school is currently undertaking an Action Research Project in the area of Literacy with particular emphasis on Prep – 2. The project began in Term 4, 2013 as a result of an in depth analysis of data which presented some identified challenges within the Prep cohort. Based on the success of this program, a decision was made to continue and develop the model as the cohort progressed into Year 1, 2014.

In 2014 the model was implemented across Years 1 & 2 with the intensive support of the Learning Support Staff. The Leadership Team met in August, 2014 and made the decision to continue the same model of Action Research in 2015. After this date, a further decision will be made as to whether this model will become part of our ongoing practice. At this stage it appears that the model provides optimal opportunities for differentiation of the curriculum for all students. Ongoing data will be gathered so informed decisions can be made in regards to the development of our future Literacy Program.

2. **Spelling in Years 3 to 6 2014**

Students in Years 3 to 6 identified with a lower spelling age compared to their chronological age and also experiencing some learning difficulties were placed on a computerised spelling program – “Spellodrome” as a trial. This program addresses all four spelling knowledge areas – visual, phonological, morphemic and etymological, incorporating games, repetitive drills and progress
reports. Students were screened and placed on an appropriate level. Class teachers maintain students’ program by administering new word lists weekly and monitoring their results. By analysing the standardised spelling results from mid and end of year assessments in November, 2014, a further decision will be made as to whether this spelling program has been beneficial and will become part of our ongoing practice.

Assessment and Reporting
St. Leonard’s collects the following data in regards to student progress:
- Ongoing class data that is recorded on the Student Tracker.
- Data indicating the achievement of each student throughout the school year, using the “English Assessment and Reporting Schedule”
- “St. Leonard’s Primary Literacy Targets” provides a minimum teaching and learning expectation to be achieved in the Junior School.
- Self and peer assessment of achievement.
- Moderation of student work samples and assessment.
- Ongoing collation of student individual literacy files from Prep to Year Six to include formal literacy results and annotated work samples.
- NAPLAN testing in Year 3 and Year 5.

Professional Learning Teams
Classroom teachers meet regularly with the Literacy Coordinators to review literacy progress within the school. Staff work collaboratively to moderate literacy samples, share ideas and professional reading and learning. They plan together as they progressively implement new practices within the school.

Literacy Coordinators
The Junior Literacy Coordinator is responsible for the ongoing literacy needs of the students and staff in Prep to Year 2. The Senior Literacy Coordinator works with students and staff in Year 3 to Year 6. Both Literacy Coordinators are released from classroom duties one day a week. They play a vital role in consolidating and supporting teachers by ongoing monitoring and by creating opportunities for modelling, coaching and mentoring. Strong liaison with the Student Services Coordinator ensures that the needs of all students are identified and monitored. The Literacy Coordinators are involved in network clusters and professional development which in turn is used to assist the level teams in their work.

The Literacy Program
Junior School Prep – Year 2
St. Leonard’s Junior School adopts the “Literacy Advance” program. We are committed to the two-hour literacy block 4 days a week in all Year Prep to Year 2 classes.

The Reading Block
- Whole class shared reading takes place with a whole class focus.
- Children are grouped to provide small group focused teaching based upon common needs.
- A focused teaching group works with the class teacher using a text appropriately chosen for the students’ instructional level.
- Other groups of children work independently at literacy learning centres designed to give practice in all aspects of literacy. Parents holding “Working with Children” permits may assist children in these designated groups.
• Teachers observe and assess children’s developing literacy skills continually and monitor their needs.
• At the completion of the reading block, the class assembles as a whole once more, and the teacher encourages children to articulate their learning.

The Writing Block.
• A whole class session is devoted to modelling aspects of the writing process.
• Children then participate in writing tasks while the teacher may conduct small group or roving conferences at this time to provide focused teaching.
• At the completion of the writing block, the class assembles once more and is given the opportunity to articulate their learning.

Yrs 3 and 4
The Reading Block
• Whole class shared reading takes place with a whole class focus.
• Children are grouped to provide small group focused teaching based upon common needs.
• A focused teaching group works with the class teacher using a text appropriately chosen for the students’ instructional level.
• Other groups of children work independently at literacy learning groups designed to give practice in all aspects of literacy.
• Teachers observe and assess children’s developing literacy skills continually and monitor their needs.
• At the completion of the reading block, the class assembles as a whole once more, and the teacher encourages children to articulate their learning.

The Writing Block.
• A whole class session is devoted to modelling aspects of the writing process.
• Children then participate in writing tasks while the teacher may conduct small group or roving conferences at this time to provide focused teaching.
• At the completion of the writing block, the class assembles once more and is given the opportunity to articulate their learning.

Senior School Years 5-6
In Senior Literacy, there is a focus on using all aspects of literacy (reading and viewing, writing, listening and speaking) as tools for learning in other AusVELS strands.
In the Senior School, there is a major focus on creating and reflecting on increasingly complex and multimodal texts. This will support students to express opinions, make judgements and evoke feelings across all areas of the curriculum, especially through Inquiry Learning. These features which support best practice include:

For students to:
• engage in whole-class discussion, group work and individual activities to foster personal and interpersonal skills.
• learn within the Inquiry approach.
• inquire into the aesthetic aspects of multimodal texts.
• explore varied, rich and meaningful literature to develop an informed appreciation.
• participate in intellectually challenging extension activities.
• use appropriate time for critical reflection and the development of cooperative learning strategies.
• apply acquired learning to new and meaningful contexts.

For teachers to:
• plan for intellectually challenging extension activities.
• cater for individual and dynamic learning groups, as well as whole-class learning.
• foster the flexible use of learning time, resources, contemporary tools and learning spaces.
• use assessment strategies that require students to reflect upon their own and other students’ learning.

Reading Intervention Programs
Wave 3 Intervention is for children for whom quality class teaching and Wave 2 classroom support programs are not enough (refer Student Support Policy). At St. Leonard’s, students who qualify for Wave 3 programs are identified through the Literacy Assessment Schedule. The Student Services Coordinator together with the Literacy Coordinators monitor data to identify students who are working well below the expected attainment for their year level and programs are implemented to meet their Literacy needs.

In Prep the Phonological Early Reading Intervention (PERI) program is used to help students develop strong Phonological Awareness skills which have a strong correlation to students’ overall literacy profile. The Junior School Literacy Coordinator and Student Services Coordinator review the data from testing during Assessment Period 1 to identify those students who require targeted daily intervention to build phonological awareness skills. Individual Learning Plans are devised and the program is implemented by Learning Support Staff. Continuous monitoring through the John Munro assessment tasks guides student progress and future programming.

Intervention for students at risk in Year 1 is the Paired Reading Program. The Junior School Literacy Coordinator and Student Services Coordinator review the data from Assessment Periods throughout the year to select students who are not meeting benchmark text levels. Individual Learning Plans are devised and the program is implemented by Learning Support Staff. Students attend four sessions per week and their progress is monitored through running records. Students discontinue the program when they have reached a text level that enables them to continue learning in the class context (approximately Running Record Level 13 in Terms 1 & 2 but higher towards the end of the year as the class average increases).

Intervention for Year 1/2 students is the ERIK program and the Paired Reading Program as mentioned above. The Junior School Literacy Coordinator and Student Services Coordinator review all assessment data to identify students who are at risk. The Neale Analysis of Reading Ability is administered to identify whether the child qualifies for the ERIK Phonological, Orthographic or Comprehension intervention program. Students are then placed in the appropriate stream and receive 60 sessions of intervention administered by Learning Support Staff. Progress is monitored and reviewed by the Student Services Coordinator. At the completion of the program, post assessment (Neale Analysis) is completed to quantify each student’s progress.

The ERIK program can also be accessed by students from Years 3 – 6 who are significantly at risk. The HELPS program is a reading fluency intervention program that can be implemented with students from Years 3 – 6 who have poor reading fluency. The program has also been demonstrated
as an effective tool for raising comprehension ability. Classroom teachers, Student Services Coordinator and Literacy Coordinators recommend students for the program when they believe further intervention is warranted, or when assessment data indicates a student is experiencing significant challenges in these areas. Individual Learning Plans are devised and the program is implemented by Learning Support Staff. The Neale Analysis is used as a pre and post test to quantify each student’s progress.

**L.O.T.E. (Language Other Than English)- Italian**
The L.O.T.E. program in operation at St Leonard’s sees all students from Prep – grade 6 study Italian. Learning a second language at primary level is a cultural experience, exposing students to another set of beliefs, customs and lifestyles. With these experiences comes a spontaneous desire for students to learn to communicate speak, write and read) in that language. Learning a language other than English helps to increase the children’s awareness of the multilingual and multicultural nature of Australian and world societies.

**MATHEMATICS**

Students learn to demonstrate useful mathematical and numeracy skills, solve practical problems with mathematics, develop specialist knowledge in mathematics, see mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems.

The key features of our mathematics program include:

- Daily numeracy blocks using the SINE (Success in Numeracy Education) Numeracy Initiative Model.
- Junior school intervention program for those children not meeting benchmarks. A teacher is employed to run an intervention program for those students in years 1 & 2 who are not meeting our designated benchmarks.
- Major focus across the school on ‘Mental Maths Strategies’
- Comprehensive assessment across the school, which is used to inform classroom-teaching practice.
- Mathematical reasoning and thinking underpins all aspects of the St Leonard school mathematics program, including problem posing, problem solving, investigation and modelling. It encompasses the development of algorithms for computation, formulation of problems, making and testing conjectures, and the development of abstractions for further investigation.
HUMANITIES - ECONOMICS, GEOGRAPHY AND HISTORY

Students study human societies, people and their cultures in the past and the present, learning about human behaviour. They learn to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems and related to other groups of people.

Economics:
Students will study how different societies allocate scarce resources to satisfy the wants and needs of its members. They will study how to best manage resource scarcity and addresses the requirements for human survival and economic sustainability. They learn how wealth is generated and distributed and are provided with the knowledge and skills to engage with economic matters and to consider the effects of alternative economic decisions on themselves and others. They are then in a better position to:
- act rationally and ethically when making economic and personal financial decisions.
- appreciate the complexity of economic decision making.
- understand the economic decisions made by others.

History:
Students study the past so as to understand themselves and their world, and to apply their understanding in their present lives and consider futures they desire. It helps them understand how the world has changed in the past and how it might be changed again in the future. Students learn that all history, including Australian history, reflects multiple influences and connections to an array of other countries, cultures and times. They learn about the key events in the history of the Australian nation and how it has evolved over time. Aboriginal and Torres Strait Islander (ATSI) history is an integral perspective within Australian history. Students will develop skills in research and critical inquiry: framing questions, organising inquiries, identifying the origins of sources, identifying values and beliefs underpinning them and using the language of history.

Geography:
Students study physical and human environments from a spatial perspective. Students will develop the knowledge and skills to observe and describe places on the surface of the earth, which provides a basis for evaluating strategies for the sustainable use and management of the world’s resources.

SCIENCE

Through Science, students learn to be curious about the world in which they live to wonder why it is that way, and to ask about our place in it. A fundamental goal for science education is to stimulate, respond to and nourish such curiosity, wonder and questioning. Science provides us with one view of the world – a view that changes as our knowledge and understanding of science evolves. Students investigate these challenges and redirections, and the implications of these for their own life choices, the environment and the community (local and global) in which they live so as to meet these challenges and make responsible, informed choices.
Students explore the two Science dimensions of ‘Science knowledge and understanding' and ‘Science at work' through the disciplines of biological, chemical, earth, environmental, physical and space sciences.
THE ARTS

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. The specific areas of The Arts are: Visual Art, Dance, Drama, Media, Music and Visual Communication. By their very nature, the Arts nurture cultural understanding, invention, new directions and new technology. At Levels 1, 2 and 3 all students experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art, including two-dimensional and three-dimensional, and Media) disciplines and forms. Formal Art lessons are held weekly at all levels. Students experiment with a variety of media including painting, drawing, construction, modelling and collage. All children from Prep - grade 6 are involved in a biennial School Art Show where they have the opportunity to demonstrate their artistic abilities.

A specialist music/performing arts teacher is employed to lead all children through a formal music program with a hands on approach. Students from grades 3 – 6 are also involved in a formal choir lessons. Students also are involved in Performing arts, drawing upon a range of skills to present works for a variety of audiences and purposes. All children from Prep - grade 6 are involved in a biennial school concert where they have the opportunity to demonstrate their performing skills.

The primary goal of the Music/Performing Arts program is to develop an understanding and enjoyment of music. To achieve this, the school has developed a wide ranging Music program involving:

- singing
- instrumental and ensemble work
- listening
- movement
- recorder (Years 4, 5 & 6)
- choir (Years 3, 4, 5 & 6)

The Music program at St. Leonard’s is primarily a Kodaly based program, where the voice is the main instrument. The learning is sequential from Foundation to Year 6 – where music concepts are built upon each other. Music elements are learnt simultaneously using a wide repertoire of Folk songs.

The children are also involved in Liturgical Music preparation for Masses, Paraliturgies and Sacramental programs.

HEALTH & PHYSICAL EDUCATION

The domain of Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. Students focus on the importance of a healthy lifestyle and physical activity to promote the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Students’ involvement in physical activity takes many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.
Physical Education lessons are taken by a specialist teacher. Fundamental Motor Skills is an integral part of the P.E. program. All students from years Foundation – Two are involved in swimming lessons throughout fourth term. The program is voluntary for students in years 3 – 6.

The Twilight School Sports carnival involves all students from Foundation – year 6.

Our middle and senior students are also given the opportunity to be involved in Swimming, Cross Country and Tennis teams throughout the year.

All students in years 5 & 6 are involved in Interschool Sports Competition each Friday throughout the year. Sports include: football, soccer, basketball, netball, softball, volleyball, bat tennis, cricket, kanga cricket and athletics.

**INTERPERSONAL DEVELOPMENT**

Learning in the Interpersonal Development domain supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. In this domain there is a particular focus on developing students’ capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

**PERSONAL LEARNING**

Students learn to develop the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives. They also develop skills in planning, monitoring and revising their work, and reflecting on and modifying their learning practices. They are encouraged and supported to take greater responsibility for their own learning, to fully participate in learning activities and to take responsibility for the quality of their learning outcomes. Students learn to seek and use feedback from their teachers and peers to develop their content knowledge and understanding and to develop the capacity to reflect on their learning in systematic ways.

**CIVICS AND CITIZENSHIP**

The Civics and Citizenship domain provides students with knowledge, skills and opportunities to understand and practise what it means to be a citizen in a democracy. Students study the political and legal systems and processes and the history that underpins them in order to achieve civic understanding. They study what it means to be an Australian and explore Australia’s role within the neighbouring region and the world. They discuss and analyse their rights and responsibilities as citizens, and democratic values and principles such as democratic decision-making, representative and accountable government, freedom of speech, equality before the law, social justice and equality.

**COMMUNICATION**

Communication is central to the capacity to construct meaning and to convey information and understanding to others in a range of ways and in a variety of settings to communicate effectively. This domain assists students to develop awareness that language and discourse differ across the curriculum and that there is a need to learn literacies involved in each subject they undertake. They also develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms, including verbal, written, graphic, multimedia and performance, appropriate to their context, purpose and audience.
DESIGN, CREATIVITY AND TECHNOLOGY
In this domain students investigate designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. They will focus on the selection and safe use of appropriate tools, equipment, materials and/or processes to meet the requirements of design briefs; analysing and evaluating both processes and products including, where relevant, any broader environmental, social, cultural and economic factors. These materials include food, wood, metal, timber, plastics, textiles, ceramics, plants and soil/growing media and components such as wheels and axles, pulleys and belts, gears, switches, lights, motors, connecting wires, batteries and printed circuits boards.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)
Information and Communications Technology, as an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. Students use ICT to access, process, manage and present information; model and control events; construct new understandings; and communicate with others. Students use ICT to enhance the learning experience, to create solutions and information products that clearly demonstrate understanding and to share their work with others in an ethical, legal and respectful way. They gain an understanding of Internet protocols and strategies for exchanging information, which enables them to share and challenge their own and other people’s ideas and solutions with a global audience.

The aims of computer usage at St Leonard's School are:
• to enable children and teachers to have "hands on" experience that will develop confidence and familiarity with computers.
• to enhance the existing curriculum through the use of computers as educational tools.

Our school is very well resourced with networked I.T. equipment which is housed in the various multimedia pods accessed from each classroom, Library, Administration & Staff work area.

THINKING PROCESS
The Thinking Processes domain encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours that are essential for students to function effectively in society, both within and beyond school. The explicit focus on thinking and the teaching of thinking skills aims to develop students’ thinking to a qualitatively higher level. The study of thinking enables students to acquire strategies for thinking related to inquiry, processing information, reasoning, problem solving, evaluation and reflection.