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ST LEONARD'S, GLEN WAVERLEY

SCHOOL INFORMATION HANDBOOK

2018

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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 2018 is 267 students across 11 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

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.

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 houses two storage areas and is internally connected to the new building opened in 2010. Works were completed in August 2011.

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 MacBook Pro laptop computers for the senior classes. In **2013** we purchased an additional 40 MacBook Pro 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.

In **2016** we purchased 70 Chrome books and introduced a 1 to 1 device program for all children in years 5 & 6. Considerable infrastructure was put in place to enable complete wireless connectivity throughout the school for such a large number of devices.

In **2017** we are expanding the current Performing Arts/Music Room to encompass another room which will become a multimedia/ TV studio.

In **2017** we replaced all interactive whiteboards in all learning spaces to ensure that our equipment is state of the art

In **2018** we will have a 1 to 1 Chromebook or like device for all children in 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

School

This is our school
Let happiness dwell here
Let the rooms be full of contentment
Let love be here
Love of one another
Love of being alive
And love of God
Let us remember
That many hands build a house
So all of us together
Make one happy school.

Parish

O God, the creator and giver
of all things
Bless St Leonard's Parish in this
our united endeavour.
Strengthen our faith,
Grant us the spirit of sacrifice
so that with your grace,
We will glorify You, grow in
love, and provide for the needs
of our Parish,
Through Christ, Our Lord.

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 2018 is 267 students housed in 11 classes. The average number of students per class is 26. We endeavour to offer small straight prep classes each year to give our youngest children the best opportunity to acclimatise to school life. In 2018 we have two classes of 17 & 18 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 2019 your child must turn five years old by 30th April 2019.
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 OR siblings of current students.
 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.
 8. Non Christian children who reside in the parish.

9. Non 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 2019. 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.

7. Enrolment applications close on 31st May 2018.

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.

SCHEDULE OF FEES – 2018

The 2018 Fees and Levies are as follows

Family Fee	\$1,935	per family
Capital/Building Fee	\$ 310	per family
Excursion Levy	\$ 55	per child
School Levy	\$ 249	per child

Year 5/6 Students only:

Camp Levy	\$ 250	per child
Chromebook Levy	\$ 80	per child

The fee structure is designed so that there is an annual fee of \$1,935 per family. Each family also pays a Capital/Building fee of \$310.

In addition to this there is an individual levy on each child totalling \$304.

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 MELBOURNE (C.E.M)

Catholic Education Melbourne provides Educational Consultants, Financial Consultant and Curriculum Advisors who work in consultation with the principal and school leadership team. Catholic Education Melbourne 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 Victorian Curriculum (implemented in 2017) 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 CSEF (Camp, Sports & Excursion Funds) 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 funds to assist the school in making repayment for capital expenditure. 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. It is worth pointing out that the Parish provides considerable assistance to the school in debt repayment through the School Building Fund. 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.

Families experiencing financial difficulties are encouraged to discuss their circumstances with the School Accountant and/or the Principal.

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 Catholic Education Melbourne 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, Catholic Education Melbourne 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. All staff are committed to creating a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety

Specialist Teachers are all part time and currently provide Performing Arts, Visual Arts, Library, 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 & Bursar are 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 2018

Principal:	Bob Davis
Deputy Principal:	Kathryn Murphy

Administration Staff

School Secretary:	Maria D'Angelo Nalika Thilakaratne
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	Lyn Nelson
Student Services Coordinator	Lyn Nelson

Positions of Responsibility:

Senior Level Coordinator 5 & 6	Lora Tomasiello
Middle Level Coordinator 3 & 4	Toni Clay
Junior Level Coordinator 1 & 2	Linda Buick
Prep Level Coordinator	Angela Foale
Sports Coordinator	Year 5/6 teachers / Frank Stokes
Student Wellbeing Coordinator	Lyn Nelson
ICT Coordinator	Kaye Gregory
IT Coach	Will Sederino

Classroom Teachers:

Prep A	Angela Foale
Prep B	Carly Zammit
Year 1/2 C	Linda Buick
Year 1/2 D	Carmel Wood
Year 1/2 E	Adrianna Di Petta
Year 3/4 F	Toni Clay
Year 3/4 G	Bearne Ozella
Year 3/4 H	Mary-Anne Sammut
Year 5/6 I	Kate Davis
Year 5/6 J	Anthony Adaman
Year 5/6 L	Lora Tomasiello

Specialist Teachers:

Performing Arts	Paul Howard
Visual Arts:	Suzan Atymus
Italian:	Toni Di Petta
Librarian:	Kaye Gregory
Physical Education:	Frank Stokes
Wellbeing and Student Services	Lyn Nelson

Teaching Support Staff:

School Counsellor

Teaching & Learning Coordinator

Maths Intervention Teacher

Release Teachers

Teacher Aides:

Stacey Dellas

Kathryn Murphy

Cathy Verbyla

Amanda Jolly

Tamsyn D'Souza

Jane Hall

Yvette Hernyak

Joanne McKenzie – McHarg

Luisa Maccetta

Deanne Mondon

Carol O'Sullivan

Lisa Stewart

Georgia Stirton

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. All electronic boards replaced in 2017
- A new library and administration area completed in mid 2011
- Apple based computer program used from year Foundation – year 6. State of the art iMacs and MacBook Pro laptops are available for all students in these years including Foundation (previously known as Prep)
- 1 to 1 Device program operating in the year 3 – 6 classrooms. Each child issued with a Chromebook or like device 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
- Performing Arts, Visual Arts, Physical Education, Librarian and Italian specialist teachers
- Numeracy & Literacy Support
- 'Asthma Friendly' accredited school.
- All teaching and administrative 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. 2019)
- Biennial P-6 Visual Arts concert (even years i.e. 2018)
- P- 2 swimming program (optional but encouraged for grades 3, 4, 5 & 6)
- Elected School Leaders
- All classrooms have air-conditioning and heating.

OTHER LEARNING OPPORTUNITIES

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 years 3 – 6. Qualified instructors at the Monash Aquatic & Recreation Centre conduct swimming lessons, which is located 400 metres from the school. In 2018 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 2018 our students will be attending Camp Rumbug from 20th – 22nd August.

Performing Arts Musical Concert

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 Performing Arts program at St Leonard's.

Visual Arts Production

The school holds a biennial Art Show that involves all students from 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 generally 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 (3/4 on one week, 5/6 on the other) 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.

Elected Leadership

St Leonard's year 6 students are elected to a number of Leadership positions early each year. All children in year six are eligible for positions and are elected by their peers.

Buddy Program

The year 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.

Netball

The St Leonard's Parish runs a Netball Club that involves children from year 2. The teams are coached after hours at Jells Park parents from the school.

Guitar Lessons

All children from year 2 – 6 are eligible to enrol for guitar lessons that are held throughout the week at recess, lunchtime and after school. Lessons are conducted on site by a professional music teacher.

Boys Club

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.

Library

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.

PARENTAL INVOLVEMENT

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/April of each year and the Board meets on the first Monday 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.

Please note that all parents involved in any voluntary capacity must have a current working with children's check. Please see section entitled 'Working with Children Check' on page 31 for additional information.

A TO Z QUICK REFERENCE GUIDE

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 2.40 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 & SEE SAW APP

The school launched class blogs in 2011. Parents were actively encouraged to access the blogs on a regular basis to develop a deeper understanding of what was happening in their child's class. We also encouraged parents to post comments on the various sites to encourage the collaboration between home and school. All blogs are password protected.

In 2017 we trialled the 'seesaw' app in the senior classes as another way of engaging parents in their children's learning. The success of the trial means that we will now run the 'seesaw' app in yrs 3 – 6 in 2018. A decision to retire all blogs to be replaced with 'seesaw' in all classes will be made in 2018.

Reference: St Leonard's Blogging Policy 5.8.3 *

St Leonard's Blogging Guidelines 5.8.4 *

*available to view on the school website: www.leonardsgwav.catholic.edu.au

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 than 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 an activity based educational camp experience. In 2018 our students will be attending Camp Rumbug from the 20th – 22nd August.

CAMP SPORTS EXCURSION FUND (CSEF) FORMALLY KNOWN AS EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)

CSEF allowance is available for eligible parents upon application. Notification of how to apply for CSEF appears in the weekly newsletter 'Link'. CSEF provides financial support to families through the direct payment to the school to assist families in payment of Camps, Sports & Excursion costs.

CANTEEN

The school out sources the canteen to a company called Classroom Cuisine. Orders are placed by parents online before 8:30 am to ensure same day delivery. 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 before and after school. 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.

CHILD SAFETY STANDARDS

At St. Leonard's we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel ([CECV Commitment Statement to Child Safety](#)).

The St Leonard's Child Safe Policy provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).

This policy applies to school staff, including school employees, volunteers, contractors and clergy.

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 First Teaching Session (including 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 |

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. Panadol) 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. Homework will also be posted on class blogs. 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 and online 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 and online 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

ICAS TESTING

We provide parents the opportunity for their children to sit University of NSW ICAS 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:

Digital Technology Test	Tues 8 th May
Science Test	Tues 29 th May
Spelling Test	Wed 13 th June
Writing Test	Thursday 14 th June
English Test	Tues 31 st July
Maths Test	Tues 14 th August

Please note that due to the overwhelming number of students now sitting these tests that we will no longer offer them during school time (effective 2017). They will however be offered after school. The impact is such that we longer have the space to adequately supervise the tests during school hours.

INTERNET, EMAIL AND SOCIAL MEDIA (student use)

The school has a published policy on the use of the Internet & email and Social Media by students. These policies clearly identify the appropriate use of the Internet and the consequences for inappropriate use. Attached to the Internet & Email 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
St Leonard's Social Media Policy 4.1.22

INTERSCHOOL SPORTS

All children in years 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. Some year 4, 5 and 6 students also have the opportunity to be involved in the Swimming (term 1), Cross Country (term 2) and Athletics (term 3) Programs. 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, 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 note that the weekly newsletter is also posted on the 'Skoolbag App' for easy access.

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.

MASS

Each class attends a morning Mass approximately once per term 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.

MANDATORY REPORTING

All members of the teaching profession are mandated by law to report signs of physical and /or sexual abuse and neglect. A more detailed explanation of the guidelines can be found in the school's Mandatory Reporting Policy. The summary of procedures is as follows:

- discuss each matter with the Principal. Record concerns.
- meet with the Advisory Committee if and when appropriate;
- form a belief that a child is in need of protection;
- report the matter to the department of Human Services;
- Observe strict confidentiality.

Please note: It is now mandatory for all adults to report suspected abuse of a sexual nature to the police.

Reference: St Leonard's Mandatory Reporting Policy 4.2.4

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 year 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 2018 tests are as follows:

Tuesday 15 th May	Year 3 & 5 NAPLAN Language Conventions & Writing test
Wednesday 16 th May	Year 3 & 5 NAPLAN Reading test
Thursday 17 th May	Year 3 & 5 NAPLAN Numeracy test

OPEN DAYS 2018

We hold 4 formal open days throughout the year. The first two days are held during Catholic Education Week. The dates are as follows:

- Tuesday 13th March
- Thursday 15th March

The second set of dates are during State Education Week. The dates are as follows:

- Monday, 21st May
- Wednesday 23rd May

OUT OF SCHOOL HOURS CARE PROGRAM (O.S.H.C.)

O.S.H.C. 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 2018 the Parent Information Night is being held on Tuesday 13th 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, 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 June. 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 and the Student Services Coordinator are always available for parents to discuss the well being of children. Appointments can be made by contacting the school secretary.

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 District Sports Competition against neighbourhood schools. In term 1 the competition is played over two Fridays in a Round Robin format. In Term Two the games are played on a weekly basis on a Friday afternoon. 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 2019 prep induction program we are offering 4 different days for children to come along to school during the 2018 school year. These sessions will run from 2:00 - 3:00 pm. On Friday **9th November** we will have a half day Orientation Day for all children enrolled in the school for 2019.

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.

Date	Time	Focus
Thur 26 th April	2:00 - 3:00	Children: Classroom activities Parents: Overview of School & its structure
Wed 6 th June	2:00 - 3:00	Children: Classroom activities/ Music specialist Parents: Special Education & Intervention Programs overview
Thur 2 nd August	2:00 - 3:00	Children: Classroom activities /Italian specialist Parents: General question & answer session
Thur 20 th September	2:00 - 3:00	Children: Classroom activities/Library Specialist Parents: Literacy/Numeracy program overview
Wed 7 th November	7:00 - 9:00	Prep Parent Information Night / Social Evening
Friday 9 th November	9:30 - 12:00	Prep Orientation Day

Open Days: Tuesday 13th & Thur 15th March . Tours on the hour beginning at 9:00 – 5:00
Mon 20th & Wed 21st May. Tours on the hour 9:00 - 4:00

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 2016 are as follows:

	Reconciliation
Workshop Night	Wednesday 28 th April 7:00

Sacrament

Tuesday 20th & Thursday 22nd May at 7:00 pm

Confirmation

Workshop Night

Wed 25th July 7:00 pm

Commitment Mass

Sunday 29th July 9 am

Sacrament

Friday 7th September at 7:00 pm

Eucharist

Workshop Night

Wed 2nd May 7:00 pm

Commitment Mass

Sunday 6th May 9 am

Sacrament

Sunday 17th June 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 2018 are as follows:

Mon 26th Feb

Tues 27th Feb

Fri 8th June

Mon 5th Nov

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

SCHOOL UNIFORM

All school uniforms can be purchased through Surrey Clothing. Purchases can be made online: www.surreyclothing.com.au with a free delivery service to the school. Alternatively you can visit their shop at 161 Union Road Surrey Hills and purchase directly.

Contact phone: 9763 1101

Please note that Surrey Clothing will also open up a school based shop approximately twice per term between the hours of 8:30 -10:00am. This shop is set up in the Multipurpose 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 1st and 4th Term (3 styles available).

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

School uniform is to be worn at all times.

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

www.leonardsgwav.catholic.edu.au

SKOOLBAG APP

The school uses a 'Skoolbag App' as a means of communication with parents. We upload calendar information and weekly newsletters along with various alerts for things school related. They may be reminders of events (ie school photo day) or to advise of a cancellation.

More importantly it is a wonderful way for the school to be able to stay in touch with all families in the case of an emergency. **I highly recommend that every parent install this app on their individual devices.** Paperwork with details on how to download the app are sent home to all families at the beginning of the school year,

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 Monash Aquatic & Recreation Centre conduct swimming lessons, which is located 400 metres from the school. In 2018 the swimming program will be run during fourth term as a daily intensive program.

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.

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 3.40 pm will be sent to O.S.H.C. at the parent's expense. Teachers on yard duty are identifiable by the fluoro 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 Victorian Curriculum document (implemented in 2017).

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum.

If any parent would like to find additional information about the Victorian Curriculum, please visit the school website where we have created direct links.

CURRICULUM SUMMARY

Learning Areas

The Victorian Curriculum F–10 learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic.

Their enduring nature rests in their different epistemologies, or ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world.

Learning Areas includes the disciplines of:

- English
- Mathematics
- Humanities (incorporating Civics and Citizenship, Economics, Geography & History)
- Science
- The Arts (incorporating Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design).
- Languages
- Health and Physical Education
- Technologies

Capabilities

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. A key distinction between the Australian Curriculum F–10 and the Victorian Curriculum F–10 is the provision of content descriptions and achievement standards in the four capabilities.

The four capabilities in the Victorian Curriculum F–10 are:

Critical and Creative Thinking

Ethical

Intercultural

Personal and Social

The Australian Curriculum F–10 includes three additional general capabilities:

Literacy

Numeracy

Information and Communication Technologies (ICT).

The Victorian Curriculum F–10 design does not include these three general capabilities as separate learning areas or capabilities with discrete knowledge and skills.

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.

ENGLISH

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 the Victorian Curriculum. 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 Personalised Learning Plans.

The key features of our English program include:

- Daily reading, writing blocks in the junior school. Incorporating the Differentiated Universal Early Literacy (DUEL) program prep – yr 2. Daily literacy blocks in the senior school with some these including explicit teaching of reading and writing skills.
- Yr 3 - 5 intervention program for those children performing below or very below standard or with a PLP.
- Spelling program across all levels
- Comprehensive assessment across the school, which is used to inform classroom-teaching practice.

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 - 2016

The school recently completed 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. In 2016 a decision was made to implement the same program again with a focus of embracing this model of delivery as a matter of school policy. 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.

Due the overwhelming success of the project a decision was made at the beginning of the **2017** school year to embrace the findings of the project as our stated methodology of teaching Literacy in Foundation – year 2.

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.
- 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.

Action Research 2016

The school is currently undertaking an Action Research Project in the area of Numeracy with particular emphasis on Years 1 – 2. The project began in Term 1, 2016 as a result of the success of the Literacy Action Research Plan we have been running since 2013.

The Numeracy Action Research Model 2016 was implemented across Years 1 & 2 with the intensive support of the Learning Support Staff. It is based upon the same notion of using data to group students to enable targeting assistance at the point of need. In this model the entire cohort is divided into various groups to work through a pre-planned program to move along the learning continuum. Children will find themselves working in like ability groups and may find themselves under the direction of any of the 1/2 teachers, Learning & Teaching Coordinator or Learning Support Staff.

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 Numeracy Program.

HUMANITIES – CIVICS AND CITIZENSHIP, 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.

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.

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.

The Science curriculum has two interrelated strands: Science Understanding and Science Inquiry Skills. Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

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 with an specialist art teacher 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.

In 2017 an ‘Artist in Residence’ was employed to be the performing arts teacher to lead all children through a formal music program with a hands on approach. Students from grades 3 – 6 are also involved in 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 Foundation - 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 the performing arts and to achieve this, the school has developed a wide ranging program involving:

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

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

HEALTH & PHYSICAL EDUCATION

The Learning Area 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.

Health concepts are taught to all levels through an inquiry unit. The overarching concept for this unit is Wellbeing and the learning throughline is: Lifelong healthy, active living benefits individuals and society.

TECHNOLOGIES – DIGITAL TECHNOLOGIES, DESIGN AND TECHNOLOGIES

The Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.

In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions. In Digital Technologies, students use computational thinking and information systems to analyse, design and develop digital solutions.

PERSONAL AND SOCIAL CAPABILITY

The Personal and Social capability focuses on the recognition and expression of emotions, the development of resilience, and the appreciation of diversity of gender, age, language, culture and religion. Students explore the importance of a range of social relationships, including within families, peer groups and the community. They are also enabled to identify and manage emotional responses in a range of contexts.

Learning in Personal and Social capability is strongly connected to many other areas of the curriculum. Health and Physical Education, in particular, enables students to develop knowledge of recognition of personal qualities, awareness of identity and establishment and maintenance of respectful relationships.

CRITICAL AND CREATIVE THINKING

The Critical and Creative Thinking capability focuses on the development of increasingly complex and sophisticated processes of thinking. Critical and creative thinking processes are fundamental to effective learning across the curriculum.

The Questions and Possibilities strand is the basis for all effective learning and provides a structure for inquiry-based approaches to teaching. Helping students understand the fundamental role that questions and questioning play in enabling learning and developing a learning disposition is a necessary condition for deep learning. The Questions and Possibilities strand supports students to develop their imaginative and intuitive capacity as well as fostering a curious and speculative disposition. Students apply these to propose novel ideas, develop original artefacts and make new connections.

The Reasoning strand provides students with the knowledge and tools to both construct and evaluate ideas and arguments that may be unfamiliar. It underpins other areas of the curriculum in which students are required to gather, consider and evaluate data, evidence and propositions and then form conclusions.

The Meta-Cognition strand defines the knowledge and skills that enable students to better identify, describe, understand, practice, develop and manage their own learning processes. Critical and creative thinking processes are not discrete but are related within each of the strands. For example, part of creative thinking is establishing and using criteria to critically evaluate the merits of various propositions generated by creative thinking processes. Likewise, critical thinking can involve the application of creative thinking processes to generate novel criteria that can then be used to evaluate propositions in innovative and productive ways.

INTERCULTURAL CAPABILITY

The Intercultural capability curriculum focuses on learning about cultural understandings and practices. Students examine, reflect on and challenge assumptions, stereotypes and prejudices and explore how intercultural experiences can influence and change attitudes and beliefs.

Students apply their learning in intercultural capability to complex questions of the globalised world. Intercultural capability fosters skills that assist students to negotiate across barriers that may arise from differences.

Intercultural capability is strongly connected to those areas of learning concerned with people and their societies, relationships and interactions, including the Personal and Social capability knowledge and skills related to empathy, openness, respect and conflict resolution.

ETHICAL CAPABILITY

The Ethical capability curriculum focuses on the conceptual and analytical skills necessary for informed deliberation on ethical issues. This curriculum enables students to identify the assumptions and implications of different ethical positions, recognising the areas of contestability within those positions. It is based on three assumptions:

- many aspects of ethics are contestable and debatable and students are encouraged to challenge assumptions and to examine competing sources of authority
- the development of ethical capability is enhanced by engaging with philosophical ideas, the premises of different religions, secular world views and cultural norms

- reasoning is central to developing ethical capability and provides a way to structure competing considerations and manage judgements. Students are encouraged to confront ethical dilemmas critically, to ask whether intuition or feelings are adequate guides, and to consider how a range of principles or values contribute to their understanding of an ethical issue.