



# Christ Our Holy Redeemer Primary School

## Parent Handbook 2021



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 : @COHR 3166

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# PRINCIPAL'S WELCOME

Dear Parents/Carers,

Welcome to Christ Our Holy Redeemer, a community that values education, faith and friendship as we celebrate our Catholic story. With emphasis on providing a comprehensive curriculum catering for the needs of all, our priority is for students to see themselves as life-long learners who are empowered to successfully meet the demands of the wider world.

By choosing Christ Our Holy Redeemer, you can be assured that your child will be educated in an environment where our students are nurtured with Catholic values based on the Gospels. In order for school to be a place for children to learn and grow, it is essential to create an environment of mutual respect. We want school to be a place to experience the excitement of learning, a place where the students, parents and school staff can work together to form a partnership. Each child has a right to feel safe, secure and supported. At Christ Our Holy Redeemer, all staff have a commitment to provide a culture of child safety, including zero tolerance of child abuse.

Beginning school for you and your child may be a daunting thing. When children begin school they are, in some ways, moving away from the world of parents and family and into the world of children. It is a big step into formal education.

The children will be looking forward to school, and you, as parents, may share their enthusiasm. The first year at school is often a new step for you as a parent, especially if this is your first or last child commencing school.

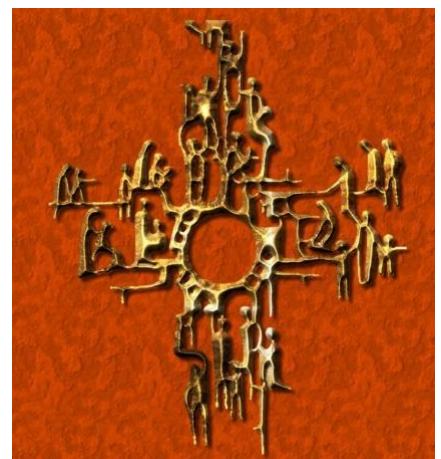
Your child will make new friends, learn new things and feel quite “grown-up”. There will be many wonderful experiences for children to enjoy and share with you as a parent. At the same time, all of this may be stressful. Some children may expect to be able to read and write by the end of the first day. Some children may expect all the other children to like them and to make new friends immediately.

Our first priority is to ensure that the children become literate and numerate as early as possible and we cannot do this without your involvement. Statistics tell us that family involvement in the learning journey increases the chances of success tenfold, so we owe it to our children to pursue this relationship. We value and appreciate the support of our parent community including parent classroom helpers, the Education Board and the Parents' Association.

We are inspired by the Holy Spirit and blessed to work alongside Fr John Magri in the Parish in creating a nurturing and faith filled environment.

It is our hope that you and your child have a rewarding experience here at Christ Our Holy Redeemer. I look forward to welcoming you to our school community and getting to know your child.

Brendan Welsford  
PRINCIPAL



## VISION STATEMENT

*Inspired by the Spirit,  
we are a strong community,  
leading and supporting learners  
in a safe and inclusive environment.*

## SCHOOL PRAYER

*Jesus you are the Bread of Life,  
my Shepherd and Friend.  
Jesus, be part of my dreams for the future:  
be a part of my life-story;  
be a part of the story of our school,  
here at Christ Our Holy Redeemer.  
In our friendship - Jesus, be with us.  
In our failures - Jesus, be with us.  
In our successes - Jesus, be with us.  
At all moments - walk beside us.  
Teach us your ways, Lord.  
Teach us to be faithful.  
Teach us to treasure our friendship with you.  
Amen.*

## LOCATION

Our school is situated on the corner of Huntingdale Rd. and Ferntree Gully Rd. in East Oakleigh. It has a large oval, shaded play equipment, a large sand pit with a boat, an asphalt area marked out with a variety of games, security fencing, tennis courts and a hall.

We are close to Oakleigh suburban shopping centre, the local library, swimming pool, recreation centre and parkland. There is easy access to Monash Freeway, with ample public transport including buses and rail service.





## **OUR STORY**

Christ Our Holy Redeemer Parish was formed in 1957 and the school was opened in the original Church building, which was constructed in 1958. The Brigidine Sisters came to the school in 1961 and remained until 1978. Since this time the school has been staffed by lay teachers.

For the first three years the school and the church shared the same building then in 1961 the lower school building was opened and then extended in 1968 to include extra classrooms and a tuckshop. In 1976/77 a new hall was opened and in 1978/79 the library and staffroom were completed.

Throughout the following decades there have been many building and refurbishment programs all focussed on ensuring access to a quality learning environment for all students. These have included the building and grounds, as well as shared spaces with the parish.

In 2020 a refurbishment and extension of the middle corridor was completed. This included a large open planned Library, a dedicated Performing Arts/multipurpose room, an additional upstairs classroom and shared space as well as a refurbishment of four classrooms with outdoor and open planned corridor access.

## **FACILITIES**

We have a large grassed oval, shaded junior play equipment, senior play equipment, including a spider's web, shaded seating areas, a courtyard where we gather as a school, a large hall and a multi purpose surface on the tennis courts which are also used as part of our playground for tennis as well as basketball and netball.

A reflective garden in between the school and church was established in 2010. Our Veggie Patch was established in 2014.



## **PARISH LIFE**

Our Parish community is vitally interested in all aspects of the school and parish life. Fr Raju Godavarthi, our Parish Priest, is very supportive of the school and its relationship with the parish. There are many active groups in the parish catering for a wide range of talents and abilities that focus on the mission of the Church.

# GENERAL INFORMATION 2021

## TERM DATES 2021

**TERM 1** – Thursday 28<sup>th</sup> January (Years 1 – 6) – Thursday 1<sup>st</sup> April

**\*\* Assessment Sessions for Years 1-6**

will be conducted on Thursday 28<sup>th</sup> – Friday 29<sup>th</sup> January.

**\*\* Preps will commence on Thursday 28<sup>th</sup> January & Friday 29<sup>th</sup> (8.55am – 1.00pm on these days only)**

**TERM 2** – Monday 19<sup>th</sup> April – Friday 25<sup>th</sup> June

**TERM 3** – Monday 12<sup>th</sup> July – Friday 17<sup>th</sup> September

**TERM 4** – Monday 4<sup>th</sup> October – TBC

## SCHOOL HOURS

8:45am Music to prepare for school

8:55am Bell

8:55am – 11am **Learning Session 1**

11am – 11:10am Supervised Eating Time

11:10am – 11:35am Recess

11:35am – 1:10pm **Learning Session 2**

1:10pm – 1:20pm Supervised Eating Time

1:20pm – 1:40pm Lunch Recess

2pm – 3:30pm **Learning Session 3**

3:30pm Bell – Dismissal

*(These times are subject to alteration)*

## SCHOOL OFFICE

The School Office hours are from 8.30am until 4.00pm during School Terms.

## SCHOOL STRUCTURE

Christ Our Holy Redeemer community follows the teachings of Christ, existing to complement the family in the development of the total student in the life of faith. This development occurs in partnership with the Parish, Parents and School Community.

Christ Our Holy Redeemer School provides an environment in which all students are encouraged to reach their full potential. We recognise that all students are unique and therefore our school supports and caters for students' individual needs and diverse backgrounds.

As teachers we provide a faith model for the students. Our school structure and the way we relate to each other, the students and their families reflect:

- the Catholic faith, doctrine and attitudes
- respect for self and others
- self-esteem and self-worth
- responsibility
- a caring attitude that fosters cooperation amongst peers
- tolerance and appreciation of self and others
- individuality
- life experiences which are relevant for the individual
- openness
- communication
- active independent learners who take increasing responsibility for their learning.

Students in all year levels who have special learning needs have a Personalised Learning Plan (P.L.P.) set for each term. Parents and staff set specific academic, behavioural or social goals, plan the strategies needed to achieve these goals and review progress throughout each term. We also have a staff member who leads our Learning Diversity department to support the class teachers and Learning Support Officers from Prep – Year 6.

Specialist teachers currently include:

- Librarian/ Information Technology
- Languages (Italian)
- Performing Arts
- Physical Education
- Visual Arts
- Reading Recovery
- Intervention Support Staff



## CLASS GROUPINGS

In 2021 the school will be structured in the following way:

- 1 Foundation (Prep) classes
- 2 x Year One/Two classes
- 3 x Year Three/Four classes
- 4 x Year Five/Six classes

The educational reasons in choosing a multi-age (composite) grouping structure are:

- Multi-age groupings attempt to model the family group in which the child's initial learning took place. In a family, children have the opportunity to learn from parents and older siblings.
- Children develop socially and intellectually at quite different rates and they have a diverse range of interests.
- Children learn from the modelling of others. The older children in the class can be role models for the younger ones. The younger children quickly adopt the independent work habits, skills and practices of the older ones.
- Children work in a secure and supportive environment, as children may stay with a group for two years, there develops a closer relationship among the group. In this secure environment children are likely to take risks and experiment in their learning.



- In multi-age groupings the children are less competitive towards each other. They are more ready to accept differences and take advantage of the opportunities given them to work at their own level.
- In a multi-age classroom the teacher has a great opportunity to develop in his/her students the qualities of leadership, independence, mutual support and cooperative learning.
- As children learn to help each other, more time can be made available for the teacher to help individuals or groups with specific needs.

Many of the behaviours a child displays in the learning process are available to children in a multi-age classroom. Such a classroom can be seen as an extension of the child's own environment. Multi-age groups are an attempt to create a social learning environment in which children can obtain a wider view of life than they might otherwise receive in a homogenous class. Every effort is made to balance each multi-age class with equal gender and grade.

## **CLASS PLACEMENT**

The appropriate teachers in consultation with the school Principal give careful consideration to the class placement of each child.

## **PARENT/TEACHER COMMUNICATION**

This is an essential part of school life. We encourage you to see your child's teacher if you have any query or question. In the mornings, teachers are occupied getting ready for class, so we ask that you do not distract the teacher with any questions involving complex and detailed discussion unless you have made an appointment. You also have the opportunity to email your child's teacher. Staff email addresses are listed in the Newsletter early in the year. There are formal interviews and written reports during the year.

## **SCHOOL NEWSLETTER**

A fortnightly newsletter is distributed on a Thursday. It is posted on our webpage, Flexischools and is emailed to families.

## **FLEXISCHOOLS APP**



We strongly recommend the school community uses the 'Flexibuzz' app as a means of improving communication between the school and parents. Notifications are posted regularly as reminders, requests or advice of upcoming events. The free Flexibuzz app can be downloaded from the app store.

## **OPEROO APP**



We use the Operoo App to update medical forms, permission forms for excursions, sporting events etc. You will receive an email at the beginning of next year inviting you to sign up.

## **EMERGENCY CONTACTS**

Please update Operoo regularly with contact numbers and medical details if they have changed.

## ABSENT/ILLNESS

When a child is absent, it is a requirement that parents contact the school on the day their child is absent. This communication may be made via phone, email, using FlexiSchools or through a written note. Please advise the school before 9:15 am if your child is to be absent. If the school is not advised of a child's absence, the school will contact the parents to confirm the child's inability to attend school. Please avoid sending your child to school if he/she is ill.

## COMMUNICATION WITH STAFF

Contact between staff and parents is most welcome and actively encouraged. If an appointment with a teacher is required, please phone, email or write to arrange a convenient time. Speaking with teachers while they are engaged in teaching is discouraged.

## HEALTHY EATING

Parents have an important role to play in helping ensure their children receive a consistent message about healthy eating and being active. Christ Our Holy Redeemer supports healthy eating habits and we ask that children are given fruit and healthy lunches in preference to packets of chips or lollies.

## LUNCH ORDERS – CLASSROOM CUISINE

Lunches can be ordered on-line for direct delivery to the school on Monday, Wednesday, Thursday or Friday.

Orders are labelled and you have many options from which to choose. All orders need to be finalised by 8:30am on the day required. Please refer to the website:

[www.classroomcuisine.com.au](http://www.classroomcuisine.com.au)



## BOOKLISTS

Our school orders booklist/student stationery supplies in bulk and distributes these to the children throughout the year. The cost for this is covered in the fee structure. There are a few items which students use and keep for a number of years and a few which parents are requested to purchase and send to the school in the first week of the year.

## PARENTAL INVOLVEMENT

*“The most effective Catholic schools are distinguished, not by their physical resources, elaborate buildings or level of government financial assistance, but by their outstanding social climates which give them a special ethos or spirit ... The distinctive nature or ethos of such schools is an important element of their informal curriculum – that implicit, unofficial or unstudied learning which takes place through interactions, relationships and life of students, parents and staff.”*

*(Br Marcellin Flynn The Effectiveness of Catholic Schools)*

Catholic education is based on an ideal of Christian community in which everyone involved – Parish Priest, Principal, Administrators, Teachers, Parents, Students and Parishioners – work together co-operatively. Each of these has different ways of contributing and therefore different roles and responsibilities. The following statement aims to clarify the ways in which our community strives to fulfill its mission.

*At Christ Our Holy Redeemer, we welcome parental involvement.* Parents can be involved in school communities in a variety of ways. Such contribution is valuable whether or not it is directly related to learning.

Participating provides families with opportunities to be involved in the life of the school and support learning in ways that suit their particular interests, expertise and capacity to give time. Christ Our Holy Redeemer provides access for parents through inviting participation in special events, excursions, working bees, classroom assistance, regular participation through rostered duties and involvement in committees.

Participation may take a variety of forms including volunteering, supporting, attendance at meetings, parent teacher interviews and forums, responding to surveys, or discussions, as audience, as experts, and may be undertaken individually or as groups.

**Parents:** It has long been recognised that parents are the primary educators of their children in faith. The Church document “The Catholic School” tells us that parents should support the educational efforts of the school and utilise structures offered for parental involvement to make certain that the school is faithful to Christian principles of education.

Parents are able to collaborate in the education process in various ways and may be involved in many aspects of Christ Our Holy Redeemer, such as:

- School Advisory Council
- Parents’ Association
- Classroom Helpers
- Student School Banking
- Fete
- Art Show
- Working Bees
- School Events
- Fundraisers



The formal committees of our school are:

- School Advisory Council
- Parents’ Association

## **SCHOOL ADVISORY COUNCIL**

The School Advisory Council acts as a forum for discussion on matters concerning education in the community. It brings together, in a spirit of cooperation, Parish Priest, Principal, representative of parents, teachers, and other groups involved with education in the community so that responsible, informed advice can be given to the Parish Priest and Principal.

The School Advisory Council deals with:

- ❖ broad policy development
- ❖ clarification of educational needs
- ❖ pastoral care of students, parents and staff
- ❖ maintenance and finance

The members of the School Advisory Council collaborate, cooperate and support decisions within their scope of influence in conjunction with the school staff rather than directing them.

The Building and Maintenance of the school is co-ordinated by the Deputy Principal in conjunction with the Principal and the School Advisory Council.

## **PARENTS’ ASSOCIATION**

The members of the Association are the Parish Priest, parents and teachers of Christ Our Holy Redeemer School. The membership of the PA Executive consists of the School Principal, a representative of the teaching staff and elected parents. Parent representatives hold the positions of President, Vice-President, Secretary and Treasurer. The PA assists in planning future development; and provides funding for general maintenance of school buildings, school equipment and curriculum

resources. The parent representatives also assume the responsibility for school social activities and other parental assistance to the school.

## FEES AND FINANCES

### CHRIST OUR HOLY REDEEMER SCHOOL FEES – 2021

The Catholic Education system is funded by grants from both the Federal and State Government that are given to the Melbourne Archdiocese of Catholic Schools in each state. The central diocesan office then distributes funds to each Catholic primary, secondary and special school according to enrolment numbers and socio-economic category.

School fees for 2021 are:

Annual Tuition Fee: 1 child = \$1680  
2 children = \$2180  
3+ children = \$2350

Annual Capital Fee: \$240 per family

Maintenance Fee: \$60 per family

Subject Levy: \$240 per child (which includes a Technology Levy of \$50)

Excursion Levy: \$75 per child

Interschool Sport: \$55 (Year 5,6)

Book Levy: \$45 per child.

Swimming Levy: \$115 (Year Prep – 6)

Camp Yr 5/6: \$TBC (Year 5/6 students)

Camp Yr 4: \$TBC (Yr 4 students)

*Accounts are sent out 3 times per year and parents are asked to make prompt payments. Our school has a budget, based on our income and we need fees and levies to be paid so that we can resource our curriculum areas. Parents need to make payments by the due dates each term.*

### CDF Pay

This year we have set up CDF Pay as an alternative to pay for events.

CDF pay can be accessed through our School Website -

<https://www.cohroakeast.catholic.edu.au/school-community/cdfpay/>

### SCHOOL BANKING

The Commonwealth Bank provides a weekly school banking option for interested parents. Bankbooks are collected on a Monday morning and usually returned by Tuesday afternoon.



## EDUCATION IN FAITH

### SACRAMENTAL PROGRAMMES

The current Sacramental programme for 2021 is:

Reconciliation	Year 3 & Year 4 (Term 1)
First Eucharist	Year 4 & Year 5 (Term 3)
Confirmation	Year 6 (Term 3)

There are a number of meetings and masses that parents and their children preparing for a Sacrament are expected to attend. Information regarding these meetings is advertised in the Newsletter.



### SUNDAY MASSES

The Sunday Eucharist is at the heart and centre of our Christian Faith. A Catholic education, therefore, presupposes that the Catholic parents attend Mass regularly and receive the Sacraments with their child/children.

Mass times at Christ our Holy Redeemer Church are:

Saturday Vigil:	7.00pm
Sunday:	8.00am & 11.00am

### RELIGIOUS EDUCATION

The Religious Education Program at Christ Our Holy Redeemer follows the Religious Education Curriculum Framework in the Archdiocese of Melbourne and uses the “To Know, Worship and Love” texts as developed by the Archdiocese as the primary resource. This framework presents ways in which the teaching and the life of the Church may, systematically and comprehensively, be the substance and direction of our Religious Education programs.

Our program aims to lead the child to faith in God through a personal growing relationship with Jesus Christ and an openness to the Holy Spirit within the context of Catholic Tradition. The program takes account of the different age levels and stages of development of the children. As well as formal, daily Religious Education lessons, the children participate in -

- non-liturgical Prayer
- liturgical Prayer
- Sacraments of Reconciliation (Year 3), First Eucharist (Year 4) and Confirmation (Year 6)
- Values program



# LEARNING & TEACHING

## VICTORIAN CURRICULUM

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.

LEARNING AREAS		CAPABILITIES
<p>The Arts</p> <ul style="list-style-type: none"><li>• Dance</li><li>• Drama,</li><li>• Media Arts</li><li>• Music</li><li>• Visual Arts</li><li>• Visual Communication Design</li></ul> <p>The Humanities</p> <ul style="list-style-type: none"><li>• Civics and Citizenship</li><li>• Economics and Business</li><li>• Geography</li><li>• History</li></ul>	<p>English</p> <p>Health and Physical Education</p> <p>Languages</p> <p>Mathematics</p> <p>Science</p> <p>Technologies</p> <ul style="list-style-type: none"><li>• Design and Technologies</li><li>• Digital Technologies</li></ul>	<p>Critical and Creative Thinking</p> <p>Ethical Capability</p> <p>Intercultural Capability</p> <p>Personal and Social Capability</p>

The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

## ASSESSMENT & REPORTING

Christ Our Holy Redeemer’s Assessment and Reporting statement aims to reflect the philosophy and educational approach of the school. It is based on our belief that the school is concerned with the total development (spiritual, physical, social, emotional and intellectual) of the child. Therefore, all assessment and reporting procedures should be positive and constructive and take into account the dignity and rights of each individual. Each child should be considered as an individual and assessed accordingly. Parents and teachers are co-educators of the children and should share information about their child’s progress. Children are active participants in the learning process and therefore have a right to feedback about their own progress that we should acknowledge. We as a school are accountable for the learning experiences provided at Christ Our Holy Redeemer and the progress of our students.

### **How do we report?**

- Parent/Teacher meetings
- Formal & Informal opportunities
- Arranged times suitable to parent and teacher
- Student Work Samples Portfolio
- Program Support Group meetings
- Student Welfare Team
- Written reports

If there is a need – an appointment is made with parents.  
Formal Parent/Teacher Interviews take place twice a year.  
Written Reports are sent home in Terms 2 & 4.

## REPORTS

The report, along with work samples and the Parent/Teacher Interviews, gives you a comprehensive overview of your child's learning. The Target Skills have been created by staff and are in line with the Achievement Standards of the Victorian Curriculum. You will also receive a copy of the Work Habits Rubric, which is used to assign the work habits grading on the report.

There are six sections of the Report:

1. Achievement in the Victorian Curriculum domain as follows using an A-E scale as required by the Commonwealth Government. A student who has achieved the 'C' rating indicates that he/she has met the statewide standards.

Rating	Achievement descriptor	Fully worded descriptor
C	At Standard	At the standard expected at this time of the year
A	Well Above Standard	Well above the standard expected at this time of the year
B	Above Standard	Above the standard expected at this time of the year
D	Below Standard	Below the standard expected at this time of the year
E	Well below Standard	Well below the standard expected at this time of the year

2. Religious Education
3. Target Skills
4. Work Habits
5. General Comments
6. Attendance

## CONTEMPORARY LEARNING

We aim to provide a contemporary learning environment at Christ Our Holy Redeemer, designing opportunities that enable our students to participate in and contribute to a changing world. We want our students to be engaged and motivated, to take responsibility for themselves and to develop the skills to explore authentic questions. Staff are kept up to date with contemporary practices and teaching pedagogy. Learning intentions, success criteria and rubrics are used throughout the school so that students are more aware of how they can achieve success in their learning.

## PORTFOLIOS

Portfolios are sent home during the year. Portfolios provide feedback on your child's progress in a variety of areas in the curriculum. Parents and children are encouraged to offer written comments about the work and upon future learning.

## LIBRARY

Each class visits the library each week. All classes may borrow during this session. A library bag is required by each child to carry library books to and from lessons. Please have this bag available on the first day of the year.

(Class teachers will advise library days)

Our Library is open most mornings when children can borrow and Library Club runs every Wednesday and Friday at lunchtime.

## **CAMP**

Our program provides opportunities for our Year 5/ 6 students to experience an outdoor education camp one year and the alternate year, an education based camp.

Our Year 4 students also participate in a camping program for two nights. This focuses on building personal and interpersonal skills.

Parents are informed about camp location, facilities, planned activities, cost, clothing requirements and behavioural expectations.



## **EXCURSIONS/INCURSIONS**

Excursions or incursions directly related to classroom study are arranged to provide children with unique learning experiences. We also arrange for groups to come into the school during the year e.g. State Opera, Story Tellers, C.S.I.R.O., Cultural diversity groups.

Charges for these excursions and incursions are paid as a yearly levy. Parent volunteers are welcome and necessary when children leave the school site. Those parents attending are expected to have a Working with Children Check, have signed a Child Safety Code of Conduct and be familiar with excursions protocol. Permission notes must be fully completed and returned to the school. If a permission note is not returned, the child is not permitted to attend the excursion.

## **STAFF PROFESSIONAL DEVELOPMENT DAYS**

During each school year a minimum of 4 days are set aside for staff in-services. These days are a vital means of achieving annual goals that staff target in the School Development Plan, as they provide opportunities for staff to work on professional development issues with a team, rather than individual focus. Parents are notified as early as possible about these arrangements.

## **STUDENT RECORDS**

Records are kept of children's progress throughout primary school years. Semester I and II reports are copied and filed. Records are kept with reference to the Privacy Act 2001.

Our Privacy Policy is accessible on the website.

<https://www.cohroakeast.catholic.edu.au/our-school/school-policies/>

## MISCELLANEOUS INFORMATION

### UNIFORM

To assist parents to comply with our school's requirements regarding the wearing of a uniform, efforts have been directed towards establishing a reliable source of supply. Our aim is to have a uniform that is easily obtained at an acceptable cost and of a quality requiring minimum maintenance.

The uniform shop is run by PSW and items can be purchased from their shop which is located at 288-290 Stephenson's Road Mt Waverley. [Second hand](#) uniforms are available from the school. Parents can purchase second hand uniforms at school or email to place an order. All second hand uniform pieces are \$2.

uniforms@cohroakeast.catholic.edu.au

	BOYS	GIRLS
SUMMER	Blue Polo Shirt Grey shorts/trousers Grey school socks Black shoes School Hat	Summer School Dress Blue Polo Shirt Grey shorts/trousers Grey school socks Black shoes School hat
WINTER	Blue Polo Shirt Grey trousers Grey school socks Black shoes Bomber Jacket	Grey Tunic Blue Polo Shirt Grey trousers Grey school socks Black shoes Bomber Jacket

Raincoats are available in navy or burgundy however these items are optional.  
Boots are not permitted.

Hair ornaments are to be in school colours of maroon, blue or white. It is advisable that long hair is tied back. [All clothing must be clearly marked with your child's name.](#)

The sports uniform consists of the school polo shirt, royal blue shorts and the school tracksuit, white socks and runners. This sports uniform is only worn on days designated as sports day and physical education days for each class. The polo shirt is in the House colour of your child.

### LOST PROPERTY

Lost property is located in the office foyer. To minimise loss of clothing items, we strongly recommend that you purchase name labels for students to clearly identify their belongings.

## **AFTER SCHOOL HOURS PROGRAMME**

Youth Leadership Victoria runs the Christ Our Holy Redeemer Out of School Hours Programme.

**WHERE:** Christ Our Holy Redeemer Primary School programme is conducted in the School Hall.  
Telephone: Co-ordinator 0412 958 605 (3.30pm – 6.00 p.m.)

**WHEN:** Monday to Friday: 7.00 a.m. – 9.00 a.m. and 3.30 p.m. – 6.00 p.m.  
Pupil Free Days: 7.00 a.m. – 6.30 p.m. (*dependent on numbers*)

Childcare Assistance is available for eligible families through Centrelink. Contact our Co-ordinator for further information. To ensure the programme's financial viability, **fees will be charged if your child is absent** on permanently booked session, unless otherwise negotiated with the Co-ordinator, e.g. long-term sickness or vacation. **CHILDREN MUST BE REGISTERED PRIOR TO ATTENDANCE.**

Casual, permanent and part-time enrolments are welcome.

For more information, drop into the school hall and speak to the Co-ordinator between 3.30 and 6.00 p.m.

**The Co-ordinator needs to be advised of non-attendance** (preferably the day before).

## **SECONDARY SCHOOLS**

There are several secondary schools in the vicinity namely:

Salesian College	- a regional boys' college in Chadstone
Sacred Heart Girls' College	- a regional girls' college in Oakleigh
Avila College	- a regional girls' college in Mt Waverley

Applications for enrolments at Catholic secondary schools are generally due at the end of August of the year your child is in Grade 5. It is therefore important that you take the opportunities presented by Open Days at secondary colleges to help you make an informed decision. These Open Days are advertised in our weekly school newsletter.

Enrolments for State Secondary Colleges take place in June and parents are notified of placement in September.

***Enrolment in a Catholic primary school does not guarantee placement in a Catholic secondary college.***



# POLICIES AND PROCEDURES

## SUPERVISION

Children are supervised on the playground during recess and lunchtimes, from 8:35am in the morning, and after school until 3:45pm. As our staff have meetings after school on most afternoons, we ask that all students are collected by 3.45pm or placed in the After School Care program which operates in the School Hall.

Care is taken of injuries, and parents are notified if significant first aid has been administered.

Please remember that no staff member is on duty prior to 8.35am and children left earlier are left at parents' risk.

If parents are unable to collect their children by 3:45pm, care arrangements will need to be made.

During recess and lunch times teachers use a roster system to supervise our playground areas. Supervision takes place 15 mins before and 15 mins after school.

When it is raining or extremely hot at recess times, the children remain in their classroom and they are supervised by teachers.

## CAR PARKING/DISMISSAL

Cars are permitted into the school grounds on the understanding that our practices are followed. Parents must park safely, observe the 10kph speed limit, and only park in the bays if they go into the school drop off or collect their children as *no students are permitted down the front steps into the car park area unless they are accompanied by an adult.*

At the end of the school day children assemble on the asphalt area, near the single gate. We ask that you stop at the single gate, let the children hop into the car on the passenger side only and then exit into Ferntree Gully Rd, turning into the left hand lane. If you wish to turn right or do a U turn at the intersection please drive along Ferntree Gully Rd to the break in the traffic to execute your turn safely.

All pedestrian traffic is to exit through the top building onto the path alongside the upper building and then enter the footpath on Ferntree Gully Rd.

A set of Car Park protocols are attached.

## SECURITY

The school gates are only unlocked when a teacher is on playground duty.

With late arrivals/early dismissals parents are requested to sign in at the office.

To ensure our students are safe visitors to the school must 'sign-in' and wear a *name sticker*.

## EMERGENCY DRILL

Students and staff are involved in regular evacuation drills and emergency procedures. The nominated safe site away from the school grounds is Mount Waverley Heights Primary School, Huntingdale Rd. Melways reference: 70 A5, or Amsleigh Primary School.

## ACCIDENTS AT SCHOOL

First aid is given in the case of accidents. Parents are informed when a child has received attention at the First Aid Room that requires additional medical treatment. Please advise the Office if there are updates on your child's health.

# Christ Our Holy Redeemer Primary School Child Safety Policy

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*Inspired by the Spirit,  
we are a strong community,  
supporting and leading learners  
in a safe and inclusive environment*

## **Introduction**

Christ Our Holy Redeemer Primary School is committed to providing a safe environment for all students and young people and takes active steps to protect them against abuse. To achieve this the school has developed and actively enforces Child Safety Strategies to ensure that any person involved in 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under their care.

In accordance with requirements of the [Victorian Government's Ministerial Order No 870](#), Christ Our Holy Redeemer Primary School maintains a culture of 'no tolerance' to child abuse and to support this has established minimum Child Safety Standards.

## **Purpose**

The purpose of this policy is to demonstrate Christ Our Holy Redeemer Primary School's commitment to ensuring Child Safety and to illustrate the measures implemented by the school to maintain a safe education environment, as well as processes for responding to suspected abuse.

## **Scope**

This policy & associated procedures apply to all staff members (teaching & non-teaching), clergy, casual relief staff, volunteers, and contractors engaged by the school.

## **Commitment to Child Safety**

All students & young people attending Christ Our Holy Redeemer Primary School have the right to feel safe. The school affirms its commitment to child safety by adopting a 'zero tolerance' to child abuse and by actively implementing and managing strategies to help protect children from harm.

Initiatives undertaken to ensure the safety of students and young people at Christ Our Holy Redeemer Primary School include the following:

- » An annual assessment of the effectiveness of its Child Safety Management Strategies to identify areas for improvement.
- » A Code of Conduct defining workplace expectations including professional boundaries, ethical behaviours and acceptable & unacceptable relationships.
- » Processes for the recruitment, support, training & supervision of staff members, clergy, casual relief staff, volunteers, and contractors who participate in 'Child Connected Work'.
- » Procedures for responding to and reporting suspected Child Abuse.
- » Inclusion & empowerment of all students & young people in the establishment of Child Safety strategies.
- » A commitment that promotes safety of Indigenous children, children with disabilities and those from culturally and/or linguistically diverse backgrounds.

Christ Our Holy Redeemer Primary School maintains policies, procedures and strategies to create a child safe environment in the following areas.

## **Risk Management**

Christ Our Holy Redeemer Primary School recognises the importance of minimising the potential of Child Abuse or harm and uses this process to inform our policies, procedures and activity planning. In addition to general Occupational Health & Safety risks the school proactively manages risk via a formal assessment process.

## **Code of Conduct**

Christ Our Holy Redeemer Primary School enforces a Code of Conduct for all staff members, clergy, casual relief teachers, volunteers, and contractors that clearly defines workplace expectations including professional boundaries, ethical behaviours and acceptable & unacceptable relationships.

This Code of Conduct aims to provide guidance and support to individuals so that they feel valued, respected and fairly treated. It is provided to any person engaged in 'Child Connected Work' and is available on the school website & in the Employee Handbook.

## **Recruitment, Support, Training & Supervision**

Christ Our Holy Redeemer Primary School adopts Administrative & Human Resource practices to ensure its screening, recruitment & performance management processes identify and engage the most suitable candidates for positions available at the school. Recruitment and screening processes, as well as Police and Working With Children's Checks are minimum requirements for those engaged in 'Child Connected Work'.

Staff Members are provided with regular development opportunities, support, supervision & training to assist with addressing child safety matters.

## **Responding to and Reporting Child Safety Concerns or Abuse**

Christ Our Holy Redeemer Primary School has appointed a Child Safety Officer, within the role of Deputy Principal, with specific responsibilities for responding to reports or complaints made by any member of the school community relating to child safety concerns or abuse. The school's Child Safety Officer works closely with members of the leadership team, staff members, clergy, casual relief teachers, volunteers, contractors, students and the parent community to ensure Child Safety Standards are maintained and all child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct are immediately addressed.

Where staff members have significant concerns for the wellbeing of a student or young person they are mandated by law to report their concerns immediately to the Principal, Child Safety Officer or a Members of the Leadership Team before contacting DHHS Child Protection. Staff members will be supported through all aspects of the reporting process.

The school's reporting & complaints procedure is located on the school website.

## **Inclusion & empowerment of all students & young people**

Christ Our Holy Redeemer Primary School works with students to ensure that they are empowered to understand their rights, recognise what abuse is and encourage them to speak up when they feel uncomfortable or afraid. Staff members actively encourage students & young people to express their views on matters that directly affect them. The school educates students and young people on strategies they can adopt if they feel unsafe.

## **Valuing Diversity**

Christ Our Holy Redeemer Primary School values diversity and does not tolerate discriminatory practices. To achieve this the school:

- » Promotes the cultural safety, participation and empowerment of Indigenous children and their families.

- » Promotes the cultural safety, participation and empowerment of children from cultural and/or linguistically different backgrounds.
- » Welcome children with disabilities and their families and actively promotes their participation.
- » Seek to employ staff members from a culturally diverse background.

### **Review of this Policy**

Christ Our Holy Redeemer Primary School reviews its Child Safety Code of Conduct every three years more frequently in the event of a complaint or when there has been a change to the work environment or work arrangements that may impact on the protection of children.

# Christ Our Holy Redeemer Primary School Student Engagement Policy

*'It is in relationship with God and others in the school community that young people are enabled to discover who they are, where they come from and what their destiny can be.'*  
(Catholic Education Melbourne 2017, *Horizons of Hope: Wellbeing in a Catholic School*, p. 4).

### **Rationale:**

We, at Christ our Holy Redeemer, believe that all members of our community have shared expectations of our own and others' rights. We believe that learning should take place in a safe and inclusive environment. Our Student Engagement Policy is built around our

### **School-wide Expectations:**

**Show Respect, Be Safe, Try Best, Be Safe, Be a Team, Follow Christ.**

### **Goals:**

- All staff will have high expectations that students will be encouraged to follow the school culture at all times.
- Students will consistently receive supportive feedback for following the expectations.
- Restorative conversations will be used consistently when students choose not to follow the expectations agreed to by all of the community.
- Consistent, graduated consequences will be issued for students who choose not to follow the expectations
- Staff will work with students to problem solve wrongdoing and plan actions to follow that heal the harm done and provide an outcome that is fair for all.
- Where possible, feedback and assistance will be given to the student by the teacher(s) who dealt with an incident, in a safe and supportive way.
- If necessary, parents will be notified about their child's behaviour and a discussion may be had about suitable consequences.

### **Our student engagement plan intends to:**

- Make managing student behaviour more consistent
- Focus on prevention
- Establish predictable, fair and democratic classrooms and school culture
- Protect students' rights
- Help enlist parental support and promote school partnerships
- Help enlist leadership support

### **Our student engagement plan:**

- Will be reviewed annually by staff members

- Displayed visually around the classroom and school and through the newsletter

*The art of teaching is the ability to blend learning and behaviour management into a cohesive whole.*

*Behaviour management must be integrated into all your interactions with your students. Being honest, respectful and safe will be rewarded.*

### **Zones Of Regulation**

At Christ Our Holy Redeemer we teach students how to identify their own and others' emotions using the 'Zones of Regulation' (Leah M. Kuypers). Referring to these Zones when speaking with students about their choices helps them to identify how they were feeling and why they might have made certain choices.

### **Restorative Practices**

At Christ Our Holy Redeemer restorative practices are embedded into our Student Engagement Policy. We manage any harm caused to another person with a restorative justice approach. This means that the harm done to people and relationships needs to be explored and that harm needs to be repaired.

(Cameron & Thorsborne – 1999)

#### **At COHR we do not use Traditional Discipline which focuses on:**

- What rules have been broken?
- Who did it?
- What do they deserve?

#### **At COHR we use Restorative Discipline which focuses on:**

- Who has been hurt?
- What are their needs?
- Whose obligations are these?
- How can the relationship be repaired?

#### **At COHR we use the Affective Questioning which focuses on three areas:**

- Focus on specific behaviours or incident without blaming
- Use 'relational questions' to draw out who was affected and how they were affected
- Direct questions toward problem solving what needs to 'make things right'?

#### **The Restorative Practices Questions used are:**

- What happened?
- What were you thinking?
- How did you act in this situation?
- Who do you think was affected?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same thing happened again how could you behave differently?

### **Restorative Questions for the Early Years**

Teachers should understand the RP script

- What happened?
- When you ..... What were you thinking?
- When you .....



Did you do the right thing or the wrong thing? OR You did the wrong thing.

- When you ..... How did ..... feel? OR you made ..... feel .....
- At school it's not OK to .....

What can you do differently next time? OR Next time I want you to .....

- What do you need to do or say to fix things up? OR To fix things up you need to say sorry and .....

### Levels of Behaviour

At Christ Our Holy Redeemer, consistent, graduated consequences are issued for unsafe and inappropriate behaviour, with praise and recognition also given for expected, positive behaviour choices. Each of these actions are underpinned by restorative practices and our school wide expectations.

Code (Level of Behaviour)	Behaviour exhibited	Response	Action (Consequences for Students)
<b>Green</b>	<ul style="list-style-type: none"> <li>• Friendly</li> <li>• Caring</li> <li>• Honest</li> <li>• Models the school expectations:               <ul style="list-style-type: none"> <li>○ Show respect</li> <li>○ Be safe</li> <li>○ Try your best</li> <li>○ Be a team</li> <li>○ Follow Christ</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Keep up the great work!</li> <li>• You help to make our school a better place!</li> <li>• Well done you are modelling the expectation of...</li> </ul>	<ol style="list-style-type: none"> <li>1. Praise</li> <li>2. Individual teacher-student feedback/recognition</li> <li>3. Recognition of <u>consistent</u> good behaviours - e.g. SEL award, class reward system, recognition at assembly (after lunch or recess)</li> </ol> <ul style="list-style-type: none"> <li>• Teacher contacts parents (email, phone, face-to-face) to acknowledge good behaviours (particularly with challenging students who don't often receive positive reinforcement?)</li> </ul>
<b>Low Level</b> <i>Unintentional and/or one off behaviours</i>	<ul style="list-style-type: none"> <li>• Excluding Others</li> <li>• Small disagreements</li> <li>• Interrupting a game</li> <li>• Being bossy</li> <li>• Pushing in line</li> <li>• Dishonesty (ie: fibbing)</li> <li>• Not sharing</li> <li>• Unsafe behaviour</li> <li>• Not following the teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of feelings (<i>I understand you feel frustrated...</i>)</li> <li>• Refer to Zones of Regulation</li> <li>• Address the behaviour - don't ignore the behaviour</li> </ul>	<ol style="list-style-type: none"> <li>1. Warning - verbal reminder about behaviour</li> <li>2. Teacher modelling of social skills/dialogue required to solve the problem</li> <li>3. Students attempt to implement modelled strategy independently</li> </ol> <p><i>Where necessary:</i></p> <ul style="list-style-type: none"> <li>• Restorative chat in a group with teacher to facilitate</li> <li>• Mutual problem solving to enhance a relationship (teacher supported, child led)</li> </ul>

<p style="text-align: center;"><b>Medium Level</b></p> <p><i>Intentional, repeated behaviour</i></p>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Repeated disagreement with the same individual</li> <li>● Defacing someone else's property</li> <li>● Inappropriate language/ swearing (in a game - not aimed at anyone)</li> <li>● Rude finger/gestures</li> <li>● Continuous and intentional unsafe behaviour (i.e. tackling, rough play)</li> <li>● Interrupting the learning in the classroom</li> <li>● Continuous talking over the top of a teacher and other peers</li> <li>● Disrespectful behaviour towards adults as well as students (facial expressions, talking back/attitude)</li> </ul>	<ul style="list-style-type: none"> <li>● Restorative Dialogue</li> <li>● Acknowledgement of feelings (<i>I understand you feel frustrated...</i>)</li> <li>● Refer to Zones of Regulation</li> <li>● Refer to School/Classroom Expectations</li> </ul>	<ol style="list-style-type: none"> <li>1. Behaviour to be recorded on a <a href="#">Behaviour Reflection Sheet</a> - not sent to parents but collected by teacher/included into student file</li> <li>2. Miss <u>part</u> of playtime immediately after a playground incident (i.e. walking with teacher after repeated tackling/inappropriate language) <ul style="list-style-type: none"> <li>OR</li> <li>Miss <u>part</u> of playtime for classroom incident for reflection with teacher (i.e. discussions, filling in Behaviour Reflection Sheet)</li> <li>OR</li> <li>Miss <u>part</u> of an activity in the classroom for reflection (i.e. discussions, Behaviour Reflection Sheet)</li> </ul> </li> <li>3. Fill in <a href="#">Incident Recording Spreadsheet</a> if deemed necessary</li> </ol> <ul style="list-style-type: none"> <li>● Restorative chat to take place in private (beginning of lunchtime)</li> <li>● Communication with parents - phone call or personal contact when the behaviour is ongoing</li> </ul>
<p style="text-align: center;"><b>High Level</b></p>	<ul style="list-style-type: none"> <li>● Aggressive language</li> <li>● Swearing (at or about someone)</li> <li>● Physical aggression /fighting (i.e. hitting, punching, pushing etc).</li> <li>● Vandalism</li> <li>● Throwing with intent</li> <li>● Theft</li> <li>● Unacceptable discriminatory behavior</li> </ul>	<ul style="list-style-type: none"> <li>● Restorative Dialogue</li> <li>● Refer to School/Classroom Expectations</li> <li>● Follow up with Principal, Deputy Principal or SWC.</li> </ul>	<ol style="list-style-type: none"> <li>1. Missing out on half of lunch or class time where appropriate to have discussions and fill out behaviour reflection sheet</li> <li>2. <a href="#">Behaviour Reflection Sheet</a> to be filled out by student with assistance of teacher, photocopied for file and sent home to parents. E.g. monitoring repeat behaviours.</li> <li>3. Incident recorded on <a href="#">Incident Recording Spreadsheet</a> and teacher Anecdotal Notes/nWellbeing .</li> <li>4. Meeting of student/s with Principal or Deputy Principal</li> <li>5. Communication with parents: phone call or personal contact</li> <li>6. Students follow up "What needs to happen to make things right?" action</li> </ol>

	including language <ul style="list-style-type: none"> <li>• Serious inappropriate use of technology</li> <li>• Disrespecting the rights of another</li> <li>• Bullying behaviour (targeted, repeated)</li> <li>• Racism</li> </ul>		<i>Where necessary:</i> <ul style="list-style-type: none"> <li>• Individual needs - set up a Goal Sheet with parents</li> </ul>
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## Bullying

At Christ Our Holy Redeemer we have a duty of care to protect the welfare of every person in our school community. Christ Our Holy Redeemer is committed to providing a safe, harmonious and supportive environment. Bullying has no place in our school. Bullying is when an individual or group of people with more power, repeatedly and intentionally causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue overtime, is often hidden from adults, and will probably continue if no action is taken. Bullying can occur in a variety of environments it usually is a relationship problem and requires relationship-based solutions. Which is how we aim to solve any bullying issues that occur at Christ Our Holy Redeemer.

## Types of Bullying

These are broad headings in which bullying behaviours occur:

- Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.
- Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.
- Social bullying is sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the target's back. It is designed to harm someone's social reputation and/or cause humiliation.
- Social bullying includes: lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.

## Cyber Bullying

Bullying that is carried out through an electronic service, such as email, SMS, chat rooms, discussion group, Google drive or instant messaging and social media platforms. The broad headings for Cyber Bullying are:

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted or inappropriate messages or images

- Defamation

At Christ Our Holy Redeemer we will:

- Work with the child and his/her parents to support and assist with his/her on-going safety and wellbeing at school
- Support the victim
- Help the bully identify the harm done, and work with the bully to modify bullying behaviour
- Put in place corrective actions to support the bully
- Work with the parents of the bully to establish joint strategies to modify the behaviour

### **Evaluation**

This policy will be reviewed as part of the school's four year review cycle.

We will also continue to monitor the implementation of 'Restorative Practices' and seek CEO accreditation as a Restorative Practice school.

## **PARENT COURTESY**

If your child has a problem with another student please inform staff so we can assist. Please ***do not confront the child or ring the child's parents to complain***. Report the matter to school staff who will deal with the situation. A school issue should be handled by school staff. Please refer to our Parent Protocol Policy.

## **ENROLMENT PROCEDURE**

Christ Our Holy Redeemer School accepts students under the following guidelines:

- siblings of students already enrolled
- registered Christ Our Holy Redeemer parishioners
- transfers from other Catholic primary schools
- students from surrounding parishes
- all others as space permits

# **HOMEWORK POLICY**



### **RATIONALE**

Homework at Christ Our Holy Redeemer is about parents and teachers working together for the benefit of all students. Through our homework policy we acknowledge and recognise the wide range of activities that our students and families are involved in out of school time.

### **Definitions**

#### **Homework:**

Homework may be defined as 'tasks assigned to students by school teachers that are meant to be carried out during non-school hours'.

Homework consists of two main types:

**(1) Practice exercises**, which provide opportunities for students to apply new knowledge or to review, revise and reinforce newly-acquired skills, such as practising spelling words, completing consolidation exercises for Mathematics, or practising words/phrases learnt in a Language Other Than English.

**(2) Extension assignments**, which encourage students to pursue knowledge individually and imaginatively, for example, writing a book review or finding material on the Internet.

### **Compliance requirements**

The Victorian Department of Education and Training does not have a direct role in the development or enforcement of homework policies. It does require schools to:

- develop a homework policy in consultation with their school community (including the principal, teachers, school council, parents/carers and students) and
- ensure that the policy is communicated to all parents.

The Department states that schools 'must have a documented approach to homework which takes into account the personal and developmental needs of students. The setting of homework needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation, cultural pursuits and employment where appropriate.

### **Background**

#### **The value of homework**

According to the Department, homework is one way of supporting and fostering life-long learning and connecting families with the learning of their children. The departmental view is that homework 'helps students by:

- complementing and reinforcing classroom learning
- fostering good lifelong learning and study habits
- providing an opportunity for students to become responsible for their own learning
- developing self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management
- supporting partnerships with parents by connecting families with the learning of their children.'

However, the usefulness of homework in supporting student learning at primary school level is not clearly supported by evidence.

In August 2014, the Education and Training Committee of the Parliament of Victoria completed an inquiry into the approaches to homework in Victorian schools, focusing on the impact on student learning.

Specific findings of the committee relevant to this homework policy included:



- ‘Homework can reduce the amount of time available to pursue other activities and interests which may have equal or greater long-term benefit’ (Finding 3).
- ‘There is strong evidence and general agreement that homework at the primary school level has little impact on academic performance, but may play an important transitional role in preparing students for secondary school and beyond’ (Finding 5).
- ‘Measuring homework by the time spent doing it is an imprecise and inadequate measure that does not take into account the quality of the work or the ability of the student or, increasingly importantly, student access to technology’ (Finding 6).

One of the submissions to the committee was from Professor John Hattie, Director of the Melbourne Educational Research Institute at the University of Melbourne, and considered one of Australia’s leading educational researchers. Hattie has completed a “meta-study” (study of studies) of more than 800 meta-analyses (covering 50,000 studies) concerning the issue of what works best for student achievement. This meta-study, “Visible Learning” (2009), found that amongst all the influences on student achievement, homework had a very small influence.<sup>7</sup> At the primary school level, the effect is close to zero. Hattie suggests that, rather than abandoning homework (because of parental attachment to it), traditional homework approaches should be improved, and that homework policies should be required to demonstrate that the school’s homework approach is having a positive impact on students.

### **Policy points**

In accordance with departmental guidelines, Christ Our Holy Redeemer Primary School will strive to ensure that homework set by teachers is:

- appropriate to the student's skill level and age
- purposeful, meaningful and relevant to the curriculum
- interesting, challenging and when appropriate open-ended
- assessed by teachers with feedback and support provided
- balanced with a range of recreational, family and cultural activities.<sup>9</sup>

At Christ Our Holy Redeemer Primary School, homework will be set according to the following guidelines:

<b>Prep</b>	10 minutes Reading - <b>To</b> parents, <b>with</b> parents and <b>by</b> parents  Revision of sight words
<b>Year 1/2</b>	15 minutes Reading - <b>To</b> parents, <b>with</b> parents and <b>by</b> parents  Maths Game
<b>Year 3/4</b>	20 minutes Reading - <b>To</b> parents, <b>with</b> parents and <b>by</b> parents  Maths Game/ activity
	20 minutes Reading - <b>To</b> parents, <b>with</b> parents and <b>by</b> parents

<b>Year 5/6</b>	<p>Maths - Weekly open-ended maths task</p> <p>May also involve simple extension tasks associated with classroom activities.</p> <p>30 minutes total.</p>
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The homework types specified above are consistent with departmental guidelines. The Department no longer provides an indication of appropriate homework duration, and there is no evidence to support a specific minimum amount of time being spent on homework. The above guidelines as to time are therefore provided on an indicative basis only.

## **SUNSMART POLICY**

Children are required to wear a hat on the playground from September to May. Otherwise the “No Hat, No Play” rule applies. Those who do not comply with this rule must sit in the shade during recess times.

## **IMMUNIZATION POLICY**

Children entering Christ Our Holy Redeemer at Prep must have a completed immunization form before commencing school. This is available from your local council. This form indicates whether or not the child has received the appropriate immunizations given to preschoolers. Information can be obtained from the Health Department.

## **VICTORIAN COMMUNITY HEALTH SERVICES**

Subject to continued government funding the school nurse will test each Prep child’s vision and hearing. Any child found to have difficulties will be referred to an appropriate service by the nurse.

## **MEDICATION POLICY**

It is important for parents to realise that where possible we encourage students to self medicate under staff supervision. If your child does require medication at school, it must be provided in a container that gives the name of the student, the dose, and the time it is to be given. The name of the medication should be clearly marked on the container. A Medication Request form must be completed (these are available at the school Office).

Non-prescribed oral medications (e.g. head-ache tablets) will not be administered by school staff and should not be sent to school.

It is recommended that every student that has a medical condition or illness requiring ongoing medication (for instance Asthma) have an individual written management plan provided by the student’s parents and doctor. This management plan should be updated each year and contain the following details:

- Usual medical treatment needed by the student at school or on school activities.
- Medical treatment and action needed if the student’s condition deteriorates.
- The name, address and telephone numbers for an emergency contact and the student’s doctor



### **Infectious Diseases**

Children must be excluded from school for the following:

- Chicken Pox: until fully recovered or for at least five days after the first eruption occurs
- Conjunctivitis: until discharge from eyes has ceased
- Giardiasis (Diarrhoea): until diarrhoea ceases
- Impetigo (school sores): until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing

- Measles: until at least four days from the appearance of rash or upon the receipt of a medical certificate of recovery from infection
- Mumps: to be excluded for nine days or until swelling goes down (whichever is sooner)
- Pediculosis (head lice): until appropriate treatment has commenced
- Rubella: until fully recovered or at least four days after the onset of a rash

# Christ Our Holy Redeemer Primary School Standard Collection Notice Policy

## Introduction

Christ Our Holy Redeemer Primary School Primary School collects personal information, including sensitive information about students and parents or guardians and family members before and during the course of a student's enrolment at the School. This may be in writing, through technology systems or in the course of conversations and may be direct from the individual or from another source. The primary purpose of collecting this information is to enable the School, Catholic Education Offices and the Catholic Education Commission of Victoria Ltd (CECV) to meet its educational, administrative and duty of care responsibilities to the student to enable them to take part in all the activities of the School.

## Definitions

Personal information: is information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information or opinion – that is recorded in any form. For example, a person's name, address, phone number and date of birth (age). De-identified information about Students can also be personal information.

Health information: is information or opinion about a person's physical, mental or psychological health or disability, that is also personal information – whether in writing or not. This includes information or opinion about a person's health status and medical history, immunisation status and allergies, as well as counselling records.

Sensitive information: is information or opinion about a set of specific characteristics, including a person's racial or ethnic origin, political opinions or affiliations, religious beliefs or affiliations, philosophical beliefs, sexual preferences or practices; or criminal record. It also includes health information.

## Implementation

Some of the information Christ Our Holy Redeemer Primary School collects is to satisfy Christ Our Holy Redeemer Primary School's legal obligations, particularly to enable Christ Our Holy Redeemer Primary School to discharge its duty of care.

Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts and Public Health and Child Protection laws.

Health information about students (which includes information about any disability as defined by the *Disability Discrimination Act 1992*) is sensitive information within the terms of the Australian Privacy Principles (APPs) under the *Privacy Act 1988*. Christ Our Holy Redeemer Primary School may require medical reports about students from time to time and may otherwise collect sensitive information about students and their families.

If any personal information requested by Christ Our Holy Redeemer Primary School is not provided, this may affect Christ Our Holy Redeemer Primary School's ability to enrol a student, respond to enquiries, provide the student with educational and support services or allow a person to visit Christ Our Holy Redeemer Primary School.

Christ Our Holy Redeemer Primary School may disclose personal and sensitive information for administrative, educational and support purposes (or may permit the information to be directly collected by third parties). This may include to:

- third party service providers that provide online educational and assessment support services or applications (careMonkey & Flexibuzz), which may include email and instant messaging
- School systems, including the Integrated Catholic Online Network (ICON) and Google's 'G Suite' including Gmail. Limited personal information<sup>^</sup> may be collected and processed or stored by these providers in connection with these services
- CECV and Catholic Education Offices to discharge its responsibilities under the *Australian Education Regulation 2013* (Regulation) and the *Australian Education Act 2013* (Cth) (AE Act) relating to students with a disability, including ongoing evaluation of funding adequacy for individual students
- CECV to support the training of selected staff in the use of schools' systems, such as ICON
- another school to facilitate the transfer of a student
- Federal and State government departments and agencies acting on behalf of the government e.g. for audit purposes
- health service providers, and people providing educational support and health services to Christ Our Holy Redeemer Primary School, including specialist visiting teachers, sports coaches, volunteers, counsellors and providers of learning and assessment tools
- assessment and educational authorities, including the Australian Curriculum, Assessment and Reporting Authority
- people providing administrative and financial services to Christ Our Holy Redeemer Primary School
- anyone you authorise Christ Our Holy Redeemer Primary School to disclose information to; and
- anyone to whom Christ Our Holy Redeemer Primary School is required or authorised to disclose the information to by law, including under child protection laws.

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

Personal information collected from students and is regularly disclosed to their parents or guardians.

Where an enrolment application is made to another School, personal information including health information provided during the application stage may be collected from, or shared with, the other school.

Christ Our Holy Redeemer Primary School may use online or 'cloud' service providers to store personal information and to provide services to the School that involve the use of personal information, such as services relating to email, instant messaging and education and assessment applications. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. This personal information may reside on a cloud service provider's server/s, which may be situated outside Australia. Further information about the School's use of an online or 'cloud' service providers is contained in the School's Privacy Policy.

The School's Privacy Policy, accessible on the School's website, sets out how parents, guardians or students may seek access to and correction of their personal information which the School has

collected and holds. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the student, where students have provided information in confidence or where the School is otherwise required or authorised by law to refuse access. Any refusal will be notified in writing with reasons (unless, given the grounds for refusal, it would be unreasonable to provide reasons).

Christ Our Holy Redeemer Primary School makes reasonable efforts to be satisfied about the protection of any personal information that may be collected, processed and stored outside Australia in connection with any cloud and third party services and will endeavour to ensure it will be located in countries with substantially similar protections as the APPs.

Where personal, including sensitive information is held by a cloud computing service provider on behalf of CECV for educational and administrative purposes, it may be stored on servers located within or outside Australia.

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

Christ Our Holy Redeemer Primary School may disclose limited personal information to Oakleigh Parish to facilitate religious and sacramental programs, and other activities such as fundraising.

Christ Our Holy Redeemer Primary School's Privacy Policy is accessible via Christ Our Holy Redeemer Primary School website, newsletter, handbook, or from Christ Our Holy Redeemer Primary School office. The policy sets out how parents, guardians or students may seek access to, and correction of their personal information which Christ Our Holy Redeemer Primary School has collected and holds. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others, or may result in a breach of Christ Our Holy Redeemer Primary School's duty of care to the student, or where students have provided information in confidence. Any refusal will be notified in writing with reasons if appropriate.

Christ Our Holy Redeemer Primary School's Privacy Policy also sets out how parents and students can make a complaint if they believe there has been a breach of the APPs and how the complaint will be handled.

Christ Our Holy Redeemer Primary School may engage in fundraising activities. Information received from you may be used to make an appeal to you. We will not disclose your personal information to third parties for their own marketing purposes without your consent.

On occasions information such as academic and sporting achievements, student activities and similar news is published in School newsletters and magazines, on our intranet [and on our website]. This may include photographs and videos of student activities such as sporting events, school camps and school excursions. Christ Our Holy Redeemer Primary School will obtain permissions from the student's parent or guardian (and from the student if appropriate) prior to publication to enable Christ Our Holy Redeemer Primary School to include such photographs or videos [or other identifying material] in our promotional material or otherwise make this material available to the public such as on the internet. Christ Our Holy Redeemer Primary School may obtain permissions annually, or as part of the enrolment process. Permissions obtained at enrolment may apply for the duration of the student's enrolment at Christ Our Holy Redeemer Primary School unless Christ Our Holy Redeemer Primary School is notified otherwise. Annually, Christ Our Holy Redeemer Primary School will remind parents and guardians to notify Christ Our Holy Redeemer Primary School if they wish to vary the permissions previously provided.

Where parents or guardians provide the School with the personal information of others, such as the names of other family members, doctors or emergency contacts, we encourage them to inform the individual that they are disclosing this information to the school and the purpose for doing so.

### References:

Catholic Education Commission Victoria 2020; Sample Standard Collection Notice 2020;  
Commonwealth Government 1988, Privacy Act;  
Commonwealth Government 2013; Australian Education Regulation  
Office of the Australian Information Commissioner (OAIC) 2014, Australian Privacy Principles;  
Victorian Department of Education & Training 2018, Information & Privacy Guidelines;  
Victorian Government 2001, Health Records Act;  
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## PARKING PROTOCOLS

The following guidelines have been documented to help ensure the safety of our children. Many are common sense but it is essential as a parent group they are followed to ensure the safety of our children. It is also important that parents model positive behaviours to the children of our school. Please also ensure any family members or friends who also collect your children are aware of these guidelines.

It is expected that these 'Parking protocols' be adhered to ensure safety and ease of traffic through the school.

1. Parents/carers are expected to show and model courtesy and patience to the children and to all members of our community.
2. The Gate (opposite Hall entry) is the **ONLY** drop off zone for the morning. This is a strictly a 'kiss & go' zone, children need to quickly and carefully get in and out of the car. There should be no reason for parents to get out of the car.
3. The No Standing Zone beneath the Principal's Office is designated as such to allow safe passage for cars exiting the school grounds and for children walking from the school building or arriving and leaving the school on bicycle. Please note: this is NOT A DROP-OFF ZONE. Please do not park in non-marked areas/ keep clear zones.
4. Parking along the driveway near the Tennis Courts prevents cars from entering and exiting designated parking spaces. It also blocks the marked walkway for children participating in activities on the oval or tennis courts. If all spaces are full, please use the oval or park in nearby streets.
5. Gate pick up is designed to enable parents to arrive at school at 3.30 and drive through to collect their children after school has finished. Please do not arrive early only to wait in your cars for the bell to go and then form a queue for gate pick up. This only prevents parents who wish to go into the school from being able to park and creates an instant grid-lock, making the car park much more frustrating for all users. If your child is not at the gate, then you will be advised to drive on and re-enter the school. This is a strictly a 'kiss & go' zone, children need to quickly and carefully get in and out of the car. There should be no reason for parents to get out of the car. If parents need to assist their children by getting out of the car, parents will need to park and escort their child into school.
6. It is the child's responsibility to be ready and waiting at the gate at 'pick up' – if the child isn't ready then you may be asked to move on.
7. Have you considered parking in a nearby street and walking to or from school even one or two days per week? Simple measures like this would ease car park congestion significantly. Could walking this distance together be preparation for your children to meet you themselves when



old enough to do so or be preparation for making their way independently to secondary school?

8. The bus zone on Huntingdale Road is NOT a pick up or drop off zone. Stopping in this area places children at great risk, especially during peak traffic times. Please refrain from stopping at all in this zone.
9. Parking on Ferntree Gully Road, between Huntingdale Road and Leroux Street stops cars from exiting the school safely and easily. Parking in this area blocks view of oncoming traffic and prohibits cars from pulling into the left lane thereby slowing down traffic flow through the school.
10. Children need to be carefully supervised by their parents as they make their way to their car.
11. For pedestrian traffic exiting onto Ferntree Gully Road, please exit via the footpath along the building and not via the driveway.
12. As our school is situated on the corner of two busy roads, parents and children are expected to cross with the lights.