Jesus told them another parable:

“The Kingdom of heaven is like this. A man takes a mustard seed and plants it in the ground. It is the smallest of all seeds, but when it grows up, it is the biggest of all plants. It becomes a tree, so that birds come and make their nests in its branches.”

Matthew 13: 31-3

So must it be with the faith and development of our children...
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Welcome!

It is easy to say welcome but I assure you at Resurrection we not only say the word but also live by it.

Any time you ring or call into the Parish Office, and I am sure the same goes for the School Office; you will be treated with respect, courtesy and almost always a smile.

We are a Christian community living our faith in the Catholic tradition. We celebrate in and share the Good News of the Risen Jesus. We see great opportunities and challenges in today’s society and we are excited about sharing our faith with your children.

Good news usually runs second (or later) on our nightly TV news. Good news is usually undervalued or not considered dramatic enough to warrant much coverage.

However, good news abounds here at Resurrection!

We listen to the Good News of the Risen Jesus, we rejoice in hearing it, we celebrate, we try to live by His Word, and this Good News is shared.

This Good News is proclaimed every Sunday (or Saturday night) when we gather for Mass. We are a community committed to leading by example. We passionately believe that we must be an example for children who are in fact our young parishioners. It is not accidental that at our 10.30 am Sunday Mass, on any given Sunday, there are 650-700 worshippers - a quarter of whom are under 25! We have nine choirs, over 600 parishioners engaged in parish ministries, 240 parishioners committed to our monthly Parish Meeting Night.

Yes, Resurrection is a special place, and you are part of it!

Please know I am here to serve you. If at any time you are in need of a listening heart, or help in any way, please do not hesitate to contact me by phone 9367 8177, by fax 9364 6207, by email: nbrady@res-parish.org, make an appointment or just drop in. Please know that I am here to help you.

My prayer is that you will take the opportunity as a school parent to worship as a family and thereby lead by example during your children’s formative years.

Remember faith is caught not taught.

Your brother in the Risen Jesus,

Rev Noel Brady
Rev Noel Brady
PARISH PRIEST
Dear Parents,

On behalf of the staff, I would like to welcome you into the life of Resurrection School. For some of you, this will be an entirely new experience - your first child commencing school - whilst for others it will be a familiar experience.

We see the importance of helping your child to develop in many ways: spiritually, socially, intellectually, emotionally, psychologically and physically. We seek to foster the total well being of every child at Resurrection School. It is an approach, which is imbued with the spirit of the Christian gospel, where each human being is called by God to grow to fullness of life in and through the person of Jesus Christ. It is about cultivating and drawing forth the unique giftedness of each child and encouraging them to grow in wisdom and knowledge.

Most children commence school between the ages of four and a half and five years. Although they are the same age, we find there is a wide variation in their reaction to school. This is not unusual, it simply shows that no two children are alike, upbringing, natural temperament, home environment, attendance at kindergarten, the experiences of their short span of life, all play a part in their reaction to school.

Starting Prep in no way diminishes the very valuable learning experiences your child will gain at home, nor the very real obligations you have as your child's prime educators. By parents and teachers working together, your child's Prep year should be happy and profitable.

The work, which we do here at Resurrection School, however, amounts to nothing without the support of each parent, for we realise the very important part each parent plays in their child's growth and development. You, as parents, are your child's prime educators and your child will always look to you for guidance, support and encouragement, and above all, love. We must work together harmoniously to maximise the effectiveness of your child's total learning.

Communication from parents is encouraged and our policy of keeping an "open door" will continue. If there is ever anything that concerns you about your child's progress, please contact us immediately. Concerns, which are dealt with quickly, will provide better results. If your child knows that you are concerned about his / her schooling, that you care about his / her progress and welfare then your child will have a greater chance of succeeding and being happy at school.

We look forward to working with you for the good of our children, each drawing upon his / her own personal commitment to religious values.

Yours sincerely,

J. Kremers

John Kremers
PRINCIPAL
Resurrection Primary School was opened in 1978 and gained registration in February, 1979. The area covered by Resurrection Parish, and therefore our enrolment clientele, encompasses St Albans West, Kings Park, Delahey, part of Taylors Hill and Burnside Heights, Cairnlea and Albanvale.

The school has always catered for a diverse cultural community and grew rapidly to a peak enrolment of around 700 in 1990. Over the next decade, the school began to decline in number until 1999 / 2000 when it began to again increase in numbers reaching an enrolment of 540 in 2010. Our clientele have originated from 29 countries of which English is not the first language.

The community has always been an active and involved one with a very strong emphasis on the Pastoral Care of all concerned. This continues today with a well-defined and implemented approach to Pastoral Care and Wellbeing.

The educational needs of our children are, and have always been, the focal point of this community. The diversity represented in our families continues to ensure that the individual learning needs of our children is driving our approach to learning and teaching. This has resulted in a very successful Prep - 6 learning program based on the Victorian Essential Learning Standards, using the Integrated Inquiry Approach.

Our school is organized into ‘straight year levels’ in the Years Prep, 1, & 2 area. The Yr 3 and 4 students are organized into six classes of Yr 3/4s. The Year 5 & 6 classes are organized into six home groups in the Level 4 building. Specialist areas addressed by staff include Religious Education, Literacy, Learning and Teaching, Student Wellbeing, Student Services, Performing Arts, Language Other Than English (Italian), Educational Resource Centre, Reading Recovery, Recent Arrivals Program, Information and Communication Technology, Intervention and Student / Parent Liaison.

Over the following years since the school’s first official opening, buildings were added in 1982 and 1988. In 2003, an eight room ‘infant area’ was built along with a new play area. As this project was nearing completion, we commenced a refurbishment of the Administration Area, Sick Bay and children’s toilet block. A new car park was established at the same time and the playground was completely resurfaced. All areas of the school had air conditioning by 2007.

In 2008, we have focused on the oval with the installation of an irrigation system and large water tank for this purpose. Interactive whiteboards have been installed into all classrooms including the Computer Lab and Performing Arts room. We are very proud of these achievements, which add to a safe and engaging learning environment for the children placed in our care.

In 2009, we witnessed the start of a massive building programme using the stimulus money from the Commonwealth Government. 2010 saw the completion of this work and state of the art facilities for all classes.

The immediate future will see another exciting chapter added to this vibrant community. We will continue in our efforts and endeavour, with our available resources, to meet the spiritual, academic, emotional, creative, physical and social needs of our children to our best ability.

The founding leaders of Resurrection planted deep seeds of pastoral care and community involvement, which are the hallmark of the Resurrection community thirty years later. The strong links between school, Parish and the wider community continue to be that which makes Resurrection a special place, which nurtures and cares for each individual belonging to this community.
A Vision For
Resurrection’s School Community

EDUCATION IN FAITH

Jesus, through the Scriptures reveals a way of life. We strive to create and nurture a climate of welcome, love, trust, openness and respect. We embrace the gospel with a commitment to the Sacraments, which nourish us and leads us towards a closer relationship with God our Father.

LEARNING and TEACHING

We endeavour to develop successful life-long learners through connected learning, reflection and personal commitment. There is an expectation that all will reach full potential in all aspects of learning.

WELLBEING

Physical, mental and spiritual wellbeing is essential to us all. We unite in our desire to develop a sense of resilience and hope, based on respect and responsibility towards self, others and the world.

LEADERSHIP / MANAGEMENT

We are committed to a leadership style based on effective and open communication that endeavours to empower others to meet their needs and fulfill their dreams. We will do our utmost to manage in a way that enables all to carry out set goals effectively.

SCHOOL COMMUNITY

We strive to create a genuine partnership with the community that supports the development of necessary qualities and skills for all to participate actively in an ever-changing world.
Resurrection Catholic School’s Mission Statement

As educators at Resurrection Catholic Primary School, we are called upon to …

- Work in partnership with our Parish and parents in the task of educating our children in faith and encouraging them to belong to a worshipping community.
- Support children in developing their knowledge and desire to be led by the Holy Spirit towards faith in God and His Church.
- To develop the children’s ability to co-operate with others by living their lives based on Gospel values.
- Be aware of our communities profile so that we make informed decisions concerning Learning and Teaching.
- Be guided by Parish, Archdiocesan, State and Federal policies.
- Create an environment, which promotes strong Gospel values, a sense of hope, dignity and resilience.
- Work with a sense of Pastoral love in developing a Welfare approach that strives to meet the needs of all concerned – student – staff and families.
- Proceed on the basis that all students can learn, given sufficient time and support, and that our teaching will make a positive difference to student outcomes.
- Ensure a safe, happy and challenging educational environment that will enable each child to realise his / her potential in all areas of learning.
- Ensure that there is equity of access for all children in both resourcing and programming.
- Ensure that our children know the history of all Australians, their place in a multicultural / multifaith society, and be contributors to the common good of society.
- Empower children to manage themselves as individuals and in relation to others.
- Create the possibility for children to develop an understanding of the world in which they live.
- Promote the principles and practice of Australian democracy and lead children to an awareness of how they can act effectively in the world in which they live.
- To foster in children, a love for learning that will lead them to continue through each level of formal education and on into a life that values ongoing, continuous learning.
- As educators be committed to professional development and on going learning.
SCHOOL SITE PLAN

**Gate 1: Rear Parking Morning**
- Enter until 8.55 AM
- No entry between 8.56 & 9.05 AM
- Afternoon
- Enter until 3.20 PM
- No entry between 3.20 & 3.30 PM

**Gate 2: Parish Use Only**

**Gate 3: Morning Drop Off**

**Gate 4: Morning Left Turn Exit Only**

**Parent Carpark**

**School Office**

**Senior (Years 5&6) Home Rooms**
- Rooms 18, 19, 20, 21, 22 & 23

**Junior (Years 1&2) Classrooms**
- Rooms 1, 2, 3, 4, 5, 6 & 8

**Middle (Years 3&4) Classrooms**
- Rooms 11, 12, 13, 14, 15 & 17

**Foundation (Prep) Classrooms**
- Rooms 7, 9 & 10

**Performing Arts Room 16**

**Afternoon Collection Area**
- Rooms 7, 8 & 9

**Yr Prep - 2 Morning Line-up**

**Computer Lab**

**Education Resource Centre**

**Staff Planning Room**

**Admin & Sick Bay**

**Morning ‘Drop Off’ Zone**

**Level 2 (Year 1&2) Exit Door**

**Canteen**

**Staff Room Only**

**Performing Arts Room 16**
Parish:
Parish Priest: Father Noel Brady
Parish Administration: Mrs Maryann Krsteski & Mrs Melanie Apap
Address: 51 Gum Road, Kings Park 3021
Telephone: 9367 8177
Fax: 9364 6207
Email: nbrady@res-parish.org
Mass Times: Saturday evening: 6.00 pm
Sunday mornings: 9.00 am & 10.30 am
Monday: 6 pm
Tuesday: 9.15 am
Thursday: 7.30 pm
Friday: 8.30 am

School:
Principal: Mr John Kremers
Secretaries: Mrs Helen Cohen & Mrs Lyne Pittari
Address: 51 Gum Road, Kings Park 3021
Telephone: 9366 7022
Fax: 9366 6154
Email: principal@rskingspark.catholic.edu.au

School Hours:
School hours are not negotiable. Government legislation requires children to be at school for the required hours. It is expected that except for rare and unavoidable reasons, all appointments, extra lessons, etc. are made outside the normal school hours.

2014 Term Dates:
Term 1: Wednesday, January 28, 2015 - Friday, March 27, 2015
Term 2: Monday, April 13, 2015 - Friday, June 26, 2015
Term 3: Monday, July 13, 2015 - Friday, September 18, 2015
Term 4: Monday, October 5, 2015 - Friday, December 18, 2015

Beginning of 2015:
Return to school for Prep children only: Friday, January 30 (8.50am – 12.30pm)
Parent Teacher Chats Thursday January 29, 10.30am - 7.00pm
Return to school for ALL children: Monday, February 2 at 8.50am

School Timetable:
The daily school timetable is as follows:
8.50 am  Children enter classroom and prepare for the day
9 am    - 11.05  First Session
11.05    - 11.45  Lunch Break
11.45    - 1.45  Second Session
1.45    - 2.15  Recess
2.15    - 3.15 pm  Afternoon Session

The school accepts responsibility for children on the school grounds only between the hours of 8.30 am and 3.30 pm on normal school days. This means that if you send your children to school earlier than 8.30 am, or if they stay after 3.30 pm, there will not be staff available to supervise them, or attend to them if there are any accidents. We do have Before and After School Care available.

This does not mean that the staff only work these hours, however, outside of these times they attend meetings and professional development sessions, and are busy planning and preparing for class and school activities.

No child is allowed to leave the school grounds after he / she has arrived at school, unless
a parent / guardian acquires an Early Leave Pass from the school office or until dismissal at the end of the day.

**SCHOOL FEES AND TUITION LEVIES - 2015:**
School Fees are billed annually at the start of each year and payments are required each term. However, arrangements can be made with the school office to pay fees either by Direct Debit or vouchers in weekly, fortnightly, or monthly instalments (see instalment arrangements below)

School Fees *per family* per annum: $740.00 ($185.00 x 4 Terms)

Tuition Levies *per child*: $200.00 (To be paid in 1<sup>st</sup> week)

I.T Levy *per child* per annum: $50.00 (capped at $100.00 per family)

(Computer/Laptop/iPad)

Tuition and I.T Levies are to be paid in the first week of school unless you have contacted the office to pay by instalments.

Tuition levies pay for all the children’s classroom needs including classroom excursions and is charged *once* at the start of the year.

**TERM SCHOOL FEES:**
Due dates for payment of school fees each term are as follows:

Term 1: To be paid by Friday, March 6<sup>th</sup>
Term 2: To be paid by Friday, May 29<sup>th</sup>
Term 3: To be paid by Friday, July 31<sup>st</sup>
Term 4: All accounts to be finalized by Friday, October 30<sup>th</sup>

If you have any queries or concerns regarding the school fees, please do not hesitate to contact myself, or the School Secretary. If you do experience payment difficulties at any time, please telephone the school office immediately so that alternative arrangements can be made. Remember, under normal circumstances lack of money is not what causes difficulties, it is the lack of communication.

**INSTALLMENT ARRANGEMENTS**
The school offers a number of options to assist with fee payments as well as the usual Term payments.
Options include:

- Direct debit from your nominated Bank account or Credit Card

- Voucher instalments – payment you make yourself.
  The instalments cover the entire account and include Fees, Levies, Year P – 6 Camp Program and Swimming. These arrangements can be made by completing the forms provided at the office. **Installments must be made as per arrangement to ensure repayments are manageable.**
YEAR PREP – 6 CAMP PROGRAM 2015:

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<tr>
<td>Junior</td>
<td>T.B.A.</td>
<td>Out ‘n About (Dinner/Excursion)</td>
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<tr>
<td>Middle</td>
<td>AUGUST 24TH –</td>
<td>1 night – Lake Dewar, Myrniong</td>
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<td>AUGUST 26TH</td>
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<tr>
<td>Senior</td>
<td>11TH MARCH – 13TH MARCH</td>
<td>2 nights - CYC City Camp</td>
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YR PREP – 2 SWIMMING PROGRAM

- Year 1/2 Swimming 9th – 20th February
- Prep Swimming 30th November – 11th December
- Program Cost: $75

The above costs are billed separately and must be paid prior to commencement of the activity.

Tuition Levies are charged per child and cover stationery, books and excursions, as well as:

- use of all Religious Education texts
- all materials used by / for the children in the classroom
- paints / glue / coloured cardboard and paper, and all art supplies
- photocopying costs for class and home learning, and the cost of master sheets used
- levies for programs: Arts / Music / Religious Education / Literacy / Maths / Physical Education / Education Resource Centre / Information Communication Technology / Science / LOTE
- other classroom supplies as required, e.g. for cooking / for electives
- some of the reading material children use
- excursions and visiting performers / activities, etc
- some of the class sets of books and materials renewed on a cyclic basis, i.e. dictionaries / atlases / bibles / Maths booklets.

We are aware that some families experience difficulties with payment of school fees. If you have any concerns, please contact Mr John Kremers, the Principal, and an individual plan can be designed to suit your budget.

OVERSEAS TRAVEL:

Each year, a number of families go overseas for family visits. These families are still expected to pay their school fees whilst overseas. Any family who will be away for longer than four weeks will need to make an appointment with the Principal before leaving to discuss the possible effect this will have on their child's learning.

It is a requirement that any families, taking a child out of school for an extended period of time, must put in writing the planned date of leaving, the reason and expected date of return to school.

BANKING:

Children can save and deposit money each week with the Catholic Development Fund. Please note: withdrawals cannot be made through the school. This Fund is the body which has lent the school over half a million dollars in the last few years to pay for its buildings. By saving with CDF, your children are helping other schools in growing areas. Interest is calculated on a daily balance of the SAVERS CLUB account. This ensures that every dollar in the account earns the maximum interest possible every single day. Children are given the opportunity to join the CDF at the start of the school year. If parents themselves would like to invest in the CDF, please enquire at the school office for details.

EMERGENCY INFORMATION – HOME PHONE / MOBILE NUMBERS AND ADDRESSES:
It is vital that the school has current phone numbers on file and is able to contact parents in the case of an emergency. We need home, work and mobile phone numbers of both parents, and if possible, a friend, neighbour or relative. 

Please notify the school immediately of any change of address or phone number and provide the school with a current emergency contact person and phone number.

**SECURITY:**
Classroom Helper / Visitor Passes are available at the school office. If you call into the school, for any reason during school hours, including any quick visit to your child’s classroom, or if you are part of the Classroom Helper Program you must call into the school office, sign in and collect your ‘pass’. There are no exceptions to this policy. The front door to the Junior Area will be locked at 9 am for security reasons.

**LATE PASS:**
Any student who arrives at school after the 9 am bell must be signed in by an adult at the school office and collect a ‘Late Pass’ which is then handed to the classroom teacher.

**WORKING WITH CHILDREN CHECK:**
Adults that assist voluntarily in the school (classroom helper, fundraising, excursions, camps, athletics / sports, special activities / events, etc.) must have a valid Working With Children Check Card. Application forms are available at Post Offices and must be lodged there also (at no cost). When your check is validated and you receive your card, please bring it to the school office to be photocopied for our records. Your WWCC Card is continually monitored, is valid for five years and will have to be renewed after this time.

**COLLECTING CHILDREN AT THE END OF THE SCHOOL DAY:**
Children are to be collected from outside their classroom doors or exit doors (see map).

**SCHOOL APP**
We now have a school mobile app that has been customised for our school and is now available for free download in the Apple App Store and via Google Play for Android devices. The App is designed to keep students, families and the broader school community connected and up to date with the latest information from Resurrection Primary School.

You can access the app via the direct links below, or by searching for our school name.

Google Play:

App Store:

We encourage all parents to download the App and stay connected with what’s happening at school.

**ABSENTEE NOTES:**
If your child is absent from school for any period of time, please send a written and signed note to the class teacher upon the child’s return to school. This enables us to keep accurate records as required by law. **It is not necessary to phone the school on the day of the absence.**

1. Do not take a child from the school grounds without signing an Early Leave Pass at the office which in turn must be handed to the classroom teacher. Remember, that the children are legally in our care and we must know where each child is. They are our responsibility between 8.50 am and 3.15 pm.
2. If your child arrives at school after 9 am, he / she must be signed in at the school office by an adult before going to the classroom.
Sick Children:
If children are too unwell to learn they should not be sent to school. If they become ill at school, parents will be requested to collect them. If parents are not able to be contacted, the person listed as the Emergency Person will be contacted.

Accidents:
If a child is injured at school and needs medical attention, parents will be requested to come to the school. If parents are unavailable, school staff will take the child to a doctor / hospital, or an ambulance will be called if necessary. Any cost involved is the parent's responsibility.

Newsletter:
This is a very important link between school and home. The eldest child in each family will receive a Newsletter every Thursday. Through Newsletters, we try to keep parents informed of:
- Changes in policy
- Coming events
- Happenings at school
- Changes in timetables, etc.
- Parish events
- Present items of educational interest and
- Trends, class, or Year Level Newsletters.

Newsletters are dated so that you can make sure you receive them all. Spare copies are available in the reception foyer of the school office if you think you have missed one.

Lunches
Children are to bring their lunch to school, or place a lunch order with Five J's canteen service by 9 am in the morning. It is school policy that parents / guardians do not bring 'take away' lunches to school for their children.

Bicycles:
Parents are asked to ensure that children who ride bicycles to school wear safety helmets. Bicycles or scooters are not to be ridden in the school grounds. Failure to abide by these rules will result in children not being allowed to ride their bicycles to school. We take care of your child's bicycle by having a designated area for bicycles, but we cannot take responsibility for them and advise that each student uses a bike chain.

Student Medical Information:
At the commencement of each school year, a medical questionnaire for each student is sent home to parents / guardians. We ask that this form is completed and returned to school as soon as possible.

Asthma:
As asthma can affect up to one in five children and one in ten adults, it is important for school staff to be aware of asthma, its symptoms and triggers, and most importantly, the management of asthma in the school environment. At the start of each school year, parents are asked to provide an Asthma Management Plan for their child if applicable.

Anaphylaxis:
Staff undergo Anaphylaxis training each year. Parents / guardians are to provide the school with an Anaphylaxis Management Plan at the beginning of the school year as well as provide the school with an Epipen (with a valid expiry date) which is stored in our First Aid cupboard. Contact the school office for further information.
MEDICATION WHICH IS TO BE ADMINISTERED DURING SCHOOL HOURS:
If medicine / tablets are to be administered to children during school hours, the school requires a signed letter from the parent with the appropriate information relating to the medication: type of medication, the dosage required and what time to be administered (ie. lunch time, afternoon recess). The medication is to be placed into the safe keeping of the staff. The medication must be sent to school in its original container.

Classroom teachers send the medication to the school office and it is administered from there. If at all possible, it is preferred that medication be administered at home: e.g. if medication is to be taken three times a day, this could be administered before school, after school and before bedtime.

SCHOOL NURSE:
During the course of each school year, the school nurse from the School Nursing Program, Department of Human Services, visits our school. During this visit, the school nurse will:
- Be available for health advice
- Conduct the health assessment on all Year Prep children
- Follow-up children with problems previously identified
- Assess children from other year levels who have been referred by parents, or teachers because of an identified health concern which can include social, emotional, or learning difficulties
- Perform a health assessment as indicated on students recently enrolled from overseas.

Parents are encouraged to ask the nurse about anything that is worrying them regarding their child's health, or development.

HEAD LICE:
This is a common problem throughout Australia. The only way of controlling this is for every parent to regularly check their children's hair. If your children have head lice, you must keep them home until the hair is treated. Treatment information can be obtained from the local council, or chemist shop.
## COMMUNICABLE DISEASES

Minimum period of exclusion from schools and children's services centres for infectious diseases cases and contacts. The following table indicates the minimum period of exclusion from schools and children's service centres required for infectious diseases cases and contacts as prescribed under Regulations 13 and 14 of the Health (Infectious Diseases) Regulations 2001 — Schedule 6. In this Schedule 'medical certificate' means a certificate of a registered medical practitioner.

<table>
<thead>
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<th>CONDITIONS</th>
<th>EXCLUSION OF CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until diarrhoea has ceased</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until diarrhoea has ceased</td>
</tr>
<tr>
<td>Chicken pox</td>
<td>Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased or until medical certificate of recovery is produced</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later</td>
</tr>
<tr>
<td>Haemophilus type b (Hib)</td>
<td>Exclude until medical certificate of recovery is received</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Until all blisters have dried</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness</td>
</tr>
<tr>
<td>Herpes (‘cold sores’)</td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible</td>
</tr>
<tr>
<td>Human immuno-deficiency virus infection (HIV/AIDS)</td>
<td>Exclusion is not necessary unless the child has a secondary infection</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclude until well</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by the Secretary</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least 4 days after onset of rash</td>
</tr>
<tr>
<td>Meningitis (bacteria)</td>
<td>Exclude until well</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner)</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (head lice)</td>
<td>Re-admit the day after appropriate treatment has commenced</td>
</tr>
<tr>
<td>Rubella (german measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until diarrhoea ceases</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary</td>
</tr>
<tr>
<td>Verotoxin producing Escherichia coli (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude the child for 5 days after starting antibiotic treatment</td>
</tr>
<tr>
<td>Worms (Intestinal)</td>
<td>Exclude if diarrhoea present</td>
</tr>
</tbody>
</table>

The school must be notified of infectious cases requiring exclusion from school.
IMMUNISATION CERTIFICATE
Children starting school for the first time must have a completed Immunisation Certificate from the appropriate authority.

PARENTS AND THEIR SCHOOL:
Parental Involvement is encouraged and welcomed at Resurrection School. In fact, without the support of parents, many of the programs and opportunities we offer the children would not be possible.

We do ask all families to contribute at least five hours per year in supporting the school in some way. This involvement can take many forms.

SCHOOL ADVISORY COUNCIL:
The School Advisory Council gives parents the opportunity to help out in many ways, make friends and to contribute to school policies. Parents are welcome to attend meetings, or to become Council members. Fundraising is an essential activity within our school community. The Catholic Education authorities, in their funding of our school, expect that 25% of the costs involved are met by means of fees and fundraising. This is actually worked into the funding formula. It is with this in mind, that there is an expectation that all families will support and contribute in some way.

BUILDING AND GROUNDS MAINTENANCE:
Four Working Bees take place over the year, and all parents are asked to help out on at least, one occasion. End of term cleaning takes place four times a year.

PARENT INVOLVEMENT IN CLASSROOMS:
All classes require parent help at different times for various classroom activities. This could involve working with small groups or individuals, or helping out with practical needs such as typing, or making aids. Other programs which depend on parental help include excursions, the Out ‘n About Program: Prep to Six and the 9 am – 11 am Literacy Block.

CLASSROOM HELPER TRAINING PROGRAM
Our Classroom Helper Training Program has been designed to assist and train volunteer helpers at our school and runs over three sessions.

This means that at Resurrection:
- Any adult wishing to offer his or her assistance in any way at Resurrection, is invited and encouraged to attend a program
- When a participant has attended the first three sessions of a training program, a Classroom Helper Training Certificate is issued.
- Helpers with a certificate are able to confidently assist with programs in the school.
- Staff have access to the data bank of ‘trained’ classroom helpers
- Adults must still have a current and valid Working With Children Check Card (see page 13).

SPECIAL DAYS:
There are often occasions which gather the whole school together, and these are wonderful days for parents to be involved. Just a few examples are:
- School Sports Days
- Family Week Celebrations
- Whole School Theme Days e.g. Multicultural Day
- Book Week Celebrations, etc

SPECIAL INTEREST GROUPS:
There are many groups operating in the Parish, such as Playgroup, Aerobics Group, etc. These are great avenues for meeting people and becoming a part of the place.
**Parent / Teacher Meetings:**
There are opportunities for Parent / Teacher Meetings each year. The first is on 30th January to meet the parents (this is not a report occasion). The Mid-Year Report is a written report, student’s portfolio and interview about your child’s first semester progress, and is a time to set goals for the second semester. There is the opportunity for a further interview at the end of the year. This takes place at the request of either the teacher or the parent. At the end of the school year, the children receive written reports on their year's progress at school. Parents should feel free to make an appointment to discuss the report if so desired.

**Meeting Teachers:**
Staff members are happy to meet with parents and discuss their child’s progress, or any other issues or concerns. The Principal is also available at most times of the day to talk with parents. However, we do ask that you contact us in advance to arrange a suitable time for an appointment. Before and after school are not usually good times to discuss issues "on the spot".

**Education Resource Centre:**
The ERC is available for use by both students and parents. There is a large children’s collection of both literature and non-fiction materials, as well as a collection of parent references. The ERC is available to students at times other than their timetabled classes, at lunchtime and after school on one or two days per week (depending on the timetable). Children are also able to borrow books during their weekly class times.

In the Education Resource Centre there are a number of parenting resources available for parents to borrow. These include such titles as ‘Creative Ways To Boost Confidence In Kids’, ‘Get Your Kids To Fight Less And Love Each Other’, ‘Raising Co-operative Kids’ and many more titles covering a variety of topics.

**School Assembly:**
A whole school assembly of all children is held on a regular basis. These assemblies are used to give the children notice of any new organisation (or reminders), reports of school activities, recognise pupils who have been making good progress or have achieved well in school activities and to showcase the talents of the children. Each Assembly begins with a prayer. Parents are welcome to attend. These are advertised in the School Newsletter.

**Excursions:**
Excursions are part of the curriculum at Resurrection. Permission forms are sent home prior to each excursion. No child can participate in an excursion unless written permission from a parent has been received in advance. Attendance is compulsory.

**Out ‘n About Program:**
Camps are an integral part of the school program and are seen by the school as an excellent way of helping children realise their own independence and capabilities. Our program extends from Prep to Year 6. The aim is to slowly, in small ways, prepare children (and their parents) for the sleepover camps. Our normal school program will be run along these lines:

- Yr Prep    - Breakfast at school / activities
- Year 1     - Evening meal / games / home to bed
- Year 2     - Evening meal / games / home to bed
- Year 3     - One night at Lake Dewar
- Year 4     - One night at Lake Dewar
- Year 5     - Two nights at Melbourne City Camp
- Year 6     - Two nights at Melbourne City Camp
**WATER SAFETY / SWIMMING PROGRAM:**
Children from Prep to Year 2 are taught water safety and swimming skills in approximately ten daily lessons. Please note, the organisation of the swimming program may alter according to varying class groupings. This is seen as an important part of the school's Physical Education Program and all children are expected to participate. Having private lessons will not exclude the child from participating in this **compulsory program**. To allow this to happen creates an impossible supervision problem.

**SCHOOL UNIFORM POLICY**

It is the policy of Resurrection Primary School, that all children enrolling at the school, must wear the prescribed uniform at all times. The only uniform to be worn is supplied through Primary Schoolwear and no substitute items from other sources will be acceptable. Any family who experiences difficulties because of this policy is asked to speak with the Principal.

**GIRLS’ SUMMER UNIFORM:** Red check dress or Primary Schoolwear navy shorts or skorts, white socks (long or short), black school shoes (no heel), school windcheater with logo. The school hat, with logo, is compulsory in Terms 1 and 4.

**Note:** No other shorts, other that Primary Schoolwear, are to be worn.

**GIRLS’ WINTER UNIFORM:** Polo shirt with logo, navy Primary Schoolwear slacks or navy pinafore, white socks, school windcheater with logo, navy tights.

**GIRLS’ SPORTS UNIFORM:** Navy pleated skirt and navy bloomers or navy Primary Schoolwear sport shorts, polo shirt with logo, white socks, white runners, school tracksuit and school hat with logo - compulsory in Terms 1 & 4.

**BOYS’ SUMMER UNIFORM:** Red polo shirt with logo, navy Primary Schoolwear shorts, navy blue socks, black school shoes, school hat with logo is compulsory in Terms 1 & 4.

**BOYS’ WINTER UNIFORM:** School polo shirt with logo, school windcheater with logo, navy socks, navy Primary Schoolwear slacks, black school shoes. Reinforced knee is available at additional cost.

**BOYS’ SPORTS UNIFORM:** Navy Primary Schoolwear sport shorts, red polo shirt with logo, navy blue socks, school tracksuit, white runners. The school hat, with logo, is compulsory in Terms 1 & 4.

School bag with logo is compulsory. Royal blue, fleecy lined jacket is compulsory.

School hat with logo is compulsory in Terms 1 & 4.

School tracksuit, for both girls and boys, is to be worn on Physical Education days only. Runners are not part of the school uniform and may only be worn on Physical Education days.

Ribbons, scrunchies, or other hair decorations must be navy, royal blue or red. Scrunchies are to be in school colours. Jewellery should not be worn to school except for signet rings and plain sleepers, or studs, for pierced ears. The school uniform can be purchased from:

**Primary Schoolwear**
58 Westwood Drive, Deer Park
Phone: 9363 8458

Unless there is a very good reason, children are expected to wear their school uniform supplied exclusively by Primary Schoolwear.

A note is required if your child is not in school uniform.
Families wishing to park their cars and walk their children into school:
- The only parking available is the car park at the rear of church
- If you park there before school you will not be able to leave again until 8.56 am
- Enter at front of church (Gate 1) and enter car park by entrance straight in front of you
- At 8.56 am, gate will be reopened and cars may leave
- Speed limit – slow and slower – 5 kms
- If you cannot wait, your ONLY alternative is to park on the street.

Please note:
- No parking along side of church
- No parking behind church (disabled area)
- No dropping off around the bell tower in front of church
- No parking in Parish Office car park unless you have business at the Parish Office.

Picking up after school:
- Same area above
- Remember you will not be able to move out of the car park until all children have reached their parents car safely.
- The gate will reopen at 3.21 pm.

MORNING DROP OFF ZONE: GATE 3

Please Note:
- Use the drop off zone in front of the school
- Stop to the right of the yellow line and in front of the yellow line in front of you
- Drop off children and leave immediately
- Left hand turn only at the exit gate
- Exit gate is locked at 9 am
- No parent parking in this area
- Not to be used at all when picking up children after school.
A Car Park Supervisor is on duty from:
- 8.30 am in the ‘Drop Off’ Zone in the mornings
- 3.15 pm in the Rear Car Park.

All drivers must take direction AT ALL TIMES from staff on duty.
Pastoral Care is the core of Resurrection School. As an agent in the mission and ministry of the Church, we receive and educate our students with respect and love.

All members of the community: students, parents and staff, are entrusted with the responsibility of contributing to each other’s growth and journey towards wholeness. In this process, we build a community that provides a strong sense of wellbeing, belonging and security. This enables children to be affirmed in their dignity and worth, respected as unique individuals and helped to grow to the fullness of their potential.

The following features reflect our response to Jesus’ call to be fully human, fully alive and able to participate in the life and love of God:

- High quality relationships amongst teachers, parents, children and other staff
- Fostering self-discipline, resilience and responsibility within children
- Pastoral approaches to meet perceived needs, e.g. Support Meetings for individual children; Parents as Partners, etc
- Approaches to teaching and learning which allow all children to participate and progress; there is a focus on enabling each individual to develop the competence and confidence to enter fully into life according to his / her own ability.
- Relationships of trust, co-operation and partnership between school and family.

**RESURRECTION STUDENT WELFARE SUPPORT GROUP POLICY**

At Resurrection, we believe the Student Welfare Support Group is a vital component of our pastoral care. We believe the role of the Student Welfare Support Group is two-fold:

- To provide support to teachers in managing students in their care
- To assist students by specifically addressing issues and needs related to their learning, behaviour, social and emotional wellbeing.

The Student Welfare Support Group promotes an observant and caring environment. For optimum outcomes, we believe a partnership between family and school is essential.

**The Goals of the SWSG are:**

- To support and empower members of the school staff in dealing with specific students and their needs by generating information, strategies and ideas
- To assist students who are experiencing difficulty at school in the areas of behaviour, learning, social and emotional development
- To make efficient use of the expertise of personnel both within and outside of the school and to initiate referrals to outside agencies where appropriate
- To promote a positive relationship with parents and support parent liaison as needed
- To ensure that students and welfare structures are monitored and reviewed.

**RESTORATIVE PRACTICES**

Our **Behaviour Management** approach is based very clearly on the gospel values of justice; respect for each other as individuals; and pastoral care. Our ideal aim is to foster self-discipline, responsibility and repairing broken relationships. In order to do this, it is expected that commonly held values are developed which give rise to the rights that we agree we all have.
These include:

- The right to speak freely and to be listened to
- The right to learn / the right to teach
- The right to be treated with respect and dignity
- The right for ourselves and our property to be safe in the classroom and playground.

In order to preserve and uphold these rights, we **all** have a responsibility to treat each other as we would like to be treated ourselves. **From the above rights came our rules.**

**School Rules at Resurrection**

As a staff, we have agreed to the following generic list of rules. At the beginning of each school year, our rules are to be reviewed and developed with the children in our classroom. We undertake to display these rules, consequences and rewards. These rules will consistently apply in all aspects of the children’s learning and play.

**The rules are:**

1. Follow instructions
2. Speak appropriately
3. Listen to the speaker
4. Move safely
5. Hands off
6. Care for all property.

**Our Code of Good Behaviour:**

Please read these over and discuss them with your child so that the home is reinforcing the school’s approach to discipline:

- We speak to other people, children and adults, with respect and according to title
- We use good manners at all times
- We will take great care to never engage in any behaviour that could be interpreted as bullying
- We look after property, our own, and that of others. We will report breakages to the staff
- We ask permission if we need to use someone else’s property
- We understand that the school cannot take responsibility for our games or treasured belongings if we bring them to school
- We will not behave in any way, or play any game, that is hurtful or harmful to others
- We will play in the correct places and not go out of school boundaries
- We will follow directions that the staff give us and respond quickly to bells and signals
- We will leave our classroom tidy
- We respect our classroom by putting away all of the things we have used
- We will not leave the school grounds during school time without permission
- We will practice safe behaviour by not, for example, climbing onto any roof
- We will care for school property by not bringing chewing gum into the school and by always putting our litter in the bins provided.

**PROCEDURES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR**

<table>
<thead>
<tr>
<th>Inside</th>
<th>Outside</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Removal from focus group, but to remain in the classroom.</td>
<td>2. Walk with teacher on duty.</td>
</tr>
<tr>
<td>3. Time away in designated area, seat or desk in the classroom.</td>
<td>3. Time away.</td>
</tr>
<tr>
<td>4. Student sent to another classroom with a reflection sheet to complete.</td>
<td>4. Loss of right to the playground.</td>
</tr>
<tr>
<td>6. Parents are notified.</td>
<td><strong>Severe Clause:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Inform Principal.</td>
</tr>
<tr>
<td></td>
<td>2. Loss of right to playground / classroom</td>
</tr>
<tr>
<td></td>
<td>3. Supervised ‘time away’.</td>
</tr>
<tr>
<td></td>
<td>4. Parents notified.</td>
</tr>
</tbody>
</table>
SOCIAL DEVELOPMENT

At Resurrection, we believe that the learning of social skills is the foundation for social and academic development. Success in all areas of life is linked to confidence, resilience and social competence.

Our aim is to help all students to develop personal confidence and build positive relationships. The students are given the opportunity to learn, practice and refine many skills necessary for acceptable social behaviour and personal growth.

The students are also introduced to co-operative learning skills. These skills are taught through group situations in which children learn from and with each other.

The basic social skills program seeks to promote:
- A positive Self-Esteem
- Respect for Self and Others
- Assertive Behaviour
- Problem Solving
- Co-operative Learning Skills
- How to Communicate
- Leadership Skills.

RESURRECTION PRIMARY SCHOOL

ANTI-BULLYING POLICY

November 2012

Resurrection School endeavours to provide a positive culture where bullying is not accepted, and in doing so, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in the school environment. Therefore at Resurrection we have zero tolerance to any form of bullying.

DEFINITION:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms.

Physical: Hitting, punching, kicking, scratching, tripping and spitting.

Verbal: Name-calling, put downs, threats and sarcastic remarks.

Psychological: Spread rumours, stalking, dirty looks, hiding or damaging possessions.

Cyber: Is the use of e-technology to victimise others. It is the use of an Internet service or mobile technologies – such as emails, chat rooms, discussion groups, Instant Messaging, web pages or SMS (text messaging) – etc. with the intention of causing harm to another person or persons. Examples include communications that seek to intimidate, control, manipulate, put down or humiliate the recipient.

School Behaviour Policy guidelines are applied to all behaviour incidents. However, once an action has been recorded 3 times (to the one person) in a 12 month period it will be treated as a bullying offence and the anti-bullying process will be implemented.

AIMS:
- To reinforce within the school community that no form of bullying is acceptable
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrators
- To seek the full support and co-operation of all concerned: parents, staff and children.
- To build a culture where children gain confidence and develop resilience
- To encourage a safe and welcoming community that promotes a learning environment where positive attitudes are nurtured
IMPLEMENTATION:

- Parents, teachers, children and community will be made aware of the school’s position on bullying via newsletter, displays and school website.

To discourage bullying we continue to be proactive by addressing any incident through a four-stage approach.

A: PRIMARY PREVENTION:

- Build a sense of belonging and wellbeing
- Reinforce and raise awareness about creating a safe and positive environment through curriculum and positive relationships
- Provide Social Skills programs and practices to develop self esteem, resilience, conflict resolution, assertiveness, problem solving and protective behaviour strategies
- Each classroom teacher to clarify at the start of each year, the school policy on bullying – build in whole group strategies
- Staff and students to promote the philosophy of ‘Zero Tolerance To Bullying’
- Foster positive relationships between staff members and students
- Promote peer connectedness
- Students to have access to a variety of games to play at recess and lunch
- Implementing positive behaviour discipline plans in our playgrounds and classrooms
- Data collected from implementing our positive plan acted on each term
- Regular reinforcement of our six school rules: Follow Instructions, Hands Off, Listen to the speaker, Speak appropriately, Care for all property, Move safely
- A bullying survey and yard survey administered and acted upon twice a year
- Professional development for staff relating to bullying, harassment and the strategies that counteracts them

School community awareness and input related to bullying, its characteristics and the school’s programs and response through the communication channels

B: EARLY INTERVENTION:

- Strengthen resilience and reduce risk factors by a variety of teaching approaches
- Encourage children to report bullying incidents experienced or witnessed
- Conduct bullying survey as required
- Classroom teachers regularly remind students to report incidents, and that reporting is not dobbing
- Encourage parents to contact the school if they become aware of a problem
- Public recognition and reward for positive behaviour and resolution of problems
- The leadership team will monitor all reported bullying incidents
- Feedback from Student Representative Council after classroom meetings

C: INTERVENTION:

- Determine support required and act promptly
- Support includes but it is not limited to peer, school community, school leadership, Catholic Education Office and other external agencies
- Issues identified through the bullying Survey will be addressed
- Incidents or allegations of bullying will be documented and investigated
- We take a restorative approach that addresses the needs of both the victim and the perpetrator
- If bullying is ongoing, parents contacted and consequences implemented consistent with Resurrection’s Behaviour Management Policy
- Ongoing monitoring of identified perpetrators and victims.

D: POSTVENTION:

- Restore wellbeing
- Continue to provide appropriate support to all
- Monitor recovery of the victim and evaluate behaviour plan of perpetrator
- Provide for professional development in implementation of bullying policy
RESPONSIBILITIES:
School Staff:
- Implement programs that build resilience and reduce risk
- Teach inclusive practices
- To develop a class understanding of bullying at the start of each school term
- Establish standard procedures P-6 for dealing with bullying
- To teach children strategies to deal with a bully
- To listen carefully to all children who report an incident of bullying / harassment
- To spend the time needed to follow up the incident including all the “stake holders” i.e. child, staff, parents
- To be fully aware of where incidents are most likely to occur and to be proactive in the supervision of these areas
- Teachers to inform wellbeing leaders of incidents
- Keep Principal advised of repeat offenders
- Ensure sufficient equipment is available for children to use during breaks
- Provide a variety of lunch and recess activities

The Children:
- To use strategies taught when being bullied
- To speak to a staff member or adult if they feel that they are being bullied or that someone else is being bullied
- To keep school rules and connect positively to peers and adults
- To take part in a whole school based Social Skills Program.

Parents:
- To listen to children’s stories objectively and with an open mind
- To report any incident to his / her classroom teacher (or yard duty person if more appropriate)
- To never take it upon themselves to “deal” with another persons child (leave it to the school)
- To be prepared to work through the situation with school personnel
- To respect the rights and dignity of all people involved including the person bullying their child.
PHILOSOPHY OF EDUCATION:
The curriculum (or content) taught at Resurrection is driven by our beliefs about learning and teaching. There are five specific documents, which we rely upon to make decisions about curriculum.

- **OUR PROFILE:**
  - Who we are, our cultural and socio-economic backgrounds, etc.

- **OUR VISION / MISSION:**
  - Our dreams and direction for the students of Resurrection

- **OUR LEARNING AND TEACHING STATEMENTS:**
  - Our beliefs about how children best learn and in the light of this - our best teaching practice.

School based documents, Catholic Education Guidelines, Archdiocesan Directives and the Victorian Essential Learning Standards form the basis for our decision making.

We have briefly included our beliefs about learning in this document; however, each policy, etc. is available for your perusal through the school office.

LEARNING STATEMENT
This Learning Policy is the result of work done by staff, parents and students and represents our common views about how people learn. Here are some extracts:

RATIONALE:
- The staff, students and parents at this school believe a learning policy should be developed as a firm base on which all other policies are be built
- The students at this school are the children of Resurrection Parish whose parents wish them to learn in an environment alive with faith in Jesus
- Their families come from a wide variety of national backgrounds, many of whom are still struggling to make their homes here in the western suburbs of Melbourne
- This diversity is a richness and also places demands on us to ensure that the children are exposed to a breadth of opportunities, so that they see themselves able to fulfill a wide variety of ambitions within the context of a rich and happy life
- We believe that school is only one of the facilitators of learning in children's lives.

AIMS:
- To acknowledge the diverse backgrounds of our children and build on this wealth of experience
- To prepare children for life in a changing technological society
- To create an environment where children can learn
- To encourage children to take responsibility for their learning
- For parents, staff and children to work in partnership to ensure the success of future programs
- To develop a sense of self worth and respect for others
- In conjunction with the Parish and Family, work with the child in fostering growth in faith.

All the curriculum, teaching and school decisions we make, are based on this Learning Policy.
OUR CURRICULUM CATERS FOR:

- Religious Education
- Health & Physical Education
- Interpersonal Development
- Personal Learning
- Civics and Citizenship
- The Arts
- English
- Humanities
- Mathematics
- Science
- Communication
- Design, Creativity and Technology
- Information and Communication Technology
- Thinking Process
- Language Other Than English (LOTE)

CURRICULUM PROGRAMS AND RATIONALE

RELIGIOUS EDUCATION

The Religious Education Program in our school is based around the “To Know, Worship and Love” series put out by the Melbourne Archdiocese. In the junior classes the “Good Shepherd” approach is used whereby children’s relationship with Jesus is developed through story (Bible), play and concrete experiences. The RE program is related to other areas of the curriculum to ensure the link between religion and life.

SACRAMENTS: At Resurrection, the children are gradually prepared for the reception of the Sacraments - Reconciliation, Eucharist and Confirmation by ensuring that their knowledge is gradually developed by means of a Year Prep to Year 6 Program. Children receive the Sacrament of Reconciliation in Year 3, Eucharist in Year 4 and Confirmation in Year 6. Some weeks prior to the reception of the Sacraments, the children are given additional time to ensure that they are adequately prepared. The approach to Sacraments at Resurrection requires that there is a spirit of co-operative partnership between the parish, school and home.

STRAND: PHYSICAL, PERSONAL AND SOCIAL LEARNING

DOMAIN: HEALTH AND PHYSICAL EDUCATION

DIMENSIONS OF: A. MOVEMENT AND PHYSICAL ACTIVITY
B. HEALTH KNOWLEDGE AND PROMOTION

RATIONALE:

In this domain, we focus on developing in the children a commitment to developing and maintaining their physical, mental, social and emotional health.

We stress the importance of a healthy lifestyle leading to a life long commitment to individual and group physical activity.

We expose the children to the development of such skills needed to live a rewarding life as a connected member of society. Stressing the importance of a healthy lifestyle and the ability to identify and minimise those elements present in society which will cause harm to the individual.
**Health and Human Relations:**
A Health and Human Relations Program is conducted throughout the school. This program covers things such as care of teeth, cleanliness, nutrition, physical, personal and social development. Parents are asked to participate in this program, especially in the upper levels, where greater emphasis is placed on human sexuality.

**Domain: Interpersonal Development**

**Dimensions of:**
- **A. Building Social Relationships**
- **B. Working in Teams**

**Rationale:**
We are dedicated to teaching our students to initiate, develop and maintain positive social relationships with a range of people and contexts.

The immediate view requires us to develop a range of skills in our students to help them to discover the capacity to work co-operatively as part of a team and to develop positive social relationships while dealing effectively with their own emotions and moods. Working co-operatively as part of a team is essential to community and workplace success.

The longer range view will require us to prepare the student to be aware of their own place and responsibility as an effective member of society.

In a pluralistic multi-cultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds.

For this to develop, a range of skills must be effectively mastered (i.e. relating, empathy) while dealing with their own emotions and inner moods.

Awareness of the social conventions and responsibilities that underpin the formation of effective relationships is essential.

We endeavour to teach students how to manage and resolve conflict in a sensible, fair and effective manner and not view conflict as something to avoid or eliminate.

To work co-operatively as part of a team requires students to be able to balance commitment with the group and their own needs. Competence in presenting their own views while listening to differing views, is skills to be developed.

Our role is to reinforce this learning by providing positive role models and by ensuring that interaction be positive, fair, respectful, friendly and supported by a school culture which is open, honest and accepting.

**Domain: Personal Learning**

**Dimensions of:**
- **A. The Individual Learners**
- **B. Managing Personal Learning**

**Rationale:**
We aim to explicitly teach our students the skills necessary to develop a positive sense of themselves as learners. We endeavour to provide opportunities that develop the skills and knowledge to:

- Develop an understanding of their strengths and potential
- Learn with and from peers, which includes speaking and responding appropriately to feedback
- Increasingly manage their own learning and growth by monitoring their own learning and setting their own learning goals
- Develop the skills of goal setting and time and resource management
- Develop resilience and dispositions which support learning
- Recognize and enact learning principles within and beyond the school.
The achievement of these outcomes requires the creation of a school and classroom culture where all students are respected and valued as individuals with the capacity to learn and think and where self-regulated effort in learning is promoted. We accept that as our task.

**DOMAIN: CIVICS AND CITIZENSHIP**

**DIMENSIONS OF:**

a. Civic Knowledge and Understanding

b. Community Engagement

**RATIONALE:**

In the domain of Civics and Citizenship, we endeavour to provide our students with knowledge, skills and opportunities to understand and practice what it means to be a citizen in our democracy. The students learn about civic institutions and develop skills and gain knowledge to become active participants in our society. They learn about our political and legal systems and the history that underpins them.

We give students the time to practice citizenship skills and explore the development of values and dispositions, which support citizenship and empower decision-making and lead them to an active interaction with our community.

We help students to form a strong sense of their personal identity – developed through community participation. We teach them why citizens need a sense of personal identity within their own community and how they could contribute to that community.

Students are offered the opportunity to investigate, why in a democratic tradition, it is important that all are informed and actually participate in the process. They are encouraged to challenge their own and others views about Australian society and to actually participate in and practice democratic decision-making, activities and behaviours.

Finally, we have a focus on investigating the sustainable practices that underpin the future wellbeing of societies and the environment at a local and global level. Students explore actions to achieve sustainability.

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**STRAND: DISCIPLINE-BASED LEARNING**

**DOMAIN: THE ARTS**

**DIMENSIONS OF:**

a. Creating and Making

b. Exploring and Responding

**RATIONALE:**

The staff engage the children in critical and creative thinking in the expressive, creative and communicative forms of the Arts. We lead the children to discover the pivotal role that The Arts play socially, economically and culturally within their society.

We encourage the development of skills and the explanation of technologies, forms, processes through single and multi-media forms.

Through the disciplines of The Arts - Dance, Drama, Media, Music and Visual Communication - students explore visual culture, performances in contemporary and traditional genres, works that involve the fusion of traditional and digital media.

Through their exposure to the varying disciplines of the Arts, students are encouraged to communicate their perceptions, observations and understandings of structures, functions and concepts drawn from other domains.

Accepting that the Arts are sequential, we plan for continuous experience in the differing Art disciplines.
DOMAIN: ENGLISH

DIMENSIONS OF: A. READING
    B. WRITING
    C. SPEAKING AND LISTENING

RATIONALE:
The domain of English encourages and empowers staff to draw / lead our students into an appreciation and love of language – leading them to sense its richness and power as it evokes feelings, conveys ideas, informs, persuades and entertains.

The English domain centers on the conscious and deliberate study of language, using a variety of texts and contexts where it is spoken, read, viewed and written.

We embrace a wide range of texts and media in print and electronic form including imaginative literature, popular fiction and non fiction, personal writing, commercial and workplace texts, everyday communication, plays, films and multi media texts.

We encourage children to explore the meaning of texts and how meaning is conveyed. We endeavour to lead them to develop critical understanding about the way writers and speakers control language to influence their listeners, readers and viewers.

We teach our students to discover an understanding of the way, purpose, audience and situation influence the structural features of language and see that different kinds of texts are appropriate for different occasions, and attitudes can be shaped and also reflect different times and places.

Through quality teaching, students learn to control language by learning and applying their understanding of grammatical structures also learning to spell accurately and use punctuation correctly.

STRUCTURES AND PROGRAMS:
CLASS: The Children’s Literacy Success Strategy is the structure adopted at Resurrection to teach literacy in Years P-2. CLaSS is a systematic approach, maximising the literacy outcomes of all children in the first three years of primary schooling. It is based on the belief that all children can improve in literacy through a whole-school approach which ensures that all students make progress in early literacy.

A variation of the CLaSS model is also used in Years 3-6. The expectation is that a two hour Literacy Block be scheduled four mornings a week. Within the Literacy Block, teachers form approximately four flexible instructional groups for reading and writing and use these groupings as the main means for focusing their teaching on the needs of all students.

READING RECOVERY: Reading Recovery is a one-to-one Early Intervention Program, focusing on students who, after one year of schooling, are not developing effective reading and writing processes. The Reading Recovery teacher works with individual children on a daily basis in sessions that last for 30 minutes. The program generally runs for 15-20 weeks.

DOMAIN: MATHEMATICS

DIMENSIONS OF: A. NUMBER
    B. SPACE
    C. MEASUREMENT, CHANCE AND DATA
    D. STRUCTURE
    E. WORKING MATHEMATICALLY

RATIONALE:
In the domain of Mathematics, staff open students’ minds up to the multi-faceted world of Mathematics. We endeavour to lead them to a historical perspective of this domain, with an appreciation of the human endeavour that has developed the theory and practice of Mathematics from the dawn of civilization to the present day.
Students will see Mathematics as a fundamental tool, enabling cultural, social and technological advances, as well as empowering individuals as critical citizens in a contemporary society and for the future.

Each of the Dimensions studied lead students to a better understanding and appreciation of how the varied aspects of Mathematics will empower:

- Problem posing
- Problem solving
- Investigation and modeling
- Computation and proof
- Making connections with the natural and human world.

Our aims for essential learning in Mathematics at Resurrection are for our students to:

- Demonstrate useful mathematical and numeric skills for successful general employment and functioning in society
- Solve practical problems with mathematics, especially industry and work-based problems
- Develop specialist knowledge in mathematics that provides for further study in the discipline
- See mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- Be confident in one's personal knowledge of mathematics, to feel able to apply it, and to feel able to acquire new knowledge and skills when needed
- Be empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts
- Develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline - its big ideas, history, aesthetics and philosophy.

**DOMAIN: SCIENCE**

**DIMENSIONS OF:**

A. SCIENCE KNOWLEDGE AND UNDERSTANDING

B. SCIENCE AT WORK

**RATIONALE:**

Our aim in the domain of Science is to lead the children to a curiosity of the world in which they live, to wonder why it is that way and to ask about their place in that world.

We endeavour to stimulate, respond to and nourish this curiosity, wonder and questioning. We lead children to discover the human process of Science and its influence on social values.

By studying the long history of human endeavours in the sphere of Science, the children are led to appreciate and understand, control and manage the ever-changing world and the influence that Science has on it.

We open students up to the world as seen and influenced by imagination and dreams of such people as Newton, Einstein, Curie, and Olyphant. They see how accepted scientific knowledge continues to fuel the dreams of a new generation.

Their interest and curiosity, their creativity and problem solving ability, their reasoning and critical thinking come into play as their understandings are stretched and challenged and they are further encouraged to become engaged in informed debate.

Addressing issues of sustainability at a local and global level and the values that necessarily underpin this debate become an emphasis, which opens up the possible future influence of these children on the world in which they live.
**DOMAIN: COMMUNICATION**

**DIMENSIONS OF:**
- A. LISTENING / VIEWING / RESPONDING
- B. PRESENTING

**RATIONALE:**
We teach the children that communication is essential to their ability to construct meaning and to convey information and understanding to others.

We assist the students to develop an awareness that language and discourse differ across the literacy’s of each of the domains.

We involve them in developing knowledge, skills and behaviours that empower them to effectively present ideas and opinions in a range of forms which will be appropriate to their purpose and audience. These skills cover verbal, written, graphic, multi-media and performance.

**DOMAIN: DESIGN, CREATIVITY AND TECHNOLOGY**

**DIMENSIONS OF:**
- A. INVESTIGATING AND DESIGNING
- B. PRODUCING
- C. ANALYSING AND EVALUATING

**RATIONALE:**
In the domain of Design, Creativity and Technology, staff create the learning environment necessary to open our students to numerous possibilities when they apply their imagination and lateral thinking to exploring ideas, materials and technical processes.

Contexts include examples from what we grow, eat, wear, build, our health and safety, how we travel and spend leisure time. Exploring these possibilities, they consider problems, needs, wants and opportunities and respond to them by developing a range of ideas, products or systems.

We encourage our students to:
- Pose problems and actively identify needs / wants opportunities and areas for improvement
- Gather knowledge and find the best way forward in designing solutions
- Propose ideas, experiment, synthesise and create new or improved products / systems
- Use tools / equipment safely and creatively
- Come to an understanding that designing creatively and technology leads to innovation
- Assess the outcomes of design and technology processes and products in relation to environmental, social and economic factors.

We will require the students to be autonomous and creative problem solvers both as individuals and as a member of a team.

**DOMAIN: INFORMATION AND COMMUNICATION TECHNOLOGY**

**DIMENSIONS:**
- A. ICT FOR VISUALISING / THINKING
- B. ICT FOR CREATING
- C. ICT FOR COMMUNICATING

**RATIONALE:**
The staff at Resurrection focus on providing students with the tools to transform their learning and to enrich their learning environment. We endeavour to empower the students by giving them opportunities to develop new thinking and learning skills that will produce for them creative and innovative insights.
Working as an individual and collaboratively, they are empowered to work on developing ways to more productively solve problems and create information products that demonstrate understanding of concepts, issues, relationships and processes. Students learn to use ICT in a socially and ethically responsible manner. Students are encouraged to express themselves locally and globally demonstrating mastery of tasks being accomplished rather than on the technology they use to do the work.

**DOMAIN: THINKING**

**DIMENSIONS:**
- A. Resourcing / Processing / Inquiry
- B. Creativity
- C. Reflection / Evaluation / Metacognition

**RATIONALE:**
The staff recognize how the Domain of Thinking will skill the students to develop high order processes in order to become creative problem solvers and decision makers. We assist them to develop the skills of conceptualization and to manage their own thinking.

It is our aim to empower the children to become effective and skilful thinkers who have developed the ability to validate existing knowledge and to enable them to create new knowledge, building ideas and make connections between them.

**INTEGRATED INQUIRY CURRICULUM**

**RATIONALE:**
We believe that skills, values and significant understandings are best taught and assessed within meaningful ‘connected’ units of work. These units are based around topics of relevance and interest to students. Using an Inquiry Approach to deliver the Integrated Curriculum assists learners to make connections within and across learning areas.

This approach helps students create a learning future which:

- **Is sustainable**: developing an understanding of the interaction between social, economic and environmental systems and how to manage them
- **Is innovative**: developing the skills to solve new problems using a range of different approaches to create unique solutions
- **Builds strong communities**:
  ‘… by building common purposes and values and by promoting mutual responsibility and trust in a diverse socio-cultural community.’ (VELS Overview p4).

**AIMS:**
Using an Inquiry Approach in the Integrated Curriculum, we expect the students to:

- Manage themselves as individuals and in relation to others
- Understand the world in which they live
- Act effectively in that world
- Become actively involved in their learning
- Be both problem posers and problem solvers
- Form concepts and generalizations about their world
- Pose questions and gather information about their world
- Organise new information and skills.
- Demonstrate what they have learnt
- Apply knowledge and skills to new or different situations
- Develop as a powerful learner
- Be actively engaged in the process of investigating, processing, organising, synthesizing, refining and extending their knowledge within a topic
- Reflect on their learning and set goals.
HOME LEARNING AND PROCEDURES

Rationale:
The notion of ‘Home Learning’ is built upon the premise that a partnership in learning exists between the home and the school.

Learning happens within a range of different contexts and locations. It is a life-centred, life-giving and is a life-long activity.

Learning, in most cases, must be centred on engaging and expanding the process of thinking.

Home Learning can take a number of forms, e.g.:
- Relationship building within the context of family and community
- Curiosity and thinking, leading the learner into self-directed areas of interest
- Further exploring concepts covered at school
- Normal routines of home life are all possibilities for learning, e.g.:
  1. Cooking
  2. Maintenance tasks
  3. The skills of sport/games
  4. Developing responsibility
  5. Family discussions recounting the history/story of the family.

Highly motivated students may need limited home time to complete a task. Some students enjoy the continuing challenge of research and further learning in their own time, and this is encouraged. Students, who do not complete tasks during normal school hours, may find that they need to allocate more home time to meet expectations.

The school will systematically and regularly give the children home learning tasks. Some tasks will be of a rote nature, everything else will be linked to the process of thinking and, hopefully, enjoyment.

Teachers will modify home learning tasks for students whose learning requires support.

Examples of tasks involving practicing and exercising the faculty of memory:
- Spelling
- Tables
- Where applicable, facts related to units being covered in class, e.g. geographical facts.

Sight Vocabulary / Spelling:
Children in Prep (Level 1) will centre their learning on word lists provided by the teacher. While not being expected to know how to spell all of these words, they will gradually learn to recognise and start to use these words on sight.

Children in Level 2, 3 and 4 will concentrate on the 100 and 200 word lists, as well as words generated from the Units being studied, or words that the child is having difficulty with in their writing. Printed lists, where appropriate, will be given to the children.

Numbers / Tables:
- Level 1: Number facts to 20
- Level 2: The tables to be learnt 2, 5, and 10
- Level 3: The tables to be learnt from 2 to 10
- Level 4: All tables from 2 to 12, and beyond, to be learnt.
Reading:
Reading will be encouraged at all levels as it builds on the belief that most children learn to read, and further the skills and enjoyment of reading, at the knee of a parent or guardian. If it is to become a life-long habit, the child needs to discover his/her own connection to what the written and electronic forms of print can provide.

Children at all levels will be encouraged to develop and practice their reading. The time spent each night should be recorded in their Reading Diary.

Expected duration of home reading:
- Level 1: 10 minutes per night. (Prep)
- Level 2: 10 to 15 minutes (Years 1 and 2)
- Level 3: 15 to 20 minutes using a widening variety of texts (Years 3 & 4)
- Level 4: at least 20 minutes per night using a variety of texts / media (Years 5 & 6).

Thinking and Enjoyment:
From time to time, depending on the Year Level, the children will be:

- Asked to bring items from home, which will form part of their work in the Inquiry Unit that they are involved in
- Asked to take a turn at presenting at a ‘Show and Tell’ session
- Required to present at a “Talk Time” session
- Invited to present his or her own special area of talent at Level or School Assembly.

A written explanation of these tasks will be sent home and the child will be given adequate time to prepare for his/her turn.

Assignments:
When students are given a more formal task, such as a small research project or the creation of a model, it will:

- Be designed to engage thinking and enjoyment
- An appropriate amount of time will be given to enable completion of the task
- Not involve work that is beyond the capabilities of the child
- Have a clear and concise written explanation on what is expected
- Be based on a consistent approach at each Level
- On return, be noted on by the teacher and returned to the child and parent within two weeks. If required, it will be returned to school for display in the classroom.

For children who require support with resources (e.g. internet access) to complete the set task, time will be given during class time.

Students who are on an intervention program such as Reading Recovery, ERIK or in an extension group, will be exempt from classroom homework as they will be required to complete set work related to the program they are participating in.

If an assignment is given by one of the specialist teachers (e.g. Italian, Physical Education, Information and Communication Technology, Performing Arts) these teachers will liaise with each other and the class teachers, as to the length and timing of the work so that the child is not overloaded with home learning tasks. These tasks may be used for assessment purposes by the teacher.

When home learning tasks are given, they will be done so with routines of family life in mind. A written explanation will be sent home to parents. Minor tasks / assignments set by the specialist teachers may occasionally add to the schedule but this additional work is not to over-tax the spirit of this policy and must be given at a different time to class assignments.

It is the expectation that home learning tasks are completed. Students will be required to complete home learning in their own time at school (e.g. lunch or recess time) if not done at home.