



# st JOSEPH'S SCHOOL<sup>mernda</sup>



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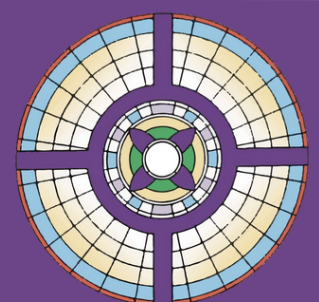
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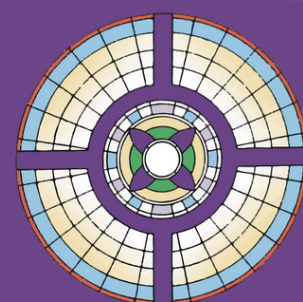


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# Literacy



At St Joseph's Primary School Mernda, we have an integrated approach to reading that targets individual student needs. Our reading program provides a comprehensive framework for teaching reading skills to students. The program focuses on the explicit teaching of decoding and reading comprehension strategies to ensure that each student receives the instruction and support they need to succeed in reading. We celebrate growth in reading by identifying and teaching to student needs in reading accuracy, fluency, and comprehension. This means that we assess each student's reading level regularly and provide targeted instruction based on their individual needs. We also provide ongoing support and encouragement to help each student achieve their reading goals.

We believe that writing is an essential skill that all students need to master. We use the Seven Steps for Writing Success program to ensure that our students receive the instruction and support they need to become confident and competent writers. Grammar and punctuation are also explicitly taught within writing lessons and 1:1 conferences. We believe that these skills are essential for effective writing and ensure that our students receive the instruction and support they need to master these skills.

Spelling is explicitly taught using the SMART Spelling strategies. SMART Spelling incorporates both the systematic teaching of spelling each week and also personal words. We teach in patterns as much as possible, so teachers choose a range of words (from simple to complex) from a suggested list in the manual. Students are then guided to choose from that list, to meet different needs. Teachers use their strong professional knowledge to give meaningful feedback to students about their spelling in writing, teaching at the point of need.



# Language Experience in Foundation

Students in Foundation and Year One engage in the Language Experience Approach which integrates speaking and listening, reading and writing, through the development of a written text based on first hand experiences. We believe that oral language development is a critical foundation for future writing success. That's why we place a strong emphasis on oral language play in our Foundation and Year One classrooms.

Oral language play involves creating a fun and engaging environment where students can experiment with language, explore new vocabulary, and develop their communication skills. We use a range of activities, such as storytelling, role-playing, and games, to encourage students to use language in creative and expressive ways. Teachers and Learning Support Officers interact with the children, encouraging conversations and cooperative play.







At St Joseph's, we are committed to creating a supportive learning environment where every student can thrive and develop a strong foundation in Mathematics.



We employ a balanced approach to Mathematics learning and teaching, aligned with the Victorian Curriculum, focusing on developing fluency, deep understanding, problem-solving skills, and reasoning. This ensures that all students not only grasp mathematical concepts but also can apply them effectively in various contexts.

Teachers regularly monitor students' learning in Mathematics to measure their understanding and progress and to identify any potential misconceptions. This information is used to tailor and differentiate instruction in Mathematics to meet each student's individual learning needs.

# Mathematics





A typical Mathematics lesson incorporates research-based engagement strategies to maximise student learning. These strategies include, but are not limited to:

- Tool-time: engaging students in mathematics games to enhance fluency in mathematical concepts.
- Explicit Instruction: providing clear and structured instruction, with a focus on developing conceptual understanding through teacher modelling of key ideas.
- Student Tasks: offering hands-on, open-ended learning tasks that promote collaboration and critical thinking. These tasks can be conducted as a whole class, in small groups, in pairs, or independently.
- Reflection: encouraging students to reflect on their learning process, using reasoning and dialogue to summarise key insights and consolidate understanding.

We highly value and recognise the importance of a partnership between home and school in supporting students' mathematical development. We encourage open communication, collaboration, and involvement from families in their child's mathematical journey and foster this in a variety of ways.

# Learning & Teaching

At St Joseph's, we firmly believe that every student has a right to a great education, by design - not by chance. Our educational philosophy is deeply rooted in evidence-based practices, drawing upon research and data to inform our instructional methods and approaches. Embracing Positive Behaviour for Learning (PBL) as a foundational principle, we prioritise student engagement as a fundamental building block for both academic success and personal development.

Central to our pedagogical approach is the cultivation of a genuine passion for reading, accompanied by the mastery of foundational literacy skills such as explicit phonological awareness and decoding. Key mathematical concepts are taught, with an aim to build on the foundational skills and transfer the conceptual understanding to practical learning opportunities.

Through our Discovery Based Learning, students are encouraged to explore meaningful concepts such as identity, society, change and innovation and systems. We adopt an inquiry-based approach to learning in these areas, and students are encouraged to develop learner qualities and dispositions that enable them to be self-managing learners in these areas.

Recognising the unique needs and strengths of each learner, we are committed to providing high-quality differentiated instruction within the classroom setting. Additionally, we offer personalised learning support and extension opportunities, where required, to ensure that every student receives the tailored assistance and challenges they require to thrive academically and personally. Through this holistic approach, we empower our students to become self-directed, lifelong learners prepared to thrive in an ever-changing world.







# Learning Spaces

At St Joseph's, we pride ourselves on our unique and flexible learning spaces. These dynamic environments are designed to support a culture of respect for peers and collaboration among students. By breaking away from traditional classroom setups, these spaces encourage interaction, communication, and teamwork, fostering skills for success as our students grow as people and as learners. Students learn to appreciate diverse perspectives, work together to learn from one another, and develop empathy through shared experiences. Such environments not only support academic learning but also nurture key dispositions crucial for lifelong learning, including respect, curiosity, creativity, resilience, reflective thinking and self-management.



## Individual Student Differences



At St Joseph's, we celebrate the unique strengths and qualities of every student. We provide a supportive and inclusive learning environment that caters to the individual needs of each student. Our approach to student wellbeing is through nurturing the emotional, social, spiritual and physical aspects of wellbeing, supporting overall development and success. We regularly collect data on students' progress academically, emotionally and socially and use it to inform our teaching practices, strategies and adjustments used to meet students' individual needs. Through close monitoring of growth and regular program support meetings, we identify individual needs and provide targeted interventions or extension opportunities as needed. This ensures that learning and support is tailored to each student's abilities, helping them reach their full potential. We work closely with families and specialists, prioritising open communication and a collaborative approach to empower students to flourish.

Teachers design targeted learning programs which meet the needs of each child, prioritising engagement and positive behaviours. High impact teaching, engagement and behaviour strategies are implemented school wide to support students in achieving success inside and outside of the classroom. We emphasise the importance and impact that trusting and supportive relationships have on student wellbeing and achievement. We ensure that all students feel valued, respected and included through embracing diversity and individual differences.





# Intervention and Extension

We address the diverse learning needs of our students through a range of strategies, that include, but are not limited to, the following:

## Mathematics

- Extending Mathematical Understanding (EMU) program - a highly effective, intensive, evidence-based teaching program designed to help Year 1 students build their foundational numeracy skills.
- Getting Ready In Numeracy (GRIN) program - an early intervention program that has been designed to help students in Years 3-6 develop their mathematical thinking and confidence/positive attitude towards learning Mathematics.
- Phoenix Club and Phoenix Junior Club - extension programs for students in Years 4-6 and Prep-Year 3, respectfully. Students in these clubs meet weekly to extend their problem-solving skills.

## English

- Small group instruction using the Levelled Literacy Intervention (LLI) program - a targeted reading intervention program designed to support students through tailored instruction, focusing on areas such as phonics, fluency, comprehension, and vocabulary.
- Individual or small group intensive writing intervention workshops - structured guidance for students, helping them develop essential writing skills such as planning, drafting, revising, editing, and publishing their work effectively.
- Fine motor and handwriting workshops - workshops that focus on developing students' hand strength and handwriting proficiency, helping them to write more legibly and with greater control and precision.
- Phonological awareness workshops - workshops to help students develop their awareness of the sounds of language, laying the foundation for literacy success.
- Extension reading groups (Book Club) for Year Six students - opportunities for advanced readers to explore challenging and enriching literature together.

# Home Learning

At St Joseph's, our approach to home learning maintains a strong emphasis on daily reading, which is supported by research highlighting its positive impact on cognitive skills and comprehension. In line with current educational research, no formal homework is assigned or corrected by teachers. We believe this approach allows teachers to focus their efforts on fostering a rich and engaging learning environment within the classroom.

We do provide a vast number of resources that parents can access at home to support further practice in reading, writing and numeracy concepts. These resources are introduced in the classroom, and details are provided for each student to be able to access these at home.

In addition to these resources, we provide regular opportunities for parents to engage with our curriculum leaders to develop skills in how to find and explore rich learning opportunities that exist at home. These opportunities include workshops on how to read with your child and simple maths games that can be played at home. This presents a vast opportunity to build on the learning that happens at school, and is proven to be a much more effective way of consolidating learning at home.





# Faith & Mission

St Joseph's is one of three parish primary schools of Christ the Light Parish. Our Parish Priest is Fr Hien Vu and he has been our Faith Leader since 2021. He is passionate about connecting our community and creating a sense of belonging within our Parish of Christ the Light.



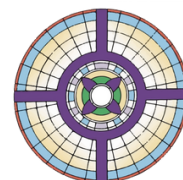
Education in Faith at St Joseph's sees us working collaboratively to promote faith, mission and leadership. This is a shared responsibility of us all. We work together to facilitate the dialogue and integration of faith, life & culture so that it is visible to the community. We design learning based on the Religious Education Curriculum Framework of the Archdiocese of Melbourne. Your child will engage in learning that promotes dialogue, understanding and action, leading them in a process of deep exploration, evaluation and response to the mysteries of life, enlivened by the Holy Spirit and in turn, strengthening a relationship with God.

At St Joseph's we promote outreach in our community through student leadership opportunities and involvement in a variety of initiatives. These include Stewardship, Social Justice, Caritas, Children's Mission, Minni Vinnies and FIRE Carriers. We involve ourselves in many social justice awareness and charity initiatives, prayer liturgies and opportunities to lead our school community in the important work of giving service to others.

We regularly gather as a faith community in our Nazareth Centre for various prayer and liturgical opportunities:

- Whole School Masses
- Class Masses
- Sacramental Celebrations - Reconciliation, Eucharist & Confirmation
- Parish Masses & Celebrations
- Social Justice & Outreach Events and Celebrations

Prayer is an important focal point of connection with and to our community. We are constantly building upon our Daily Prayer and Christian Meditation practices to provide our students with an opportunity to connect with their God.



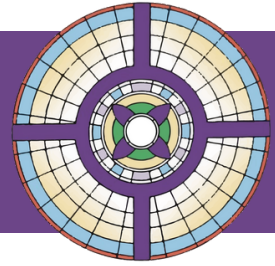


St Joseph's continues to be a school community that enables students, Catholics as well as other faiths, in our multi-faith landscape, to discover meaning in their lives and to deepen their relationship with humanity in dialogue with the Christian story. We pride ourselves on being a rich and diverse community inclusive of many cultures and many faith traditions that exist alongside our Catholic Tradition and Faith.

We are a 'Catholic Primary School that values a Catholic environment of educational excellence that ignites the imagination, develops good citizenship and creates a lifelong search for knowledge. Inquiring, Igniting and Inspiring in God's Presence!' (School Vision & Mission Statement)



# STEM



At St Joseph's, students have the opportunity to delve into the exciting and innovative world of STEM. STEM integrates the subjects of science, technology, engineering, and mathematics which fosters critical and creative thinking, as well as problem-solving skills.

Throughout their schooling, students engage in various STEM challenges where they are encouraged to ask questions, think critically and create innovative solutions to real-life problems. Students are guided to work through the stages of the Engineering Design Process. These engaging, hands-on activities allow our students to further develop their growth mindset, igniting their curiosity and building their resilience, whilst developing the fundamental skills to work respectfully and collaboratively with their peers.

Throughout the year, students have various opportunities to engage in whole-school STEM Gala Days, year level STEM challenges, STEM-based lunch time clubs, along with STEM-based incursions and excursions.

STEM education at St Joseph's empowers our students to develop foundational lifelong skills to become problem-solvers and change-makers.





# Library

Students have weekly library sessions with their classroom teacher. This is an opportunity for students to borrow library books for the following week. Students are supported by their teachers to select suitable or 'good-fit' picture books, novels or nonfiction books.



# Visual Arts

The Visual Arts program at St Joseph's is designed to foster creativity, expression, and appreciation for art among students from Prep to Year 6. Through a diverse range of mediums and techniques, students will explore art elements and principles while developing their artistic skills and understanding of art concepts. They will explore mediums such as drawing, painting, water colour, clay modelling, collage and threads and textiles. They will explore the use of lines to create shapes, forms and textures and learn about geometric and organic shapes and how to use them to convey ideas and emotions.

During Visual Arts lessons, students will be able to express their thoughts, feelings and ideas in a creative and imaginative way. Through weekly classes, students will be encouraged to think critically and solve problems within their artwork. They will learn to make decisions, experiment with different materials and techniques, and evaluate their own work while fostering independent thinking and decision-making skills.



Visual Arts is a fun and engaging subject where students are encouraged to explore their creativity and express their ideas through art. By engaging in a variety of mediums and techniques while exploring art elements and principles, students will develop not only their artistic abilities but also their critical thinking, problem-solving, and communication skills, fostering a lifelong appreciation for the arts.



Media Arts is a unique specialist subject where students learn valuable skills when using online devices. Combining the curriculum areas of 'Digital Technology', 'Media Literacy' and exploring elements of 'Performing Arts' through sound, music and performance, students are able to unlock many areas of interest through one comprehensive subject.

Media Arts allows students to explore storytelling, critical and creative thinking and representing ideas in an interactive and innovative way. Students from Prep - Year 6 experience and are explicitly taught crucial ICT skills such as safely navigating the online space, taking care of devices such as iPads and Chromebooks, problem solving when challenges arise and being able to work collaboratively for a shared cause.

Some examples of units undertaken in Media Arts are:

**Prep:** Introduction to the iPad (fundamental skills) and 'Sounds I hear at school'.

**One:** Consolidating basic ICT skills and experimenting with various apps and programs with a more independent approach.

**Two:** Hands on creativity such as 'Comic Book' creation and 'Stop Motion' animation.

**Three:** 'Introduction to Podcasting' and 'Introduction to Game Design'.

**Four:** 'FlipaClip' animation and 'Guided Game Design on Scratch'.

**Five:** Film Studies, Filming 'Advertisements' and a more independent approach to the unit on 'Game Design using Scratch'.

**Six:** Studying and filming the 'News' using green screens and a 'student led' approach to the unit on 'Game Design'. Students are encouraged to use more complex ideas to create a game using 'Scratch'.

Media Arts is a fun and engaging subject which gives students endless opportunities to experience and express their creativity and imagination using technology.



# Japanese

At St Joseph's, we are committed to providing a vibrant Japanese language curriculum that not only equips students with essential language skills but also develops a deep appreciation for Japanese culture. We immerse students in basic greetings, expressions, and cultural etiquette, building a strong foundation for their language journey in a real-life context. Our curriculum features a range of listening activities, utilising engaging audio materials, dialogues, and videos to enhance comprehension skills. Through speaking exercises, including pronunciation drills, conversational practise, and interactive role-playing, students gain confidence in expressing themselves in Japanese. Importantly, we integrate Japanese customs, traditions, holidays, and cultural norms into our lessons, offering valuable context and insight. Moreover, our partnership with a Japanese school in Yokohama city provides a unique opportunity for cultural exchange. Through video conferences, our Year 5 and 6 students engage directly with their peers in Japan, enriching their language learning experience and fostering global connections. This collaborative effort not only strengthens language proficiency but also promotes cultural understanding and appreciation.



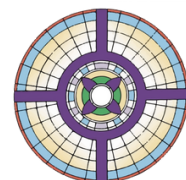


# Physical Education

Physical Education at St Joseph's focuses on the development of children's physical fitness and motor skills to create an understanding of the importance of living an active and healthy lifestyle. Students learn to enhance their own health, safety and wellbeing through immersing themselves in content relating to moving the body, understanding movement and learning through movement.

Physical Education explores a variety of sports and physical activities aimed at improving physical strength, flexibility, balance, coordination, and cardiovascular endurance. When learning about moving the body, classes consist of running, jumping, throwing and catching games as well as team and singular sports. Students learn about how the body moves when playing these sports and what the rules and regulations of these games are. The emphasis is often on making physical activity enjoyable and engaging for children while also teaching them at a junior level fundamental movement skills and at a senior level complex movement skills while promoting teamwork and sportsmanship. When learning about movement, students participate in activities designed to enhance fitness, health and wellbeing. When students are learning through movement, they are learning how to participate positively in groups and teams and display ethical behaviour that aligns with the rules of a game.

Physical Education serves several purposes. It helps children develop their motor skills and overall physical fitness. It educates children about the importance of regular physical activity and healthy lifestyle habits as well as fostering social skills, cooperation, teamwork, and resilience. Overall, Physical Education at St Joseph's lays the foundation for a lifelong love and commitment to physical activity and a healthy living.





# Interschool Sport

Interschool sports at St Joseph's is an organised sporting competition for selected Year 5 and 6 students that runs between Term 1 to Term 3. The sports involved are Basketball, Tee-Ball, Cricket, Netball, Soccer, AFL, Volleyball, Rounders and Tennis. Interschool sports is played on Friday morning between 9am-10:30am and consists of home and away competitions with other primary schools within our district.

Participating in interschool sports offers several benefits to students:

1. Skill Development: Students have the chance to further develop their skills in various sports through regular practice and competitive play.
2. Teamwork and Sportsmanship: Interschool sports promotes teamwork, cooperation, and sportsmanship as students work together towards common goals and learn to both win and lose graciously.
3. Physical Fitness: Engaging in regular physical activity through sports helps students maintain good health and fitness
4. Social Interaction: Interschool sports provides opportunities for students to interact with peers, fostering social connections and friendships within the community
5. Sense of Achievement: Competing in interschool sports allows students to set goals, strive for improvement, and experience the satisfaction of achieving success in a competitive setting.

Overall, interschool sports is an important component of the holistic education provided at St Joseph's, offering students valuable experiences and opportunities for personal growth and development through sport.



# Wellbeing

At St Joseph's, we understand that a student's wellbeing is essential to their academic success and overall quality of life. That's why we have implemented a wellbeing approach based in Positive Behaviour For Learning (PBL), which incorporates evidence-based practices to support the social, emotional, and behavioural needs of our students.



To ensure that our PBL approach is up-to-date and reflects the latest evidence-based research, we have partnered with Dr. Shiralee Poed, an expert in the international PBL field. Dr. Poed brings her expertise to our school community, helping us to continuously refine and improve our approach to supporting student wellbeing.

Our PBL approach is grounded in the latest research and best practices in the field of wellbeing. We believe that supporting students' social and emotional needs is crucial to their academic success and overall wellbeing. Our PBL approach focuses on prevention and early intervention, and we work to create a safe and supportive learning environment for all students. In addition to our partnership with Dr. Poed, we also incorporate the teachings of The Resilience Project into our everyday wellbeing approach. The Resilience Project is an evidence-based initiative that focuses on promoting positive mental health and wellbeing in students through the development of key character strengths such as gratitude, empathy, and mindfulness.

At St. Joseph's Primary School, Mernda, we believe that every student deserves a positive and supportive learning environment where they can thrive both academically and personally. We are committed to providing our students with the tools and resources they need to develop strong social and emotional skills that will serve them throughout their lives.

Through our PBL approach and partnership with Dr. Poed, we are continuously improving our practices to ensure that we are meeting the unique needs of each and every student. We are proud to be a school that places such a high value on student wellbeing, and we look forward to continuing to support our students in every way possible.



# Positive Behaviour in Learning



Positive Behaviour Learning (PBL) is a whole school approach to creating a positive, safe and supportive school climate in which all children can learn and develop. At a PBL school, teachers, administrators and family members work together to teach and support behaviour expectations. PBL is implemented to improve the behaviour of all children in all school settings. PBL schools create and teachers deliver instruction in a set of behaviour expectations and positively acknowledge children for those behaviours. All school personnel are responsible for knowing the behaviour expectations and providing consistent positive feedback to children.

## **Student Commissioner in PBL**

At St Joseph's we prioritise Student Agency and recognise the meaningful impact it has on improving student outcomes. We started our Student Commissioner Program in 2020 with a view to improve our Mathematics outcomes which gave the staff and students insight into some possible changes that can be made. Fast forward to 2022, our 8 Student commissioners (4 x Year 6 & 4 x Year 5 students) shifted their focus to our refreshed PBL program. Our staff PBL team would work on initiatives and programs to put forward to the school community but before they do, it must pass the critical eye of our student commissioners. Our student commissioners have the utmost respect from our staff and have taken a pledge to always be open and honest with their feedback to ensure the best ideas and initiatives are delivered to their fellow class members. Throughout our journey, all elements of the PBL program at St Joseph's have been through the review process. The current framework and PBL initiatives have been shaped by feedback given from the Student Commissioners to ensure it is authentic and relevant to our cohort of students. The Student Commissioners have been an imperative voice in the creation of the reinforcement system. The student commissioners created this, with support from our PBL team, but they were able to make creative options for redeeming Dojo Points that were student friendly and relevant.



## Positive Behaviour Learning Expectations



**Matthew 1: 19** ... Joseph, being a just man...

**Luke 2:39**... When Joseph and Mary had done everything required by the Law of the Lord...

*We aspire to be like Joseph by respecting others, doing our best and helping others succeed ensuring that we create a just and fair environment for all to flourish in.*  
...INSPIRE...IGNITE...INQUIRE...IN GOD'S PRESENCE...

	ALWAYS	ONLINE	INSIDE	OUTSIDE
<p>Respect Others</p> 	<ul style="list-style-type: none"> <li>★ I keep my hands, feet and objects to myself.</li> <li>★ I am respectful of others differences</li> <li>★ I take care of my school environment.</li> <li>★ I listen and follow the instructions of all staff</li> <li>★ I use positive language and actions.</li> <li>★ I demonstrate the St Joseph's dispositions</li> <li>★ I wear my correct school uniform.</li> <li>★ I am reverent in sacred spaces.</li> <li>★ I show / take responsibility for my choices</li> </ul>	<ul style="list-style-type: none"> <li>★ I follow the code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>★ I respect equipment and use it safely</li> <li>★ I move around all the learning areas in a calm and timely manner.</li> <li>★ I listen and participate attentively</li> <li>★ I get permission before leaving a learning space.</li> </ul>	<ul style="list-style-type: none"> <li>★ I display sportsmanship</li> <li>★ I respect equipment and use it safely</li> </ul>
<p>Do your Best</p> 		<ul style="list-style-type: none"> <li>★ I keep passwords and personal information private.</li> </ul>	<ul style="list-style-type: none"> <li>★ I use the Learning Pit (Growth mindset)</li> <li>★ I talk through my disagreements with others</li> <li>★ I actively participate and strive to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>★ I choose games to play that are safe, inclusive and fun.</li> <li>★ I follow rules in games</li> <li>★ I am Sunsmart</li> <li>★ I attempt to solve problems myself</li> <li>★ I tell an adult if I need help</li> </ul>
<p>Help others Succeed</p> 		<ul style="list-style-type: none"> <li>★ I report anything that makes me feel uncomfortable to a trusted adult immediately.</li> </ul>	<ul style="list-style-type: none"> <li>★ I ask a trusted adult for help</li> <li>★ I allow teachers to teach and learners to learn</li> </ul>	<ul style="list-style-type: none"> <li>★ I work well in a team</li> </ul>





# St Joseph's Catholic Primary School Mernda



We aspire to be like Joseph by respecting others, doing our best and helping others succeed ensuring that we create a just and fair environment for all to flourish in.  
...INSPIRE...IGNITE...INQUIRE...IN GOD'S PRESENCE...

## OBSERVE BEHAVIOUR

**INTERVENTION 1:**  
**RESTATE** the expected behaviour.

**INTERVENTION 2:**  
**REMIND** the child individually of the expected behaviour

**INTERVENTION 3:**  
**RETEACH** the expected behaviour using the PBL matrix. Discuss and reflect with individual student (use social story if available)

**INTERVENTION 4:**  
**RECORD** the behaviour if it continues throughout the day. Complete **ODR** form and place in **ODR** tub.

## TYPE OF BEHAVIOUR



- MINOR BEHAVIOUR**
- Defiance, Disrespect or Non-compliance
  - Disruption
  - Uniform Non-compliance
  - Inappropriate Language
  - Late
  - Physical Contact / Aggression
  - Property Misuse
  - Technology Misuse
  - Other

- MAJOR BEHAVIOUR**
- Abusive or Inappropriate Language
  - Defiance, Disrespect or Non-compliance
  - Disruption
  - Fighting
  - Theft
  - Harassment or Bullying
  - Inappropriate Display of Affection
  - Physical Aggression
  - Property Damage / Vandalism
  - Lying
  - Technology Violation
  - Use / Possession of Inappropriate items
  - Other

- STAFF EXPECTATIONS**
- ☆ Each day is a new day
  - ☆ Greet all students at the beginning of the day
  - ☆ Remind students of expectations daily
  - ☆ Have PBL matrix displayed in classroom
  - ☆ Remember to consider the function of every behaviour
  - ☆ Acknowledge students frequently for demonstrating expectations verbally and through Dojo points

## CHECK FOR BEHAVIOUR SUPPORT PLAN

**STEP 1:**  
**Teacher / Staff** member attempt to intervene.  
Contact a leader for support.  
Incident ODR form completed by staff who witness incident.

**STEP 2:**  
**School Leader** to speak with the student.  
Restate the expected behaviour not followed.  
Student to complete a behaviour reflection sheet (where appropriate).  
Consequence appropriate to behaviour decided in consultation with leadership.

**STEP 3:**  
Parent / Carer notified.

**STEP 4:**  
Additional steps may be required for recurring major behaviours.  
A re-entry meeting with leadership to take place if required.



# Buddy Program

The Buddy Program at St Joseph's pairs Year 6 students with Preps, fostering a supportive and nurturing environment within our school community. The Year 6 students, as buddies, serve as mentors and role models for the Preps, offering guidance, friendship and assistance as they navigate their first year of primary school. Our Buddy Program follows structured activities and informal interactions that aim to promote empathy, leadership skills, and a sense of responsibility among the older students while easing the transition for the younger students. Additionally, the Buddy Program allows the Year 6 students to provide a comforting presence to the Prep students during lunch and snack times, which aids in enhancing their communication skills and social interactions. Activities the students may engage in include reading together, playing games, fine motor skills tasks, STEM challenges and learning associated with Literacy and Numeracy. Our Buddy Program helps cultivate a culture of inclusivity and support, enriching the overall educational experience for both the Year 6 and Prep students.





# Traffic Management

## Pick Up & Drop Off

### Supervision



Parents walk their children to the Green no later than 8:45am. We begin our morning with welcome and prayer before students move into their learning spaces to begin their day. At the conclusion of the day children can be collected from either the Green or the car park area.

- 8:30am School office opens
- 8:30am School gates open to students
- 8:45am Classrooms open to students
- 8:50am School begins - ALL students
- 3:15pm School concludes - ALL students
- 3:30pm School office closes

Students can be dropped off at either the Green or the car park from 8:30am onwards. Any student dropped off before this time will not be supervised by staff.

At the conclusion of the day, students can be picked up from either the Green or the car park from 3:15pm. Any student who is collected late will be supervised by staff until 3:25pm. After this time, students will be booked into after school care at the parents/guardians expense.

## Parking & Safety

Parents are able to use the school carpark or find nearby street parking if they wish to walk their children into the school. Alternatively, parents can use our 2 minute Drop Off System where you will enter at the Mernda Village Drive entrance. **Please do not leave your car in the Drop Off Zone.** To assist with traffic flow, right hand turns onto Foundry Street from the school's carpark are not permitted. Parents are asked to avoid parking in the staff car park.



# Extreme Weather

On wet/hot days or where there are days with extreme weather conditions, students remain indoors. These days will be called at the discretion of the Principal or Deputy Principal and the wet/hot day timetable will be adopted.

Extreme weather timetables will be declared by the Principal or Deputy Principal in the event of but not limited to rain, storms, high winds and heat (above 35 degrees).

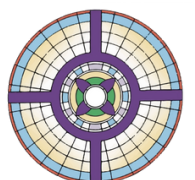
# Sun Safety

Our school protects students from the harmful effects of the sun, especially at lunch time, when the sunshine is strongest. Employees and students are expected to wear a sun hat and sunscreen during outdoor activities.

Sun hats are worn in Term 1 and Term 4. Students who do not wear their hat, must remain in the shade at all times when outside.

Students are required to have their own supply of sun cream in their school bag (roll on sunscreen preferred).

Students are encouraged to apply their own sunscreen before going outside and reapply every two hours if necessary.





# Before and After School Care

TheirCare is the school's before and after school care provider.

Before and after school care takes place on school grounds in the Nazareth Centre. The hours of operation are from Monday to Friday, 7:00am to 8:45am (before school care) and 3:15pm to 6:30pm (after school care).

To enrol your child/ren, you need to register via [theircare.com.au](http://theircare.com.au). For further information, TheirCare support is available from 6:30am to 9:00pm Monday to Friday on 1300 072 410 or [info@theircare.com.au](mailto:info@theircare.com.au).





# 2025 Dates

## **TERM 1**

Wednesday 29th January - Friday 4th April

## **TERM 2**

Tuesday 22nd April - Friday 4th July

## **TERM 3**

Tuesday 22nd July - Friday 19th September  
(Monday 21st July - school closure)

## **TERM 4**

Tuesday 7th October - Wednesday 17th December  
(Monday 6th October - school closure)



# Timetable



St Joseph's Timetable 2025

8.30am - 8:45am	School gate open
8.45am - 8.50am	Classroom doors open
8.50am - 9.00am	Morning Gathering in the Sacred Space
9.00am - 10.00am	Learning Block One
10.00am - 11.00am	Learning Block Two
11.00am - 11.30am	Lunch Break
11.30am - 11.40am	Lunch Eating Time
11.40am - 12.40pm	Learning Block Three
12.40pm - 1.40pm	Learning Block Four
1.40pm - 2.10pm	Snack Break
2.10pm - 2.15pm	Snack Eating Time
2.15pm - 3.15pm	Learning Block Five

Daily  
& Weekly

# Interview/Reporting Timetable

At St Joseph's, we prioritise a comprehensive approach to assessing student progress and fostering meaningful communication between educators, students, and families. Through our structured interview and reporting system, we provide valuable insights into each student's journey. Written reports are issued at the end of each semester, offering a detailed overview of students' work habits, achievements, and progression through the curriculum. These reports serve as valuable tools for tracking growth and identifying areas for further development. Additionally, our Learning Conversations, conducted twice a year, provide an opportunity for teachers to connect with students and gain deeper insights into their individual needs and aspirations. These conversations not only facilitate a better understanding of each student's unique strengths and challenges but also serve as a platform for sharing progress and setting goals collaboratively. For students on Personalised Learning Plans, PSG meetings are available throughout the year, ensuring tailored support and ongoing communication between teachers, students, and families to facilitate holistic growth and academic success.

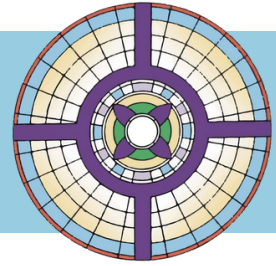


## School Photos

Each year students at St Joseph's participate in school photo day. Families are able to purchase traditional classroom snapshots, individual portraits and special family photos. These photographs serve as timeless mementos, not only for the students but also for their families offering a snapshot of their educational milestones and they also provide an opportunity for families to proudly display and commemorate their children's progress.



# First Aid



The First Aid room is situated next to the administration / main office area and is staffed by either the office staff or a learning support officer. All staff members are qualified First Aiders (Level 2). Every year all staff complete CPR refresher courses.

Staff members on yard duty wear a high visibility vest and carry a first aid bag that has a CPR Mask, Ventolin and Spacer, basic dressing supplies, gloves, vomit bags and Identification cards of Anaphylactic and Diabetic Students. The yard duty bag for the soccer pitch area has a school supply of Epipens.

Anaphylactic students have their Epipens, Ventolin and Antihistamine stored in the 'Villages' they eat and work in. The school has extra Epipens and Ventolin stored in the First Aid room.

Medications stored at the school are in coloured pouches:

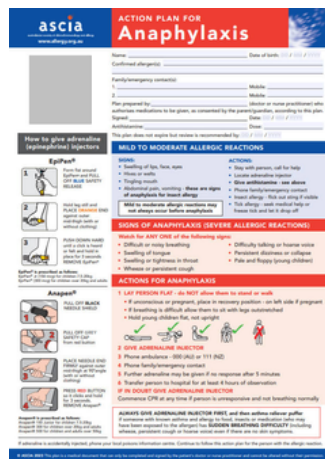
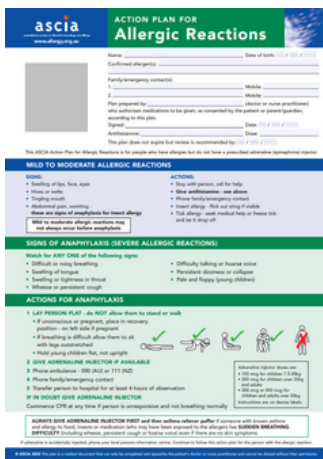
Red - Anaphylaxis - Epipens

Blue - Asthma - Ventolin and Spacers. Ventolin is always administered via spacers

Yellow - General Medication eg. Paracetamol or Antihistamine

Green - Diabetic - Insulin / Glucometer / Glucose tablets.

All Medications including over the counter medications require a MACS Medication Administration Form to be completed and signed by parents and require a signature from a medical practitioner or a pharmacist. These forms can be obtained from the school website or school office. Each student that is Anaphylactic, Asthmatic or Diabetic also require ASCIA action plans or administration / care plans completed by a medical practitioner which can also be found on the school website.



# Nursing Program

The Primary School Nursing Program is a free service offered by the Department of Education and Training (DET) in conjunction with St Joseph's.

The questionnaire is an opportunity to have free health and development assessment for your child as well as an opportunity to raise any concerns you may have regarding your child. The questionnaire is confidential and will not be viewed by the staff at St Joseph's. Please note, this service is also available in languages other than English if required.



After completing the questionnaire, a qualified nurse will complete a health assessment onsite at St Joseph's. If the nurse has any concerns about your child's health, they will make contact with you to discuss these concerns.



As parents, you are the people who know your child best! If there is something that you feel your child's teacher needs to know, know that you are welcome to contact the school at any time. When you share information it can help the teacher to develop an understanding of your child as a unique individual. The more knowledge we have about your child, the better the chance they have to support your child in their learning and socialising at school.

Maddi, Anna and Natasha will be the Prep teachers for 2024 at St Joseph's. They will work together with the Learning Support Officers to engage the children to reach their learning outcomes and provide rich, authentic experiences to allow children to be confident, respectful and creative learners. Email is the preferred form of communication for notification of minor matters. For matters requiring immediate attention, please make an appointment with your child's teacher.

### **Apps to download**

Class Dojo  
Compass  
My School Connect

### **Class Dojo**

Class Dojo is used as a form of communication between parents and teachers, it is also used as a way for parents to keep up to date with what their child is learning in the classroom. Set up similar to a Facebook feed, parents will be notified when their child's teacher has posted to Class Dojo with information and photos of activities completed throughout the day. Dojo is also used at St Joseph's as a positive behaviour reward system. When a child displays an expected behaviour they will be rewarded a point on their profile on Class Dojo. Once a child reaches a certain amount of points that child will be able to redeem their points by selecting a reward from our Dojo Reinforcement System.

### **Compass App**

Please download the Compass app on your mobile phone to keep up to date with all notifications from the school. This can also be used to alert the office if your child is going to be absent from school. You will receive your individual login code once school begins.





# Lunch Orders

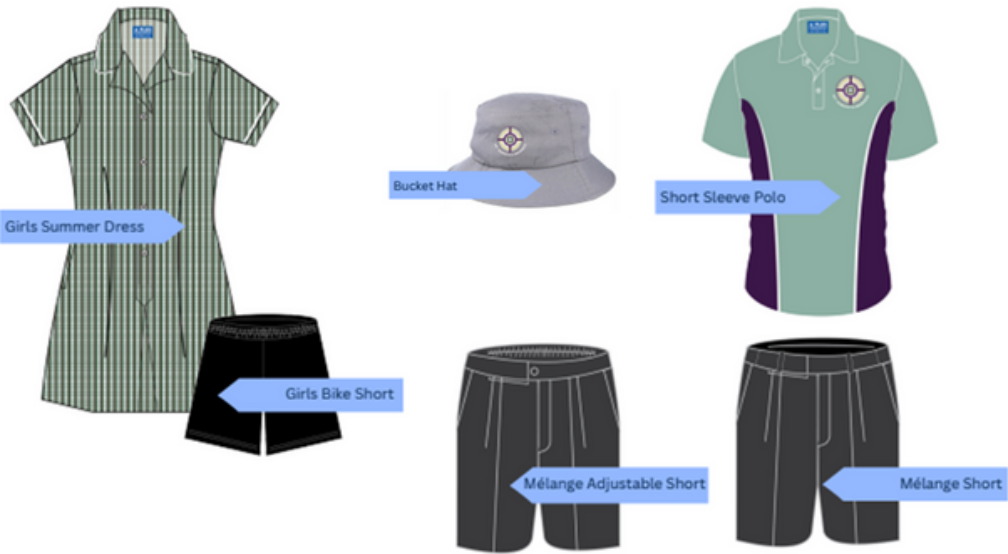
Lunch orders are supplied by 'Lunch Mums' and are available on Mondays, Wednesdays and Fridays. Lunch orders are accessible through the 'My School Connect' app and need to be placed before 8:00am on the day your child is to receive their lunch order.



# School Uniform

School uniforms are available to purchase from APlus Schoolwear.

Full summer school uniform is to be worn in Term 1 and Term 4 including a sun hat.



Full winter school uniform is to be worn in Term 2 and Term 3.





# Absences

To mark a student absent from school, you need to fill out the absence via:

- the Compass app
- contact the school office on 9717 6480 or email [office@stjmern.catholic.edu.au](mailto:office@stjmern.catholic.edu.au)
- email the student's teacher

Compass login details will be given to each parent/guardian once a student is enrolled in the school.

Any student who arrives late (from 8:55am onwards) must be signed in by a parent or guardian at the school office via the Compass kiosk.

If you need to collect a student early for any reason, this needs to be arranged prior to collection via the school office on 9717 6480 or [office@stjmern.catholic.edu.au](mailto:office@stjmern.catholic.edu.au).

Any student leaving early, must be signed out by a parent or guardian at the school office via the Compass kiosk.

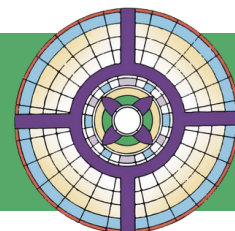
If a student will be away from school for an extended period of time (eg. family holiday, medical operation), you will need to inform the office on 9717 6480 or email [office@stjmern.catholic.edu.au](mailto:office@stjmern.catholic.edu.au).

## Transfers

If for any reason, you need to transfer your child to another school, you need to notify your child's teacher and the office team.

You will need to fill out a student exit form which is available from the school office and return it to the office as soon as possible.

Before exiting the school, any outstanding school fees must be paid. On the student's last day of school, any medication they may have is to be collected from the first aid room.



# Celebration of Learning

St Joseph's holds regular junior and senior assemblies called 'Celebration of Learning' (CoL). Each year level has an opportunity to share their learning experiences with their audience once per semester (twice a year), to showcase their amazing work and practise their public speaking and listening skills. On an alternating schedule, there are junior CoLs (Prep - Year 3) and senior CoLs (Year 4 -Year 6) where parents and families are invited to attend and observe the presentations.

These assemblies are also a platform for awards to be presented, including Learning Disposition Awards, sports awards, and any awards for other personal achievements by students. There is also space for general announcements and addresses from school leadership when needed. Students take great pride in presenting their learning to a wider audience, and show deep levels of support and encouragement for their peers when they are audience members.





# Newsletter

St Joseph's has an online newsletter that is distributed to families at the end of each month. It contains important dates, reminders and learning highlights from each year level. Curriculum leaders also share research or news articles that may support families in continuing their child's learning journey at home. Award recipients have their names published to celebrate their success with the wider school community.

The newsletter is also a space for local community advertising where we share deals or promotions to build partnerships with local businesses and companies. You may also find information from feeder high schools leading up to enrolment deadlines for future Year 7 students.



Most importantly, the newsletter allows St Joseph's to celebrate and share in the lives of all community members, including students, families, parish and staff. When reading the newsletter you will find snippets of news about engagements, weddings, new babies and personal success stories from a range of people who have an impact on our school.



# Parent Involvement at St Joseph's

At St Joseph's we invite parent involvement in a variety of ways. The main being our Parents and Friends Association (PFA). The PFA work in collaboration with staff representatives to organise and run social and fundraising events for the school throughout the year. Some of these events include the Mother's and Father's Day gatherings, Zooper Dooper and chocolate sales on Fridays at lunchtime, Pyjama Day and our Colour Explosion. They support with our whole school events, such as running stations on Athletics Day, serving lunch on St Joseph's Feast Day, running the Bake Sale at the Art Show and the snacks stand at the school production.

Parents are also invited to be involved in less formal ways through our Helping Hands Program. Parents and family members can be helpers throughout the school by supporting library cataloguing, working with students in the classroom and supporting children with daily reading practise.

St Joseph's also has its own independently run basketball association, the Jaguars. The club is run solely by parent volunteers who organise and coach teams in training and on game days.

## Visitors



Visitors must report to the administration building and sign in at the office on the Compass kiosk. They also need to present their current Working with Children Check and present this to office staff to copy and keep on file.

Once signed in, visitors will be given a 'visitors' lanyard to wear for the duration of their visit.

At the completion of their visit, visitors must return their lanyard to the office and sign out on the Compass kiosk.



# Excursions and Incursions

At St Joseph's, our excursion policy is meticulously crafted to enrich the educational experience of our students while ensuring alignment with our core philosophy of Discovery Based Learning (DBL). We are committed to providing relevant excursion and incursion opportunities that not only complement classroom learning but also ignite curiosity and foster exploration. Each excursion is carefully selected to offer students hands-on experiences that deepen their understanding of various subjects and concepts. Through these outings, we aim to cultivate a sense of discovery and curiosity, encouraging students to actively engage with the world around them and enrich their learning journey. Generally speaking, no additional costs will be incurred for incursions and excursions as these are factored into student fees.



## Camps, Sports and Excursions fund eligibility

Below are the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

### Criteria 1 – Eligibility

To be eligible\* for the fund, a mature minor of sixteen years of age or over, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one, or;
  - on the first day of Term two.
- a) Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
  - b) Be a temporary foster parent, and;
  - c) Submit an application to the school by the due date.

\* A special consideration eligibility category also exists. For more information, see: [Camps, Sports and Excursions Fund \(CSEF\): Eligibility | education.vic.gov.au](https://www.education.vic.gov.au/csef/eligibility)

Mature minors or parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

### Criteria 2 - Be of school age and attend school in Victoria

School is compulsory for all Victorian children aged between six and seventeen years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and eighteen years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooling, or TAFE.

#### Eligibility Date

For concession card holders, CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on **29 January 2024 and/or 15 April 2024**.

## Payment amounts

#### CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: \$150.00 per year.
- Secondary school student rate: \$250.00 per year.

The CSEF is paid directly to the school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

**For ungraded students**, the rate payable is determined by the student's date of birth. For more information, see: [Camps, Sports and Excursions Fund \(CSEF\): Payment amounts | education.vic.gov.au](https://www.education.vic.gov.au/csef/payment-amounts)

**Foundation and Year 7 government school students** who are CSEF recipients are also eligible for a uniform voucher. Schools are required to make applications on behalf of parents, so please register your interest at the school.

## How to complete the application form

#### NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.  
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.  
If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.
2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2024 closes at the end of term two 2024.

CSEF payments cannot be claimed retrospectively for prior years.

**Queries relating to CSEF eligibility and payments should be directed to the school.**



# Camps, Sports and Excursions Fund APPLICATION Form



**School Name**

**School REF ID**

## Parent/legal guardian details

Surname \_\_\_\_\_

First name \_\_\_\_\_

Address \_\_\_\_\_

Town/suburb \_\_\_\_\_ State \_\_\_\_\_ Postcode \_\_\_\_\_

Contact number \_\_\_\_\_

Centrelink pensioner concession **OR** Health care card number (CRN)

-  -  -  **OR**

Foster parent\* **OR**  Veterans affairs pensioner (Gold Card)\*\*

\*Foster Parents must provide a copy of the temporary care order letter from the Victorian Department of Families, Fairness and Housing (DFFH).

\*\*Applicants must provide a copy of the Veteran Affairs Gold card.

## Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Victorian Department of Education (DE) to use Centrelink Confirmation eServices to perform an enquiry about my Centrelink customer details and concession card status to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Victorian Department of Families, Fairness and Housing (DFFH) to provide the results of any enquiry to DE regarding temporary care orders.

I understand that:

- DFFH or Centrelink will use information I have provided to DE to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DE personal information including my name, address, payment and concession card type and status.
- This consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DFFH and provide it to my child's school so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DE.
- Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to DFFH and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You can request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

**Signature of applicant** \_\_\_\_\_

**Date** \_\_\_\_/\_\_\_\_/\_\_\_\_



# 2025 School Fees & Levies

## 2025 SCHOOL FEES & LEVIES

School Fees (per family)	\$1,770
Grounds and Maintenance Levy (per family)	\$50
Student Levy (per student)	\$ 810
<b>Total School Fees must be paid by 19<sup>th</sup> September 2025</b>	<b>\$2,630</b>
Camp Fees (per student) must be paid prior to camp	
Year 4	\$ 270
Year 5 & 6	\$ 350
Optional Swimming Levy (per student)	\$ 100

### Payment options:

1. Direct debit
2. Payment via EFTPOS or cash directly at the school office
3. Families may wish to make a direct bank transfer into the school bank account using the following details

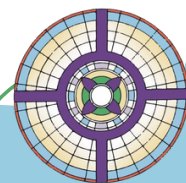
Account name - St Joseph's Primary School

BSB - 083 347

Account number - 75 4506286

Reference - Eldest child's name and family name

Families have the option to pay the school fees weekly, fortnightly, monthly, or termly as per the schedule below.







Families have the option to pay the school fees weekly, fortnightly, monthly, or termly as per the schedule below:

No. of Children	Total Fees	Weekly 3 <sup>rd</sup> February until 15 <sup>th</sup> September (33 weekly payments)	Fortnightly 3 <sup>rd</sup> February until 15 <sup>th</sup> September (16 fortnightly payments)	Monthly due 15 <sup>th</sup> each month from February (8 payments)	Term Instalments due: 3 Feb 2025 22 April 2025 21 July 2025 15 Sep 2025
1	\$2,630	\$80	\$164	\$329	\$658
2	\$3,440	\$104	\$215	\$430	\$860
3	\$4,250	\$129	\$266	\$531	\$1,063
4	\$5,060	\$153	\$316	\$633	\$1,265

**\*The above instalments exclude Camp and Swimming Levies as these will be billed separately.**

\*The above instalments exclude Camp and Swimming Levies as these will be billed separately.

Families who have a valid Health Care Card might be eligible for \$150 per child from the Victorian Government. This payment is made directly to the school.

Other arrangements may be available for families experiencing financial difficulties impacting their ability to pay school fees. Please refer to the Concessional Fee Policy on our website for more information.

Commitment to Pay - Upon accepting your child's offer of enrolment at St Joseph's you commit to the payment of school fees. If payment is not received by the indicated due dates the school will bring the matter to your attention promptly and seek resolution. This may be in the form of a follow-up phone call or email. Failure to pay school fees may lead to a debt recovery process being initiated.

For more information, please refer to the Fees and Charges policy found on our website.

# Financial Hardship

For those families experiencing financial difficulties impacting their ability to pay school fees. Please refer to the MACS Concessional Fee Policy below.

St. Joseph's Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

## Purpose

The purpose is to set out the policy and procedures for the provision of fee concessions in St. Joseph's Primary School.

## Policy

### 1. Eligibility for Concessional School Fees

1.1. Concessional school fees are available to any family that meets any of the below eligibility criteria:

- 1.1.1. Aboriginal or Torres Strait Islander heritage
- 1.1.2. Hold a Health Care Card and eligible for Camps, Sports, Excursion Fund (CSEF)
- 1.1.3. experiencing genuine financial hardship
- 1.1.4. holding a Department of Veterans' Affairs (DVA) Gold Card
- 1.1.5. identified as refugees and holding an ImmiCard is strongly encouraged to apply for concessional school fees.

1.2. Any family at the school required to relocate their (Australian resident) child to St Michael's Catholic Primary School, North Melbourne, due to the child requiring long term medical treatment at The Royal Children's Hospital, Melbourne will be eligible for concessional student fees. Pro-rata concession is provided for part-year attendance. An annual statutory declaration is required to confirm eligibility.

1.3. Home schooled students (HSS) who attend St. Joseph's Primary School on a part time basis, who meet any of the criteria detailed in Policy points 1.1 or 1.2 are eligible for concessional student fees.

### 2. Ineligibility for Concessional School Fees

2.1. Full Fee Paying Overseas Students (FFPOS) or full-time HSS are ineligible for concessional school fees as government funding is not available for FFPOS or full-time HSS.

### 3. Concessional School Fees for Eligible Students

3.1. Students of eligible families are entitled to concessional school fees.

3.2. The school fees for eligible students are:

- 3.2.1. One child: \$15 per child per week, direct debit (\$780 per annum or \$195 per term)
- 3.2.2. Two children: \$23 for the family per week, direct debit (\$1,196 per annum, or \$299 per term)
- 3.2.3. Three or more children: \$30 for the family per week, direct debit (\$1,560 per annum, or \$390 per term)
- 3.2.4. The above fees cover both tuition fees and levies.

### 4. Operationalisation of Concessional Fee Policy

4.1. The principal may apply this policy and procedures from the date of approval of this policy.

4.2. St. Joseph's Primary School is required to comply with this policy prior to setting fees..



# Definitions

## **Health Care Card (HCC)**

Department of Human Services Health Care Card which entitles the card holder to receive Australian Government financial and other assistance.

## **Department of Veterans' Affairs (DVA) Gold Card**

Department of Veterans' Affairs Health Card – All Conditions or Totally & Permanently Incapacitated. Eligible card holders are veterans and former members of the Australian Defence Force (ADF) their widow(er)s and dependants. Eligibility is determined by the level of disability of the veteran or the status of dependants of the veteran, as determined by the DVA.

## **Fee concession**

A remission or exemption from school fees payable because of genuine financial hardship.

## **Home schooled student (HSS)**

A home schooled student. Home school students who attend a Catholic primary school on a part-time basis are eligible to receive government funding towards their education on a fractional, full-time equivalent basis.

## **Melbourne Archdiocese Catholic Schools Ltd (MACS)**

MACS is a reference to Melbourne Archdiocese Catholic Schools Ltd, and / or its subsidiaries, MACSS and/or MACSEYE (as the context requires).

## **MACS school or school**

A school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by MACS, directly or through MACSS (as the context requires). References to schools or MACS schools also includes boarding premises of schools operated by MACS and specialist schools operated by MACSS.

## **Principal**

Individual appointed by MACS as principal in a MACS primary school.

## **Refugee**

A person who:

- in a case where the person has a nationality, is outside the country of his or her nationality and, owing to a well-founded fear of persecution, is unable or unwilling to avail himself or herself of the protection of that country, or
- in a case where the person does not have a nationality, is outside the country of his or her former habitual residence and owing to a well-founded fear of persecution, is unable or unwilling to return to it. Refer Migration Act 1958 Sect 5H.

## **School fees**

The fees and levies charged by a MACS school to families for the education of children in the school.

# Related policies and resources

## **Supporting documents**

Concessional Fee Program – Procedures – MACS Primary Schools

Concessional Fee Program Application Form

Concessional Fee Program Application – Letter to Applicant – Approved – Template

Concessional Fee Program Application – Letter to Applicant – Declined – Template

## **Related MACS policies**

Concessional Fee Policy for MACS Schools

[insert school] Privacy Policy

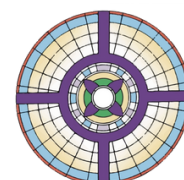
## Legislation and standards

*Migration Act 1958 (Cth) Sect 5H*

### Policy information table

<b>Responsible director</b>	Director, Finance and Information Technology
<b>Policy owner</b>	Chief Financial Officer
<b>Approving authority</b>	Executive Director
<b>Assigned board committee</b>	Finance and Audit
<b>Approval date</b>	14 July 2023
<b>Risk rating</b>	Moderate
<b>Date of next review</b>	May 2025
<b>Publication details</b>	CEVN

POLICY DATABASE INFORMATION	
<b>Assigned Framework</b>	Finance
<b>Related documents</b>	See list of supporting documents above
<b>Superseded documents</b>	Concessional Fee Policy Primary Schools – v1.0 – 2021
<b>New policy</b>	





# Staff Professional Learning

At St Joseph's, our commitment to professional learning is paramount, reflecting our dedication to excellence in teaching and learning. We firmly believe in the power of evidence-based practices to drive continuous improvement and innovation in education. As such, we prioritise providing our staff with time and guidance to stay up to date with current best practices in teaching and learning. This includes allocating dedicated time for professional development activities and ensuring access to resources and support necessary for ongoing growth. By fostering a culture of continuous learning and development, we empower our staff to evolve as professionals, equipping them with the knowledge and skills needed to effectively meet the diverse needs of our students and adapt to the evolving landscape of education. Through these efforts, we strive to uphold the highest standards of excellence and ensure that our students are enabled to receive the highest quality education possible.



# School Directory

**Principal** - Julie McDougall

**Deputy Principal/Wellbeing Leader** - Mat Harding

**Community Engagement Leader** - Rebecca Oskinis

**Learning and Teaching Leaders** - Chris Borg and Diana Tarzia

**Learning Diversity Leaders** - Hayden Godbold and Elly Steven-O'Loughlin

**Literacy Leader** - Karen Knee

**Numeracy Leader** - Cassandra Gooch

**Religious Education Leader and Environment & Sustainability Leader** - Genevieve Lees

**EAL Leader:** Maddi Barnewall

**Administration** - Vanessa Skendaris and Katie Lowe

**Finance Officer**- Nicole Picciani

**Prep** - Maddi Barnewall, Natasha Pieri, Elly Steven-O'Loughlin, Rebecca Cowan

**Japanese** - Mika Tonai-Walsh

**Media Arts** - Claire Forbes

**Physical Education** - Grace Balletta

**Visual Arts** - Shasta Blackmore, Genevieve Lees

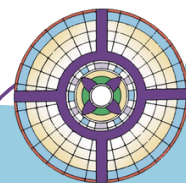
**Physical Education** - Grace Balletta

**Library Leader** - Debra McNaughton

**Maintenance** - Steve Richardson

**School Counsellor** - Julie-Anne Pinney

**Learning Support Officers** - Nisrin Aljohani, Jennifer Arambisic, Lily Bakkum, Sarah Bonuda, Sarah Farquhar, Tippy Kalpakis, Sandy Kapila, Amanpreet Kaur, Vicky Marigliano, Ryan Marnell, Melissa McKay, Debra McNaughton, Eileen O'Reilly, Marie Rizzo, Masina Salesa





# School Leadership

**Principal** - Julie McDougall

**Deputy Principal/Wellbeing Leader** - Mat Harding

**Community Engagement Leader** - Rebecca Oszkinis

**Learning and Teaching Leader** - Chris Borg & Diana Tarzia

**Learning Diversity Leaders** - Hayden Godbold & Elly Steven-O'Loughlin

**Literacy Leader** - Karen Knee

**Numeracy Leader** - Cassandra Gooch

**Religious Education Leader and Environment & Sustainability Leader** - Genevieve Lees

**EAL Leader** - Maddi Barnewall

## Contact



### Administration

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### Finance Officer

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Melbourne Archdiocese  
Catholic Schools



st JOSEPH'S  
SCHOOL<sup>mernda</sup>

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