

MARY MACKILLOP PRIMARY SCHOOL

2022 Parent Handbook



2 Ernst Wanke Road, Narre Warren North, 3804

Phone: 03 8794 5777

Website: www.marymacnarre.catholic.edu.au

Email: principal@marymacnarre.catholic.edu.au

TABLE OF CONTENTS

Page 3	Welcome Our Mission Our Motto Our School Logo
Page 4	Our Patron Saint History School Governance Philosophy
Page 5	Absence, Allergies, Asthma, Anaphylaxis, Assemblies
Page 6	Before/After School Care, Bikes/Scooters, Book Club, Buddy Program, Camp Program
Page 7	PAM (Parent Access Module), Car Parks, Child Safe Standards
Page 8	Canteen, Classroom, Clothing/Belongings, Communication, Court Orders, Curriculum
Page 9	Curriculum continued
Page 10	Specialist Subject Areas – Discovery Centre, Physical Education
Page 11	Specialist Subject Areas – Japanese, Visual Arts
Page 12	Intervention & Student Support Programs, Student Centred Learning
Page 13	Student Centred Learning continued, DOSCEL, Emergency Information
Page 14	Enrolment, Excursions/Incursions, Fruit & Water, Health & Medication, Home Study
Page 15	Medication, Mobile Phones, Newsletter, FOMM (Parents & Friends)
Page 16	Religious Education & Sacraments, Reporting to Parents, School Advisory Committee, and School Fees
Page 17	School Hours & Learning Timetable, School Uniform, Smoke Free Policy, Term Dates
Page 18	Whole School Approach to Positive Behaviour Support (WSAPBS), Behaviour Expectations, Visitors

WELCOME

Inspiring Hearts and Minds

As a Catholic faith community, we are accountable and committed to student safety and to the academic, social and spiritual learning of 100% of students 100% of the time.

At Mary MacKillop Primary School, we pride ourselves on being a welcoming school where students' needs come first and everyone is valued and respected. Our school community welcomes and celebrates over 45 different nationalities.

Mary MacKillop Primary School offers a student-centred approach in welcoming, safe and supportive learning environments that promote a love of learning, sense of belonging and respect for each other. Our staff engage students in meaningful, relevant, challenging and varied learning experiences. Mary MacKillop Primary School facilities include a Chapel, outdoor Sacred Space, Discovery Centre, Library, two ovals, running track, basketball court, hall, gymnasium and a variety of play equipment for students to learn, interact and enjoy. We utilise digital technology as a tool to support student learning from Foundation to Year 6. We encourage students to collaborate, listen, engage, inquire, question and create. We believe that strong links between home and school are vital and parents are offered many different avenues through which they can become involved in their child's education.

We warmly welcome you to our school community.

OUR MISSION

"Never see a need without doing something about it"

(Saint Mary of the Cross MacKillop, 1871)

OUR VISION

At Mary MacKillop Primary School our vision is that:

- The charism of Saint Mary of the Cross MacKillop is alive in our School
- People work collaboratively
- Relationships are trusting and supportive
- Our School Community is inclusive of all
- We are empowered, engaged and confident learners who think, reflect, make connections and take action.



OUR MOTTO

'Inspiring Hearts and Minds'



OUR SCHOOL LOGO

The school logo was designed to acknowledge the year we were founded and the importance of our national identity. Around the map of Australia is the shape of a crucifix to acknowledge that we are a Catholic School. The map is surrounded by a crown of stars which represents the crown of stars seen in depictions of Our Lady Help of Christians the Patron Saint of our Parish.

OUR PATRON SAINT



Blessed Mary MacKillop

Mary MacKillop, the eldest child of Scottish immigrant parents was born in Fitzroy, Melbourne on 15 January, 1842. Mary, along with her two younger sisters, opened what was to become the first Josephite School in 1866, in Penola South Australia. The school provided Catholic education to the isolated and the poor. On 15 August, 1867, Mary became the first Sister of Saint Joseph to take the vows of poverty, chastity and obedience. Today Mary MacKillop is honoured as Australia's first saint. Her life was lived with great faith in God. She displayed courage and strength to stand up for what she believed was right and fair. She never wavered from her devotion to the poor and needy.

HISTORY

Mary MacKillop Primary School opened in 1995, the same year as St Mary of the Cross MacKillop was beatified. We are one of three schools in the Parish of Our Lady Help of Christians, Narre Warren. Our House Teams, Colours and Buildings are named in memory of people who have significantly contributed to the life and history of our school.

O'Bryan Administration Office

- Named in memory of Fr Denis O'Bryan who was instrumental in the building of Mary MacKillop School

Lomas Gym

- Named after Mr Paul Lomas our foundation Principal of Mary MacKillop.

Allen Hall

- Named in memory of Fr John Allen the Parish Priest of Our Lady Help of Christians Parish, when Mary MacKillop first opened in 1995.



SCHOOL GOVERNANCE ~ DEMOCRATIC PRINCIPLES

The Victorian Registration Standards (Sch 2 Cl 1) and (Sch 7 Cl 2) (CECV Guidelines Ref 1.1) require that the programs and teaching at Mary MacKillop Primary School must support and promote the principles and practice of Australian Democracy.

Mary MacKillop Primary School is committed to democratic principles of Australia including:

- Elected government;
- The rule of law;
- Equal rights for all before the law;
- Freedom of religion;
- Freedom of speech and association; and
- The values of openness and tolerance.

STATEMENT OF PHILOSOPHY

The Victorian Registration Standards (Sch 2 Cl 16) (CECV Guidelines Ref 1.4) requires that all schools must have a clear statement of philosophy.

At Mary MacKillop Primary School we believe that the social, emotional, moral, spiritual and physical wellbeing of our students is pivotal to student health, safety, learning and success. We are therefore committed to:

- Offering our students, the best education possible, and allowing each student to realise their full potential;
- Offering the best academic environment possible. To do this, we support each student's learning and ensure that each student can learn in an environment free from bullying, harassment, and undue distraction;
- Caring for each student's emotional and pastoral needs. To do this, we have a pastoral care framework and provide support such as education on resilience and mental health;
- Allowing each student to achieve in areas of their own interest. To do this, we accommodate each student's interests, allowing them to balance curricular and extra-curricular activities, and encourage them to pursue their interests;
- Fostering leadership in all of our students. To achieve this, we have programs and activities which encourage each student to lead among their peers; and
- Allowing each student to live a healthy and active lifestyle. To do this, we provide education on a healthy lifestyle, and encourage sporting and other recreational activities.

Our philosophy is enacted through our teaching and care for students. Our philosophy guides our teaching, strategic plans and governance decisions.



SCHOOL INFORMATION A-Z

ABSENCE and ATTENDANCE

Attendance at school is compulsory for all students and children are expected to arrive at school on time, ready for their learning to commence at 8.45am. If your child is unable to attend school, you are asked submit an absentee eform via **PAM** to notify the school of your child's absence before 9.00am. It is a legal requirement that absences are reported in writing. The daily attendance of students is recorded in the morning and the afternoon in line with our Attendance Policy. Unexplained student absences will be followed up by Mary Mackillop office staff in accordance with School Attendance Guidelines.

ALLERGIES, ASTHMA and ANAPHYLAXIS

Allergy, Asthma and Anaphylaxis Action Plans are required for students who are anaphylactic or who suffer from allergic reactions and/or asthma. These Action Plans are to be updated annually and, where appropriate, you must supply your child's medication, asthma puffers and/or EpiPen. School staff undertake annual First Aid, Asthma and Anaphylaxis training in addition to ASCIA eTraining modules.

ASSEMBLIES

Whole school Assemblies are held each Friday at 2.30 pm in the Allen Hall. We warmly welcome parents, families and members of our school community to join us. Assembly is a time to celebrate student learning achievements, birthdays and special events in our school community and Australian society. Our Year 6 student leaders set up and lead assembly.

BEFORE and AFTER SCHOOL CARE

Youth Leadership Victoria [YLV] are an independently run organisation offering 'Before and After School Care' on site. Hours are: 6.45 am to 8.45 am and 3.15 pm to 6.15 pm. Please phone 0419 573 185 during the hours of operation or ring any other time and leave a message and your call will be returned. Enrolment forms are available from YLV or the school office.

BICYCLES and SCOOTERS

Students riding bicycles and scooters to and from school are required to wear a safety helmet. Students must dismount the bicycle or scooter when they are on school grounds. Bicycles and scooters can be stored in the Bike Shed, however, no responsibility will be taken for bicycles or scooters left at school.

BOOK CLUB

Book Club is offered to parents and students at reasonable prices. Catalogues are distributed approximately twice per term. Book Club orders are placed **online** with Scholastic Book Club.

BUDDY PROGRAM

Buddy classes are set up as Foundation with Year 6 and Year 1 with Year 5 students. The Year 5 and Year 6 students act as a special friend to their Foundation and Year 1 buddies. Examples of activities the classes do together include having lunch together, art activities, songs, card making etc.



CAMP PROGRAM – Foundation to Year 6 Camp structure

Our F-6 Camp structure considers the Victorian Curriculum learning outcomes, Child Safe Standards, DOSCEL Policy, parent and staff feedback. The following Camp structure has been put together based on the feedback from all parties mentioned above.

Year Level	Camp Experience	Duration	Location
Foundation	Onsite camp experience at school from approximately 5.00 – 7.00 pm.	2 hours	School Allen Hall and Lomas Gym
Year 1 & 2	Onsite camp experience at school from approximately 3.15 pm to 8.00 pm.	4 hours and 45 minutes	School Allen Hall and Oval
Year 3	Onsite camp experience at school from approximately 3.15 pm to 9.00 pm	5 hours and 45 minutes	School Allen Hall and Oval
Year 4	Offsite camp experience	2 days / 1 night	TBA
Year 5	Offsite camp experience	3 days / 2 nights	TBA
Year 6	Offsite camp experience	3 days / 2 nights	TBA

CAR PARKS

Mary MacKillop Primary School is serviced by two car parks. The main car park at the front of the school has car park spaces available to parents opposite the Allen Hall. There is a drop off and pick up lane outside the main administration block that parents are welcome to use. The second car park is located in Lowry Court in the Later Day Saints Church car park. Please ensure when using the car parks that you follow the rules and be aware of students' safety.



CHILD SAFE STANDARDS

The new Victorian Child Safe Standards (the Child Safe Standards) became law on 1 January 2016. They represent a radical shift in how schools, and other organisations providing services for children, are required to manage their child protection obligations.

The purpose of the Child Safe Standards is to improve the way that schools prevent and respond to child abuse. The focus of the Standards is to help drive cultural change so that protecting children from abuse is embedded in everyday thinking and practice.

Seven Child Safe Standards:

Standard 1:

Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

Standard 2:

A child safe policy or statement of commitment to child safety.

Standard 3:

A code of conduct that establishes clear expectations for appropriate behaviour with children.

Standard 4:

Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

Standard 5:

Processes for responding to and reporting suspected child abuse.

Standard 6:

Strategies to identify and reduce or remove risks of child abuse.

Standard 7:

Strategies to promote the participation and empowerment of children.

CANTEEN

The school canteen is run on MONDAYS and FRIDAYS by our Canteen manager and parent volunteers. Over the counter sales at recess and lunchtime are dependent upon having enough volunteers in the canteen on the day. Volunteers are always very welcome. Lunch orders are placed online via CDF pay (**NB orders close at 9am on the day of ordering**). Information on CDF pay is available on the school website or from the school office.



CLASSROOM HELPERS

Mary MacKillop Primary School welcomes parent helpers in the classrooms or for sporting activities, events and fundraisers. In line with Child Safe Standards, parent helpers who are working with students are required hold a current Working with Children Check card which nominates Mary MacKillop School. Once this has been done, the Department of Justice will send the school a confirming letter. Parent helpers and visitors to Mary MacKillop are asked to sign in on the iPad at the Administration Office and wear a visible 'visitor' sticker. Excursion Helpers going offsite will also be required to wear a Visitor Lanyard displaying their WWCC. NB: Helpers are required to enter their WWCC on the iPad each time they sign in. To obtain a Working with Children Card please visit <http://www.workingwithchildren.vic.gov.au/>

CLOTHING and BELONGINGS

Please clearly label all clothing and belongings and encourage your child to read their name on their belongings. Expensive toys and games should not be brought to school. Electronic games, portable gaming and music players are not permitted at school. No responsibility is taken for loss or damage of items and belongings brought to school.

COMMUNICATION

PAM – Parent Access Module - Please see further information under 'PAM'

Schoolzine App (SZapp) - Please ensure you download the '**SZapp**' to get alerts for weekly newsletters, important announcements and reminders.

Newsletter - The Newsletter is published weekly on Thursdays. Families will receive a push notification via 'SZapp' once the newsletter has been uploaded. Limited hard copies of the newsletter are available from the office.

Email - Fee statements and receipts are sent via the nominated email account. Parents are encouraged to communicate with staff if they have any issues or concerns. Please feel free to make an appointment with your child's class teacher either before or after school. Appointments with the Principal or Leadership team can be made through the Administration Office.

COVID SAFE

Mary MacKillop Primary School has a COVID-19 Management Plan in place and follows the directives of the Chief Health Officer of Victoria and DOSCEL in regards to COVID-19 matters

COURT ORDERS

Please ensure you provide copies of Court Orders, IVOs and/or custody arrangements to the Administration Office. It is important the school is kept informed of any access, custody arrangements or court orders.

CURRICULUM AND INSTRUCTIONAL VISION

Two Frameworks of Reference:

- RE Curriculum – **To Live in Christ Jesus**
- The Victorian Curriculum:
<https://victoriancurriculum.vcaa.vic.edu.au/>
The Victorian Curriculum sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The diagram illustrates the Victorian Curriculum F-10 as a continuum of learning. It features a central list of Learning Areas and a table of Capabilities.

Victorian Curriculum F-10 is represented as a continuum of learning

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

Logos at the bottom: Victorian Curriculum Foundation-10, Victorian Curriculum and Assessment Authority, and VICTORIA.

English

The English curriculum aims to ensure that students:

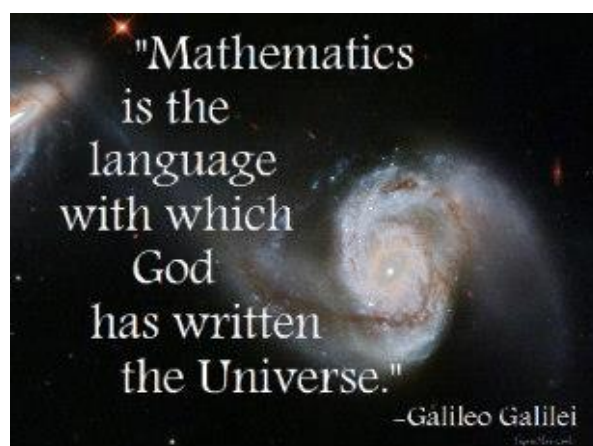
- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Reading and Viewing	Writing	Speaking and Listening
Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.	Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.	Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.

Mathematics

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.



Number and Algebra	Measurement and Geometry	Statistics and Probability
Number and place value	Using units of measurement	Chance
Fractions and decimals	Shape	Data representation and interpretation
Real numbers	Geometric reasoning	
Money and financial mathematics	Location and transformation	
Patterns and algebra	Pythagoras and trigonometry	
Linear and non-linear relationships		

Specialist Subject Areas

Discovery Centre

Information communication and technology devices are utilised in all classrooms as tools to support contemporary learning. Wireless technology across the school allows for easy access to mobile devices. Students visit the Discovery Centre as part of their specialist classes. This time allows students to explore STEAM (Science, Technology, Engineering Arts/Media and Maths), robotics, coding and leogmation.



Physical Education

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings



- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual actions shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

LOTE – Japanese

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

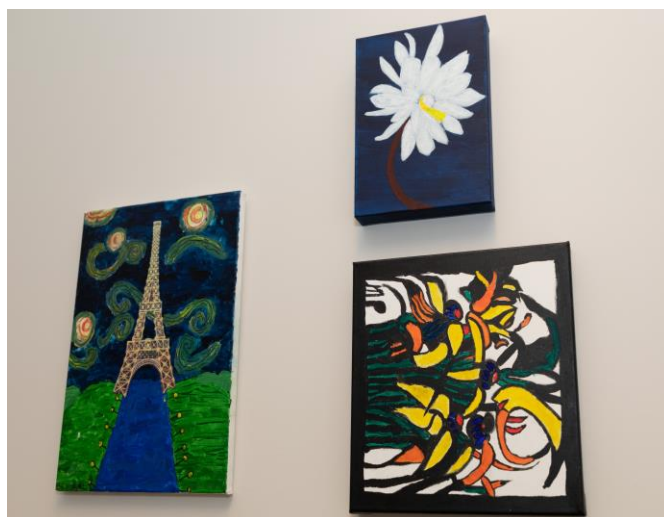
- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators



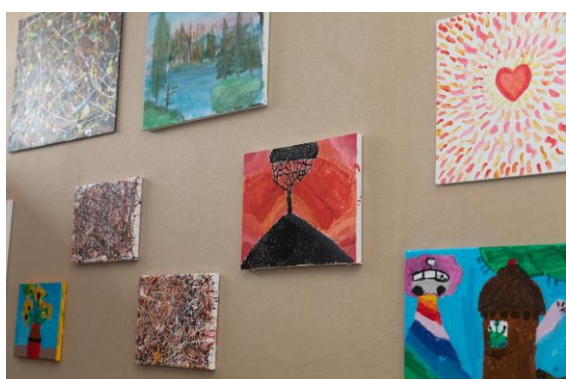
The Arts – Visual Arts

The Visual Arts curriculum aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes, visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices



- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating



Intervention and Student Support

- Literacy Intervention
 - BAS LLI (Benchmark Assessment System, Levelled Literacy Intervention) Supplementary Reading Program
 - TOE by TOE (Reading Intervention Program to support students with decoding, syllabification and letter/sound relationships)
- Maths Intervention
 - GRIN (Getting Ready in Numeracy)
- Lego Club



Student Centred Learning

Mary MacKillop aims to cater for students learning styles, talents and interests and provides many and varied opportunities for students to develop their skills in the following areas:

Leadership	Faith	Curriculum	Sport	Other
School Leader	Mass Reader	Library borrowing and Research	Athletics Day	Gardening Group
Faith Leader	Mass Ministries		District, Division, Regional Athletics	Choir
Learning Leader	Mary MacKillop Kids Group	Write a Book in a Day Competition	District, Division, Regional Cross Country	Victorian Water Safety Certificate
House Leader	Social Outreach	Australian Mathematics Competition	Soccer	Family Life
Environmental Leader	Fundraising	Extension Opportunities	Rugby	Lap-a-thon
School Tour Guide	Mission Day Fete		Tennis	
Buddy and Student Mentor			Interschool Sport	
Just Leadership Day				

Learning Intentions, Success Criteria:

Every lesson has a clearly articulated learning intention and success criteria. Students should be able to answer, and ask, these questions of each lesson:

- What are you learning? Why?
- How are you doing?
- How do you know?
- How can you improve?
- Where do you go for help?

Feedback:

Levels of Feedback	Feedback strategies can vary in the following ways
<ul style="list-style-type: none"> Feedback about the task Feedback about the process Self-regulatory feedback Feedback about self 	<ul style="list-style-type: none"> Timing (when given, how often) Amount (how many points made, how much about each point) Mode (oral, written, visual, demonstration) Audience (individual, group)

Ref: Fisher, Frey & Hattie, 2016, Visible Learning, Corwin

High Impact Teaching Strategies (HITS)

High Impact Teaching Strategies (HITS) promote excellence in teaching and learning. HITS are instructional practices that reliably increase student learning wherever they are applied.

The ten **HITS** include:

- Setting Goals
- Structuring Lessons
- Explicit Teaching
- Worked Examples
- Collaborative Learning
- Multiple Exposures
- Questioning
- Feedback
- Metacognitive Strategies
- Differentiated Teaching



Ref: Department of Education and Training, 2017: High Impact Teaching Strategies – Excellence in Teaching and Learning

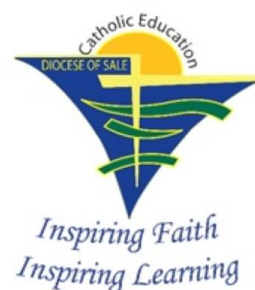
DOSCEL - Diocese Of Sale Catholic Education Limited

From 2017, a change in governance of Catholic Schools in the Diocese of Sale meant that the Parish Priests are no longer the employer of staff or the manager of school properties. Catholic Schools in the Diocese of Sale are now owned and operated by Diocese of Sale Catholic Education Limited – DOSCEL. The new model of governance allows Parish Priests to focus on the pastoral, spiritual and faith formation aspects of their important roles in schools and parishes, without having to deal with the complex management and legislative compliance issues of schools.

The governance of Mary MacKillop Primary School is undertaken by DOSCEL with the support of the executive team of the company and the principal. DOSCEL reserves authority in matters relating to:

- The Catholicity of Mary MacKillop Primary School
- Diocesan regulations and Policy
- Employment of Staff
- The formation and dissolution of the Advisory Committee
- Appointment of Advisory Committee members and office bearers
- School finances
- School enrolments related to parish boundaries

Within the Diocese of Sale, there are currently 38 Primary Schools and 7 Secondary Schools which are all owned and operated by DOSCEL.



EMERGENCY INFORMATION

It is important that the school has accurate records of parents' contact details including emergency contacts. Please ensure you keep your child's 'PAM' profile up to date.

ENROLMENT

Our school welcomes enquiries about enrolments at any time. Please feel free to contact us at any time to organise a tour of our school and to meet our school community.

Applications for enrolment forms can be obtained at the office. The minimum age for Foundation (Prep) students is that they must be 5 years old by 30 April in the year they first attend school and it is compulsory for all children to attend school in the year they become 6 years old. Documents required at enrolment include:

- Birth Certificate
- Baptism Certificate (if applicable)
- School Entry Immunisation Certificate
- School, Kindergarten and/or Child Care reports (eg: Kindergarten / Child Care reports if you are provided with one or school reports if your child is transferring from another school).

EXCURSIONS and INCURSIONS

Parent permission via PAM is required before students can attend any Offsite Activity (excursion, swimming program and camps). The cost of camps, excursions, incursions and guest speakers who attend school is included in the Curriculum Levy. Parents assisting on excursions and in school activities require a current Working with Children Check card which nominates Mary MacKillop School and sign the Mary MacKillop Primary School Child Safe Code of Conduct. To obtain a Working with Children Card please visit <http://www.workingwithchildren.vic.gov.au/>

FRUIT AND WATER

We encourage a healthy lifestyle for the students and promote drinking water and eating fruit. Teachers decide an appropriate fruit time each day according to the needs of the students in their level. This will be communicated to parents at the beginning of the school year.

HEALTH

Head Lice

Head lice can be managed with the cooperation of parents and the school. They are not a threat to health and they do not spread other infections. As there is no guaranteed method of prevention, early detection is the best way to avoid an outbreak. It is recommended that parents check their children's hair regularly. Head lice are found on hair itself and move to the scalp to feed. They have six legs which end in a claw and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5cm of the scalp and are firmly attached to the hair. They resemble dandruff but cannot be brushed off. If lice or eggs are found Treat hair immediately with a commercial head lice product or by using a hair conditioner. Head Lice treatments are available from your pharmacy. Treatment must be repeated 7 days later. The Department of Education and Early Childhood Development states: Children must not return to school until treatment has commenced.

For more information visit <https://www2.health.vic.gov.au/public-health/infectious-diseases/head-lice>

Infectious Diseases

Please refer to the Vic Health School Exclusion Table.

<https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion/school-exclusion-table>

HOME STUDY

It is important your child reads each night and records their reading in their student reading log or diary. Learning how to read and spell High Frequency Words and spelling words, learning times tables and automatic recall of number facts eg: 5+5, 6+4, 7+3 are some of the homework activities students are encouraged to undertake. The following table outlines our F-6 Home Study structure.

Home Study Structure F-6

Level	Reading (Parent contact made to follow up on missed reading)	Skill & Drill (Encouraged)	Structured Home Study (Encouraged)
Purpose	<i>For students to foster and develop a love of reading, consolidate fluency, accuracy and comprehension.</i>	<i>For students to experience multiple exposures to consolidate and elaborate on knowledge and skills.</i>	<i>For students to build good learning behaviours eg: organisational skills and time management.</i>
FOUNDATION	Take Home Readers (5-10 minutes 4 times a week) Reading log to be signed by parents	Practice reading Sight Words Matific (online Maths) Password provided	
JUNIORS	Take Home Readers 10-15 minutes 4 times a week Reading log to be signed by parents	Practice reading Sight Words Matific (online Maths) Password provided SMART Spelling words provided to practice	Prepare for weekly share time.
MIDDLES	Take Home Readers (15-20 minutes 4 times a week) Reading log to be signed by parents	Matific (online Maths) Password provided SMART Spelling words provided to practice	Fortnightly English and Maths tasks.
SENIORS	MMPS Library book or novel from home (20-30 minutes 4 times a week) Reading log to be signed by parents Students to review books in a classroom Google Doc. This can be done at home, however, classroom time will be provided.	Matific (online Maths) Password provided SMART Spelling words provided to practice	Termly investigative projects with fortnightly milestones.

MEDICATION

Students who require medication to be administered at school are to have a **Student Medication Request Form** completed by their parents. All medication is to be sent in its ORIGINAL PACKAGING in a zip lock bag with the student's name and it will be stored securely in the First Aid room. The distribution of medication is recorded on the **Student Medication Administration Record**.

MOBILE PHONES

Students who bring a mobile phone to school are to hand their mobile phone to the office at the beginning of the school day and collect their mobile phone at the conclusion of the school day.

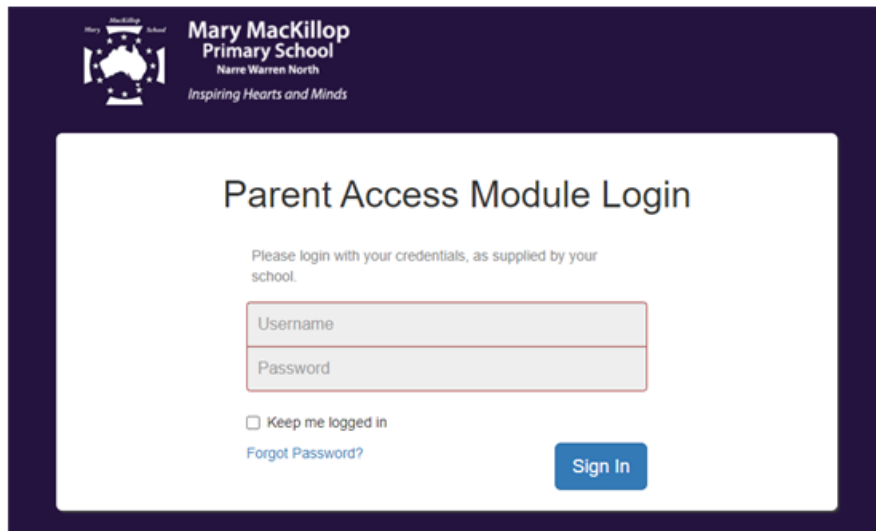
NEWSLETTER

The newsletter is published fortnightly and is available through the **SZapp**. Please take the time to read the newsletter as it contains lots of important information for your calendars.

PARENTS AND FRIENDS – FOMM (Friends of Mary MacKillop)

Joining FOMM is a wonderful way to meet new people and become more involved in our school community. Volunteers are always most welcome to help with various events such as sausage sizzles, raffles, lap-a-thon, Mother's Day and Father's Day stalls. Meetings are held during the day, approximately once a term in the Parent room and are advertised through the newsletter.

'PAM' – Parent Access Module & 'SIMON'



The screenshot shows the login interface for the Parent Access Module at Mary MacKillop Primary School. The header includes the school's logo, name, and motto. The main heading is 'Parent Access Module Login'. Below this, a message instructs users to login with credentials supplied by the school. There are two input fields for 'Username' and 'Password'. A checkbox for 'Keep me logged in' is present, along with a 'Forgot Password?' link. A blue 'Sign In' button is located at the bottom right of the login area.

At the beginning of 2022 we are introducing a Learning Management System, 'SIMON' to support staff, students and families.

In Term 1 2022 we will be launching 'PAM' (Parent Access Module). 'PAM' will provide families with access to view your child's:

- Assessment Reports, including NAPLAN
- Attendance Records
- Class Timetable
- Sick Bay Passes

You will also be able to:

- Maintain & update your child's medical profile
- Complete absentee forms (Parent Notified Absence) for your child/ren
- Complete permission forms for all school activities
- Access our Knowledge Bank & School Links

As we continue to develop the modules within SIMON, families will have access to further Learning Areas to support their child's learning.

RELIGIOUS EDUCATION and SACRAMENTS

Classes are scheduled for either a Mass or a liturgy on a Thursday morning and middle and senior grades will be rostered on once or twice a year for Reconciliation. The sacramental program is Parish based. The Parish Sacramental booklet is distributed to families. More information on the sacramental program can be found at Our Lady Help of Christians Parish website <https://olhc.org.au/>



REPORTING TO PARENTS

Reporting:

Student Reports are professional legal documents and focus on capturing student learning each Semester. Reports are distributed to parents twice a year at the end of Semester One and Semester Two.

Family Learning Conversations – formerly known as Parent Teacher Meetings:

1. Early Term 1

The conversation is based on student data, student goals, updates to medical records including Asthma and Anaphylaxis plans and how well the student has settled into the school year and classroom routines.

2. End of Term 2

The conversation with parents and the student is based on evidence of student learning in their Learning Portfolios, student assessment pieces, ongoing testing throughout Semester One, student goal setting for Semester Two and the student report.

SCHOOL ADVISORY COMMITTEE

The School Advisory Committee meets five times per year, including the School Advisory Committee AGM.

SCHOOL FEES

There are many options for payment of fees including Direct Debit, Bpay, Centrepay, Direct Funds Transfer and EFTpos. Direct Debit forms are available from the office and on the school website. Please note that we cannot accept cheques or American Express. Families who are experiencing financial difficulties are encouraged to contact the office to discuss options available to support them.

SCHOOL HOURS / TIMETABLE

Time	Learning focus
8.45 am – 9.00 am	Meditation & Prayer / Skill & Drill
9.00 am – 9.45 am	Learning Block 1
9.45 am – 10.30 am	Learning Block 2
10.30 am – 10.40 am	Morning Tea
10.40 am – 11.10 am	Recess
11.10 am – 11.55 am	Learning Block 3
11.55 am – 12.40 pm	Learning Block 4
12.40 pm – 12.50 pm	Lunch eating
12.50 pm – 1.30 pm	Lunch play
1.30 pm – 2.15 pm	Learning Block 5
2.15 pm – 3.00 pm	Learning Block 6
3.00 pm – 3.15 pm	Skill & Drill / PAC Time / Prayer

SCHOOL UNIFORM

The Mary MacKillop Primary School Uniform is available from

Noone Imagewear

Shop 4, Beaconsfield Hub

52-62 Old Princes Hwy

Beaconsfield

Phone: 9769 9093

Opening hours are:

Monday to Friday 9.00 am – 5.00 pm

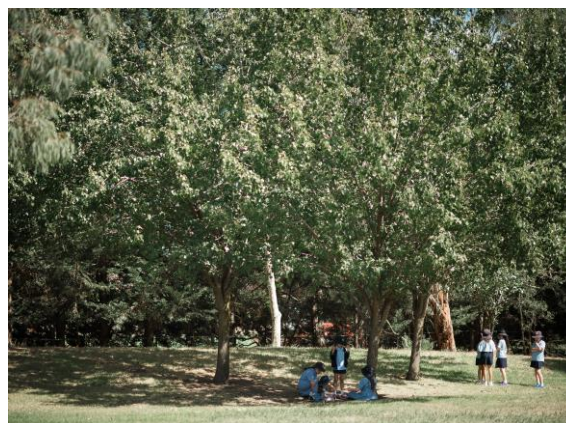
Saturday 9.00 – 1.00 pm

Eftpos available

SMOKE FREE POLICY

Mary MacKillop Primary School is a smoke free environment.

No smoking is permitted in the school grounds or buildings.



TERM DATES

Listed in the Victorian Government Education Department website

<https://www.education.vic.gov.au/about/departments/Pages/datesterm.aspx>

2022			2023		
Term	Start	Finish	Term	Start	Finish
1	31 January	8 April	1	30 January	6 April
2	26 April	24 June	2	24 April	23 June
3	11 July	16 September	3	10 July	15 September
4	3 October	20 December	4	2 October	20 December

WHOLE SCHOOL APPROACH TO POSITIVE BEHAVIOUR SUPPORT / SWIS

Positive Behaviour Support is a whole-school approach to creating a positive, safe and supportive school climate in which all students can learn and develop. Students, parents and staff work together to teach and support behaviour expectations at school.

BEHAVIOUR EXPECTATIONS and CHOICE THEORY

During the first two weeks of Term One, students focus on ***Learning to Learn***. ***Learning to Learn*** is for students and teachers to focus on what constitutes effective learning behaviours and characteristics, thinking processes, responsibility of and ownership of learning, collaboration and team work, classroom rules, learning and behaviour expectations, positive social interactions and creating welcoming learning spaces. Mary MacKillop Primary School has a whole school approach to positive behaviour supported by Choice Theory. Choice theory states that:

- all we do is behave,
- that almost all behaviour is chosen, and
- that we are driven to satisfy five basic needs: survival, love and belonging, power, freedom and fun.

Choice Theory Seven Caring Habits that we want to foster at Mary MacKillop School include:

- Supporting
- Encouraging
- Listening
- Accepting
- Trusting
- Respecting
- Negotiating Differences

The ten axioms of Choice Theory are:

- The only person whose behaviour we can control is our own.
- All we can give another person is information.
- All long-lasting psychological problems are relationship problems.
- The problem relationship is always part of our present life.
- What happened in the past has everything to do with what we are today, but we can only satisfy our basic needs right now and plan to continue satisfying them in the future.
- We can only satisfy our needs by satisfying the pictures in our Quality World.
- All we do is behave.
- All behaviour is Total Behaviour and is made up of four components: acting, thinking, feeling and physiology.
- All Total Behaviour is chosen, but we only have direct control over the acting and thinking components. We can only control our feeling and physiology indirectly through how we choose to act and think.
- All Total Behaviour is designated by verbs and named by the part that is the most recognizable.

VISITORS TO MARY MACKILLOP

All visitors are asked to sign in at the front office to ensure a safe environment for everyone in our school community. They must provide appropriate documentation ie WWCC or VIT (teacher) Registration when signing in and follow the Mary MacKillop COVID-19 Management Plan guidelines.



