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# ST PETER'S PRIMARY SCHOOL PROSPECTUS

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# ABOUT US

## OUR VISION STATEMENT:

**As an engaged COMMUNITY we inspire CREATIVITY and a LOVE of LEARNING that supports and nurtures each individual to succeed. Inspired by St. Peter's spirit of resilience, and guided by the teachings of Jesus, we uphold JUSTICE and RESPECT for all of God's creation. INTEGRITY, EMPATHY and HOPE lead us to make a difference in our ever-changing world.**

As a Catholic parish primary school, we are an integral part of St Peter's Parish, Keilor East, striving to be a living faith community that celebrates, serves and worships. A community that is grounded in Gospel values: respect, peace, justice, forgiveness, reconciliation and inclusion.

The students of St Peter's are the prime focus of the educational experience of the school.

We believe that students learn best when they are in a safe and supportive learning environment. We promote this by:

- Affirming the rights of all members of the school community to feel safe and be safe at school
- Acknowledging that being safe and supported at school is essential for student wellbeing and effective learning
- Accepting responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities



We aim to build a culture of learning that promotes and nurtures Catholic values, academic excellence and innovative educational practice. We strive to;

- Engage students' interest in their learning by providing learning opportunities which are rich, real and rigorous
- Help students see how what they are learning prepares them for life in the real world
- Instil curiosity, which is fundamental to lifelong learning
- Be flexible in how we teach
- Excite learners to become even more resourceful so that they will continue to learn outside the formal school day

The school's policies and programs aim to provide a cooperative learning community which caters for the needs of all students. Students are encouraged to be active in the learning process.

At St. Peter's School, Religious Education is at the centre of all we plan and implement for our students, staff and parents. We aim to nurture our students in faith, assisting them to develop in their understanding of what it means to be Catholic and what it means to be part of a faith-filled community. We see the need to empower our parent community as their children's first educators in faith, and we aspire to work with them in partnership in order to support and encourage the faith development of our students.

Social Justice is a core human value and complements and extends our Religious Education Program. Involvement as a Social Justice Leader equips students with knowledge, skills, experience, values and attitudes that can be built on as they move through primary to secondary education and beyond. Social Justice Education aims to develop leadership, interpersonal and group skills and is a voice for the students at St Peter's school.

We use a personalised and integrated approach to teaching and learning that involves students in active inquiry and learning in relevant, challenging and meaningful contexts. This approach is appropriate to the students' age and stage of development. Students are encouraged to think critically, imaginatively and to be effective problem solvers, learning to work independently and with others.

# OUR MISSION & PHILOSOPHY



**ST PETER'S  
PRIMARY SCHOOL**  
Keilor East



We value the importance of attending to the social and emotional needs of students in conjunction with the academic demands of learning. Research shows that when social emotional learning needs are addressed it leads to:

- Improved quality of learning
- Improved sense of belonging
- Improved study skills
- Improved school attendance
- Improved attention & concentration

As an important component of our social-emotional learning, we introduce the Zones of Regulation—a curriculum crafted to nurture self-regulation and emotional management. Our instruction helps coping and regulation strategies for children, empowering them to navigate moments of stress, anxiety, or sadness. The goal is to cultivate self-regulation in children, fostering the development of responsible and emotionally balanced individuals. Proficiency in self-regulation is fundamental to the overall well-being and success of every child. At our school, we use the Berry Street Education Model (BSEM), a trauma-informed, evidence-based program that helps every child feel safe, calm, and ready to learn. This approach focuses on creating consistent daily routines that support children’s wellbeing and confidence. Teachers use simple, caring practices such as setting clear expectations, supporting smooth transitions, and incorporating morning check-ins and mindfulness activities throughout the day. These routines help create a predictable, supportive environment where every child can thrive – academically, socially, and emotionally.

## WHAT ARE THE FOUR ZONES OF REGULATION?

There are four zones to describe how your brain and body feel.

- BLUE Zone – Your body is running slow, such as when you are tired, sick, sad or bored.
- GREEN Zone – Like a green light, you are “good to go.” You body may feel happy, calm and focused.
- YELLOW Zone – This zone describes when you start to loose control, such as when you are frustrated, anxious, worried, silly or surprised. Use caution when you are in this zone.
- RED Zone – This zone is for extreme emotions such as anger, terror and aggression. When you are in this zone, you are out of control, have trouble making good decisions and must STOP!

St Peter's School expects a high standard of behaviour acceptable to our learning community in which we live and work. We promote positive choices in student learning and behaviour. Our school adheres to an agreed behaviour management policy based on a restorative approach, relationship building and self-discipline. Parental co-operation and support is essential to achieve this aim.

# OUR MISSION & PHILOSOPHY



**ST PETER'S**  
PRIMARY SCHOOL  
Keilor East





# DEMOCRATIC PRINCIPLES & CHILD SAFETY

St Peter's parish school delivers its programs and teaching in a manner that supports and promotes the principles and practice of Australian democracy. This includes a commitment to: the principles and practice of Australian democracy; the elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; and values of openness and tolerance.

At St Peter's Primary School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our child safety policy provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school. All children have the right to be happy and feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse.



# CATHOLIC EDUCATION COMMISSION VICTORIA COMMITMENT



## CHILD SAFETY STANDARDS

The Child Safe Standards are compulsory minimum standards for all Victorian schools to ensure they are well prepared to keep children and young people safe and protect them from abuse. [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools](#) provides the framework for child safety in schools.

The Child Safe Standards include requirements to keep children, young people and students safe, including:

- involvement of families and students in child safety
- schools' focus on safety for Aboriginal students
- better management of child abuse risks in online environments
- governance, systems and processes for keeping students safe.

The Victorian Registration and Qualifications Authority is responsible for regulating the compliance of schools with the Standards. Schools are required to comply with the Standards as part of the prescribed minimum standards for registration. There are 11 Child Safe Standards:

1. [Standard 1: Culturally safe environments](#) – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
2. [Standard 2: Leadership, governance and culture](#) – Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.
3. [Standard 3: Child and student empowerment](#) – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
4. [Standard 4: Family engagement](#) – Families and communities are informed and involved in promoting child safety and wellbeing.
5. [Standard 5: Diversity and equity](#) – Equity is upheld and diverse needs are respected in policy and practice.
6. [Standard 6: Suitable staff and volunteers](#) – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
7. [Standard 7: Child-focused complaints processes](#) – Ensure that processes for complaints and concerns are child focused.
8. [Standard 8: Child safety knowledge, skills and awareness](#) – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
9. [Standard 9: Physical and online environments](#) – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
10. [Standard 10: Review of child safety practices](#) – Implementation of the Child Safe Standards is regularly reviewed and improved.
11. [Standard 11: Implementation of child safety practices](#) – Policies and procedures that document how schools are safe for children, young people and students.

# CHILD SAFETY CODE OF CONDUCT



## CHILD SAFETY AT ST PETER'S

St Peter's is committed to creating a safe and supportive environment for every child. We have zero tolerance for child abuse, and our policies, procedures and culture reflect this commitment.

Keeping children safe is a shared responsibility, and the Child Safety Standards apply to all staff, volunteers, contractors, visitors and families. Clear expectations guide how adults may interact with children, and all staff and volunteers receive training to understand their responsibilities.

Contractors or community groups using our facilities are required to demonstrate appropriate child safety practices when children may be present.

St Peter's uses a Child Safety Code of Conduct that:

- Guides the behaviour of all staff, volunteers and leadership
- Forms part of induction and ongoing training
- Informs families of the standards they can expect from adults in our community
- Supports our reporting procedures if concerns arise
- Is referenced in employment advertising and contracts

The Code aims to safeguard children and young people from sexual, physical, psychological and emotional harm, and aligns with all school policies related to wellbeing, duty of care, supervision, pastoral care, bullying and safety during camps and excursions.

The Code applies to all school activities, including higher-risk situations such as overnight camps, counselling, first aid, bus travel and supporting students with additional needs.

# PREPARING YOUR CHILD



Parents will need to provide:

- A long sleeve art smock (or old shirt) with your child's name on it
- Spare set of underwear, socks and uniform bottoms, labelled in a plastic bag in case of an accident
- A box of tissues and wet wipes for the classroom
- A library bag with student's name clearly marked
- Brain food e.g. cut up pieces of fruit or vegetable
- A suitable healthy lunch and recess snack
- OPTIONAL: A small amount of money to be spent at the canteen for icypoles and small snacks in Terms 1 & 4

Parent will need to ensure:

- Their child is at their class line by 8.40am; gates open at 8:30am and students enter classrooms at 8:45am
- Their child knows who is to pick them up and where to wait
- They read the school's newsletters and notes to stay up to date with what is happening
- That all your child's belongings are labelled including school uniform
- That if you require your child to leave early or for an appointment you must inform the teacher and sign out at the office
- If your child arrives late for school they must enter via the school office to check in
- A note explaining all student absences is provided to school [via NForma](#)

Your child should be aware of:

- Their first name
- Their surname
- Their age
- Their address
- How to unpack their bag
- How to use the toilet independently
- How to blow their nose and know when it needs to be blown
- How to open their lunch box, glad wrap and drink bottle
- How to tie their shoe laces (Velcro is the better option)
- Recognise their name in print
- Dress themselves
- How to clean up after themselves

Your child needs to know:

- School and classroom rules are there to be followed and to keep everyone safe
- The importance of listening to the teacher and following all directions
- Everyone works as a team in the classroom so that all children can learn
- If they feel upset or are hurt by another child that they must tell the teacher
- They can never leave the school grounds without their teacher or parent

These will be developed as the children understand routine and become more familiar with teacher expectations, however it is good for parents to reinforce these at home

# THE FIRST DAY

## The first day of school is a big event!

- DISCUSS ANY FEARS ABOUT SCHOOL BEFORE THE FIRST DAY
- BE POSITIVE AND REASSURING
- ARRIVE ON TIME
- LEAVE CHEERFULLY

### PROMOTING INDEPENDENCE

Building independence needs to start from a young age and is one of the best ways to promote self-confidence. When we teach students to do jobs for themselves we send them a powerful message that they are capable.

#### SOME IDEAS:

Stay attuned to your children's readiness and eagerness to take on tasks independently. We ask if you could refrain from completing daily tasks on their behalf. When children understand that they are responsible for their own tasks, they are more inclined to contribute and take initiative.

Encourage your child to do routine household and family activities tidying their bedroom, picking up and cleaning up after themselves, putting their chair in, and putting things back where they found them.

Encourage your child to be responsible for their school bag. They need to be able to pack and unpack their own school bag, carry their own school bag to and from school and place their bag in their locker.

Encourage your child to be responsible for their own personal property. This includes clothing, lunch boxes etc.



# SCHOOL ORGANISATION AND ROUTINE

The gates open at 8:30am, children are required at school no later than 8.45am in order that classes may commence at 8.50am sharp. At the end of the day, families are welcome to enter the yard from 3:00pm onwards to wait for their child. Students are dismissed from their classroom (years 3-6), the adventure playground (years 1 & 2), or the Quadrangle (Preps).

For the first week on Prep when students are completing half days, please enter from the Church Gate from 12:50pm. From week 2 onwards, families can enter from either the Parkside Avenue gate, or Bellarine Gate for pickup in the Quadrangle at 3:15pm.

Supervised School Hours are from 8.30am in the morning to 3.30pm each day. Please ensure your child arrives at school no earlier/later than when supervision is provided. If you need to drop off your child earlier please contact Before School Care.

The school day is divided as follows:

8.40 AM	FIRST BELL – STUDENTS GO TO THE TOILET & LINE UP
8.45 AM	CHILDREN COLLECTED BY THE CLASS TEACHER AT THE LINE
8.50 AM	FIRST LEARNING SESSION (INCLUDING BRAINFOOD BREAK)
10.50 AM	FIRST LUNCH BELL – SUPERVISED EATING TIME
11.00 AM	SECOND LUNCH BELL – PLAYTIME
11.40 AM	SECOND LEARNING SESSION
1.40 PM	FIRST RECESS BELL – SUPERVISED EATING TIME
1.45 PM	SECOND RECESS BELL – PLAY TIME
2.15 PM	THIRD LEARNING SESSION
3:15 PM	DISMISSAL

Students come to their classroom each morning and from that time until they are dismissed at the end of the school day they are left in the care of the teachers. Please note that parents are not permitted to deliver their child to the classroom throughout the school day as this is disruptive for the teacher and other students.

No student is allowed out of the school grounds without written permission and under no circumstances are students allowed to leave school during school hours with people unknown to the school. If you wish a person unknown at the school to collect your child, you must contact the school office with these details and add them as an emergency contact within their NForma profile.

If a parent or authorised person wishes to take a child out of school during school hours they must report to the office and sign them out. Please note that collecting your child during lunch and recess times can be difficult, and if your child has an appointment around this time we suggest you collect them prior to going out on the yard.



## BRAIN FOOD – FRUIT OR VEGETABLE SNACK

We aim to encourage all our students to make healthy food choices and increase their fruit and vegetable dietary intake. Balanced, regular meals throughout the day are important to provide the brain with an adequate fuel supply, not to mention the positive effect it will have on their learning. Brain Food Time will occur between the start of the day and the 10.50am lunch break, dependent on the learning schedule for the day. Please support this initiative by providing your child with a piece of fruit or vegetable, cut up and placed in a small plastic container. As the children unpack their bags in the morning they will take their Brain Food into the classroom where it will be ready for them to eat.

## ST PETER’S BUDDY SYSTEM

At St. Peter’s Primary School, each Prep student is paired with a Year 6 buddy, offering valuable guidance during the initial school months. This fosters positive relationships and support between Prep and Year 6 students. From shared activities to learning support, these connections contribute to a positive and caring school culture.

Our Buddy Program goes beyond integration, it develops leadership skills in Grade 6 students and provides Foundation students with positive role models for support in the playground. Paired thoughtfully, these partnerships create highlights for students, promoting positive relationships and a school culture centered on self-confidence, empathy, and inclusion.

## SPECIALIST CLASSES

At St. Peter’s Primary School, our Prep students enjoy specialist classes to enrich their educational journey. Twice a week, they participate in Physical Education—once with their classroom teacher and another with Mr. Napoli. Details regarding the designated sports uniform days will be communicated before school begins. In the Arts, students explore Performing Arts with Ms. Herden and Visual Arts with Ms Monaghan. Students also have weekly STEM classes with Ms Smith and Japanese class with Ms Riddles. Students explore the love of reading during Library sessions guided by Mrs. Loprevite.

## BRINGING TOYS/ITEMS TO SCHOOL

Please refrain from sending your child to school with expensive toys or toys/items which hold sentimental value. If they are lost or damaged, school cannot take responsibility for this.

## PHONES AT SCHOOL

Please ensure you are aware of expectations outlined in our E-Learner Code of Conduct.

Mobile phones, smart watches and other smart devices cannot be used during school time. This includes off-site activities such as excursions, interschool sport, and camps. If students need to bring mobile phones, smartwatches, or other smart technology to school for use before or after school hours, the **devices are to be handed in at the school office at the beginning of the day and collected at the end of the school day.**

If you need to contact your child during the school day for an emergency situation, please call the school office. If your child needs to contact you, they may speak to our administration staff who will support them in doing so.





# EVERY DAY COUNTS

## STUDENT ABSENCES & HOLIDAYS OUTSIDE OF HOLIDAY TIME

At St Peter's School we are committed to providing your child with an excellent education. The building blocks of a great education begin with all students coming to school each and every day.

Regular school attendance is vital and missing school days can have a big impact on a child's future – missing one day a fortnight will miss four full weeks by the end of the year. By Year 10 they'll have missed more than a year of school!

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

If for any reason your child must miss school, there are things we can do together to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up
- If your child is ill or has an appointment that will cause them to arrive late, please submit an absentee 'arriving late' form on NForma and notify your classroom teacher
- If your child arrives after the bell, they must enter through the office to sign in on the school iPad to ensure they are marked on the roll

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible. New laws now mean that parents can be fined for not sending students to school without an acceptable reason.

We ask that you avoid organising family holidays outside of the school holiday periods.





# ATTENDANCE

It is a requirement of law that children attend school and that absences are explained in writing. At St Peter's we aim for punctuality and regular attendance. If your child is late they are to enter the school via the office to sign in. Individual classroom teachers have the responsibility to follow up absences in their classes. If an NForma absence form has not been provided, parents will be notified and contacted for an explanation.

## PARENT RESPONSIBILITY

Parents are required to ensure their child attends school every day because every day of learning counts. Parents must provide in advance (or by the morning of that day of absence) the reasons for any upcoming absences and provide an explanation for their child's absence which will be recorded by the school. If going on a family holiday outside of the prescribed holiday period, an email needs to be written to the principal to ask for exemption from attendance.

## SCHOOL'S RESPONSIBILITY

The school records student attendance twice per day. The class teachers need to record on the class attendance roll the reason for each absence. This is necessary to: meet all legislative requirements; discharge the schools' duty of care for all students; enable the school's governing body to report on student attendance annually; and meet the Victorian Curriculum and Assessment Authority (VCAA) requirements.

The types of absences that would not be given approval are:

- If approval had not been sought in accordance with the school policy and state government requirements
- The student was absent due to participating in leisure or social activities without approval
- The parent has not provided an explanation for the absence

## UNEXPLAINED ABSENCE

If a student absence is unexplained, parents will receive a message from the school as a safety precaution. If reoccurring and contact cannot be made with parents, the school must follow the legislative advice given and contact the emergency numbers listed.

## BEFORE & AFTER SCHOOL CARE

CommunityOSH works in partnership with St Peter's to provide Outside School Hours Care (OSHC) services. Contact Number: 0477550352

Students cannot be left on grounds unsupervised out of school hours.

Operating hours for CommunityOsh are:

- 7.00am – 8.30am each morning
- 3.15pm – 6.15pm afternoons

To enrol, go to [www.commosh.edu.au](http://www.commosh.edu.au) and click on the purple Parent Portal button. Follow the steps to create an account and enrol your child/children.

# BEHAVIOUR MANAGEMENT



Our Restorative Practice philosophy supports our school's behaviour management approach and is underpinned by Gospel values. The purpose of St Peter's behaviour management policy is to provide a positive, consistent approach to managing behaviour, and endeavours to assist our students to take responsibility for their behaviour. We view discipline as the way to guide, encourage, and support students to responsible behaviour. It involves helping our children to 'own' their behaviour and be accountable for it. Behaviour consequences are an integral part of our approach.

Home and school partnership is vital in the successful implementation of our Behaviour Management Policy. Therefore the following responsibilities are set in place:

## Student Responsibility

- Understand their rights and the associated responsibilities
- Speak respectfully and honestly to students and staff when involved in behaviour issues
- Accept responsibility for choices and the consequences given
- Respect the process of restoration and take active steps to repair harm caused to relationships
- Show empathy
- Understand that our approach is applied equally to all students

## Teacher Responsibility

- Understand the individual needs of children
- Lead by example, act with integrity
- Discuss the class and yard protocols of behaviour management with the children and revisit these at the start of each term
- Be consistent and follow through at all times
- Listen to understand, when dealing with issues
- Communicate with parents in a timely manner once the facts have been ascertained

## Parent Responsibility

- Support the school's behaviour management policy and decision-making
- Engage respectfully with the school regarding behaviour issues
- Understand the behaviour management policy is applied consistently and fairly to all students, taking into account individual needs
- Support their child/ren in the process of understanding their actions
- Understand that the 'Reflection Sheet' allows their child the opportunity to record their response to the situation and to help them think through what occurred
- Understand that if the situation involves cyberbullying or physical violence that the children involved may need to speak to the Principal



# CODE OF COOPERATION



The following 3 rules are enforced in the classroom and on the yard;

- Be Safe
- Be Responsible
- Be Respectful

In the classroom we use the 4 R's to assist children in managing their behaviour:

- Remind - Remind student about the rules from the Code of Cooperation.
- Redirect - Redirect the student from what they are doing to what they need to be doing.
- Relocate - Direct student to move to sit by themselves
- Reflection - Direct student to complete a 'Think Sheet' or 'Inappropriate Choice'.

St Peter's is a Restorative Practices school. Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in our school community. It is focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of restorative practices is the focus on restoring relationships after harm has been done.



# THE PRINCIPLES OF RESTORATIVE PRACTICES



- Foster awareness in the student of how others have been affected.
- Avoid scolding or lecturing. This often results in the student reacting defensively. It distracts from noticing other people's feelings.
- Involve the student actively. Instead of simply doling out punishment, which the student is expected to accept passively, a restorative intervention encourages the student to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. The student is held accountable.
- Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.
- Separate the deed from the doer. We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing.
- See every serious instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.
- Restorative practices must be systemic, not situational. Every attempt on an individual level to use these principles needs to be well supported by the broader system. How can the system be transformed in ways to minimise the chance of further harm?

## AFFECTIVE QUESTIONS

School staff use affective questioning to assist in managing conflicts or potential conflict situations and working towards resolution. You might like to also try them at home.

1. What happened?
2. How did it happen?
3. How did you act in this situation?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If you find yourself in the same situation again how could you behave differently?



# COMMUNICATION PROTOCOLS



At St Peter's Primary School we strive to provide a safe and secure environment where students, teachers, and parents can participate and enjoy school life. We believe that positive relationships and strong partnerships between school, parish and its wider community promote school spirit, community building and an effective and supportive learning environment for all students. We encourage parents to be actively involved in their children's education and in the school generally. For this reason, we place great importance on the establishment and the maintenance of effective channels of communication.

As we value the home school partnership being able to approach the principal or any staff member at St Peter's School is important. We aim to do our best to address any concerns raised or/and provide assistance. Our response will always be in line with our school policies, protocols and code of practice in an attempt to ensure consistency and fairness to all.

To achieve effective and open communication all members of the school community will be required to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of all.

## Parent-School Relationships Code of Conduct

A code of practice for parents and staff has been developed so that the rights and responsibilities of all members of our school community are articulated clearly. Supporting our code of practice promotes and encourages consistency and cooperation and will support students in gaining the best outcomes.

## OUR CULTURE OF RESPECTFUL RELATIONSHIPS

Among students, staff and parents we strive to develop the following:

- A respect for the innate dignity and worth of every person
- An ability to understand the situation of others
- A cooperative attitude in working with others
- Open, positive and honest communication
- The ability to work respectfully with other people
- Trusting relationships
- Responsible actions

In promoting and upholding this culture, we expect that parents will:

- Support the school's Catholic ethos, traditions and practices
- Support the school in its efforts to maintain a positive teaching and learning environment
- Understand the importance of healthy parent/teacher/child relationships and strive to build the relationships
- Adhere to the school's policies, as outlined on the school website
- Treat staff and other parents with respect and courtesy.

In promoting and upholding this culture, we expect that staff will:

- Communicate with you regularly regarding your child's learning, development and wellbeing
- Provide opportunities for involvement in your child's learning
- Maintain confidentiality over sensitive issues
- Relate with and respond to you in a respectful and professional manner
- Ensure a timely response to any concerns raised by you.

# COMMUNICATION PROTOCOLS



St Peter's School values community engagement and works hard to promote and nurture positive relationships working in partnership with families.

Our St Peter's staff are passionate about providing a positive learning environment and supporting all students in partnership with families. This requires us all to engage in positive and productive ways of communicating.

## **Email Communication**

Families are encouraged to use email as a communication tool rather than a conversation tool when communicating with St. Peter's staff. Email is ideal for seeking clarification, sharing information or scheduling, but it is not an effective medium for discussing concerns, incidents, student progress, or personal and confidential matters that may carry emotional weight. For such topics, in-person meetings or phone calls are more appropriate, as they allow for a more nuanced and empathetic exchange whereby our concerns can be effectively conveyed and addressed. To ensure that all discussions are productive and efficient, meetings with St. Peter's staff must be pre-arranged via email. This procedure allows us to adequately prepare and schedule time to address your concerns thoroughly. Unscheduled meetings cannot be accommodated, except in emergency situations.

## **Important considerations**

Regulating your emotions before sending an email or attending an in-person meeting is essential for maintaining clarity, professionalism, and positive communication. Taking a moment to pause, reflect, and manage any strong emotions ensures that your message is thoughtful, respectful, and focused on resolving the issue effectively rather than responding impulsively. This helps foster constructive dialogue and better outcomes for all parties involved.

## **Parent-School Relationships Code of Conduct**

A [Code of Practice for parents and staff](#) has been developed so that the rights and responsibilities of all members of our school community are articulated clearly. Supporting our code of practice promotes and encourages consistency and cooperation and will support students in gaining the best outcomes.

# COMMUNICATION SOCIAL MEDIA & EMAIL



## SOCIAL MEDIA POLICY

Social media is defined as any form of online or web-based publication, forum or presence that allows interactive communication including, but not limited to, Facebook, TikTok, LinkedIn, Instagram, X, YouTube, Google reviews, blogs, forums, discussion boards, chat rooms and Wikis. Social media interactions can have harmful impacts.

Australian people under 16 are not be allowed to create or hold accounts on certain social media platforms in 2026. Being logged into an account increases the exposure under-16s have to design features that encourage them to spend more time on screens, while serving up content that can harm their health and wellbeing. The delay is an opportunity for them to build their digital literacy skills and resilience. Visit [eSafety.gov.au](https://www.esafety.gov.au) for further information and resources.

Our code of conduct does specify unacceptable behaviours to do with using social media, such as posting online comments that cause reputational damage to the school and individuals and psychological harm to individuals through offensive, bullying, harassing and/or discriminatory material. The risks and consequences of breaching the privacy of others and disclosing confidential information are serious and will be dealt with in accordance with the relevant legislation. Social media is not the place to discuss concerns or air grievances.

St Peter's hold that the following behaviours directed at staff are considered serious and unacceptable include the following:

- Shouting or swearing, either in person or on the telephone
- Physically or verbally intimidating a member of the school community
- Using aggressive hand gestures, such as shaking or holding a fist towards another
- Writing rude, defamatory, aggressive or abusive comments to/about a staff member (emails/social media/reviews)
- Pushing, hitting, punching or kicking (or attempting such actions)
- Directing racist or sexist comments toward a staff member

## EMAIL

We value the school-home partnership and opportunities to work together to assist your child's learning. As stated in our school's communication policy (please see our St Peter's School website), communication between home and school occurs in a myriad of ways. It is important to realise that the primary role of your child's teacher is to teach and not to be answering extensive emails in the event an issue might arise.

Email is not the medium for explaining issues or concerns, venting or to engage in follow-up discussions from school meetings. This needs to be done in person. Parents should ask for a meeting if an issue arises that might be a concern. Email for communication during the school week should only be used for the following reasons and must be brief:

- To make an appointment with a teacher
- To ask a question or seek a brief clarification
- To inform the teacher about an absence
- To request information
- To send minutes and agenda if involved on the School Education Board or SPP Committee

**Please note: due to privacy laws – and being mindful that the internet is not a secure forum – it is not acceptable to mention other parents' children in emails, especially in the context of behavioural concerns. We stand up for privacy and for upholding the dignity of everyone in our school.**

# EMAIL COMMUNICATION



To ensure we address your concerns effectively, we kindly ask that you provide us with a way to contact you. Anonymous communication limits our ability to respond and resolve issues.

The purpose for communicating via email is to:

Purpose	Example
<p><b>Clarify questions:</b> Seek clarification on class material, homework, or any instructions given to your child.</p>	<p>Dear X, I am seeking clarification on which day my child has their PE lesson? Kind regards, X</p>
<p><b>Provide information:</b> Share any relevant information, such as upcoming absences, or changes to specific needs of the child.</p>	<p>Dear X, My child, (name) will be absent from school next week on (date) due to an appointment. Kind regards, X</p>
<p><b>Express gratitude and provide positive feedback:</b> Acknowledge and thank the teacher for their effort and support in the classroom.</p>	<p>Dear X, Our family wishes to acknowledge the incredible impact you are having on our child's learning... Kind regards, X</p>
<p><b>Request a meeting:</b> Schedule a parent-teacher meeting to discuss concerns, incidents, student progress, or personal and confidential matters in greater detail. <i>*Please note: all meetings with St Peter's staff must be pre-arranged via email.</i></p>	<p>Dear X, Can we please arrange a meeting to discuss an incident that occurred with my child in the yard today? Kind regards, X <i>Please be mindful of safeguarding and refrain from using the names of children other than your own in emails, especially regarding concerns, to protect their dignity and privacy.</i></p>

# COMMUNICATION WITH TEACHERS



Due to teachers' duty of care to all students, teachers are unable to engage in conversation with a parent during student learning times. Parents wishing to see a teacher in the morning can do so by appointment up to 8.40am. At 8.40am class teachers need to attend to the students and no parent should be accompanying their child into the classroom beyond this time, unless as a pre arranged parent helper. If parents wish to make an appointment to see their child's teacher after school, they need to arrange a mutually agreeable time with the class teacher.

## PARENTS, TEACHER, STUDENT LEARNING CONFERENCES

Parent, Teacher, Student Learning Conferences (PTSLC) are compulsory for students P – 6 and occur twice a year. An online booking system called Interviews Online is used to facilitate the organisation of meeting times. PTSLC focus on student progress and achievement, strengths and concerns. The Deputy Principal coordinates the learning conferences by sending an NForma note with instructions to access our online booking system.

## SCHOOL REPORTS

Mid Year and End Year Reports are sent home at the end of Term 2 and Term 4. These reports communicate progress to date and also include a student self-assessment comment. Mid Year and End Year Reports, need to be viewed for the most relevant information about your child's academic progress.

## NFORMA

NForma provides a simple way for parents/guardians to receive news, sign forms that require parental permission/consent, add absentee notes and safely share emergency and medical data. Parents receive an alert via email. See the end of this document for instructions on how to set up NForma on your communication electronic devices.

## SEESAW

The Seesaw App provides our school community with an easy process to communicate between parents and teachers. At the end of this document you will find information about the Seesaw app and how to download it on your smart phone.

# RAISING CONCERNS AND RESOLVING CONFLICT



In raising concerns on behalf of your child, or making a complaint about the school's practices or treatment of your child, we expect that you will:

- Listen to your child, but remember that a student may not always be aware of the full context;
- Observe the school's stated procedures for raising and resolving a grievance/complaint;
- Follow specified protocol for communication with staff members, including making appointments at a mutually convenient time and communicating your concerns in a constructive manner;
- Refrain from approaching another child while in the care of the school to discuss or chastise them because of actions towards your child. Refer the matter directly to your child's teacher for follow-up and investigation by the school.

In responding to your concerns or a complaint, we expect that staff will:

- Observe confidentiality and a respect for sensitive issues
- Ensure your views and opinions are heard and understood
- Communicate and respond in ways that are constructive, fair and respectful
- Ensure a timely response to your concerns/complaint
- Strive for resolutions and outcomes that are satisfactory to all parties

An important part of our home/school partnership is communicating information. We require information to ensure the care and safety of your child/ren at all times.

Notification from parents is needed when:

- A student is absent (phone call and send a note when the student returns)
- A student is late or intends to leave early
- A student is being collected by someone other than the regular person who usually collects them from school
- A student requires medication (medication form filled in and provided with pharmacy label that clearly has your child's name, dose required)
- A change of address, phone numbers, contact person
- A court order exists

Notification to parents from the school occurs when:

- Your child has presented to first aid due to illness
- Your child has sustained any knock/hit/injury to the body
- Your child has sustained a serious injury
- Excursions/incursions are planned requiring your permission for your child/ren to attend
- Behaviour management issues arise (including bullying)
- If there is a breach in the e-learning agreement from the student
- Organising parent/teacher/student learning conferences
- Social justice initiatives are planned
- SSP Fundraising events occur
- General school messages via the NForma and Seesaw apps

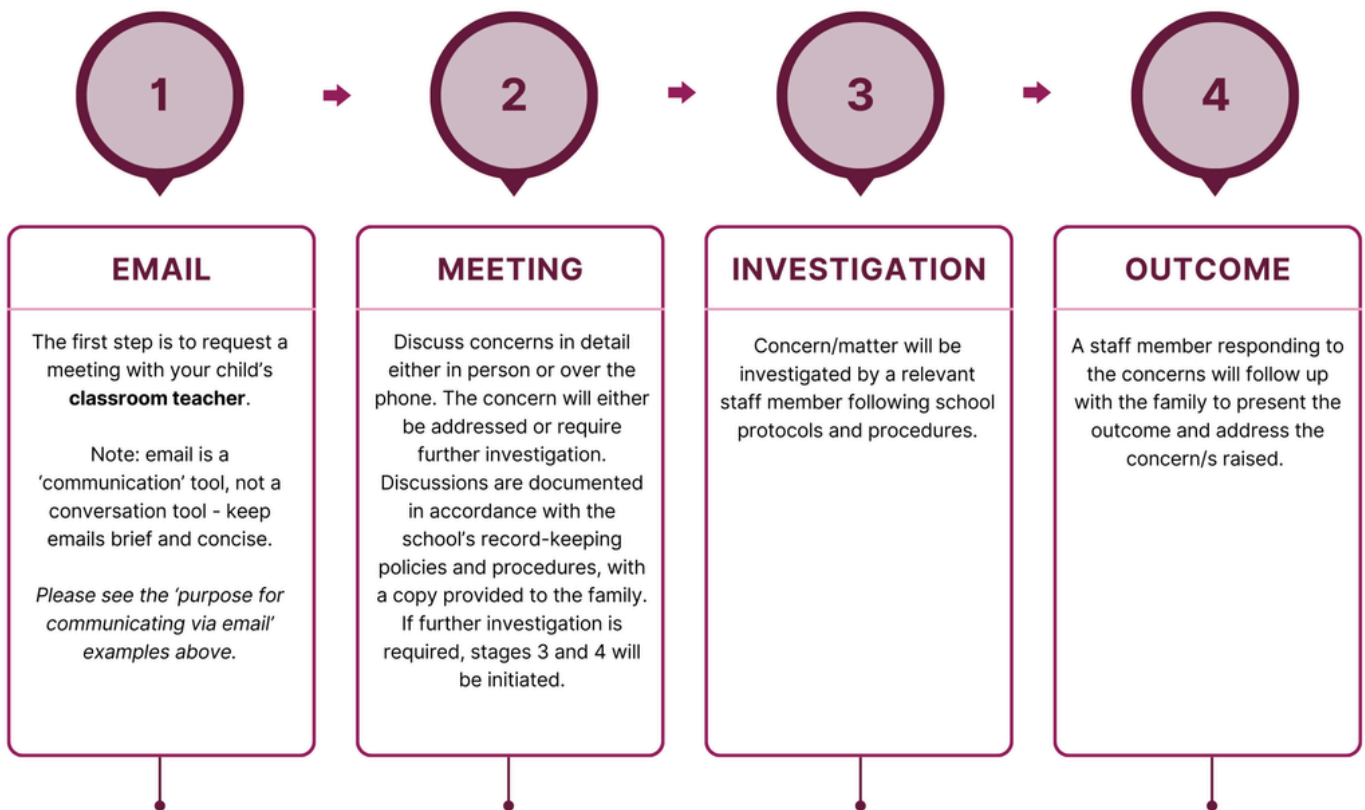
# RAISING CONCERNS



When raising concerns, the first point of call is your child's classroom teacher.

Our teachers are supported by a network of people, including the St Peter's Executive Team members. Whilst your first point of contact is the classroom teacher, the team at St Peter's will work together where needed to address and resolve any concerns.

The process followed includes:



See [Complaints Handling Policy](#), [Complaints Handling Procedures](#) for further information.

Response times for email communication:

St Peter's School recognises and respects all employees' right to disconnect and not respond to work-related electronic communications outside of designated work hours. Exceptions are stipulated below. These protocols meet the requirements outlined in the 'Right to Disconnect' legislation and support compliance with the Fair Work Act 2009 (Cth).

- The School holds an expectation that staff engage and reply to email communication from the School, students, parents, colleagues or others that occur within the staff members designated working hours.
- Where contact is made outside a staff member's designated working hours, staff are encouraged to respond within 48 hours from the staff member's next designated working day. Staff prioritise urgent matters.
- Staff are encouraged to stipulate their working hours within their email signature and responses to emails will be provided within these hours.
- Staff are required to utilise automatic responses when on leave and provide an alternative contact at the School for urgent matters. Staff will respond to emails upon return.
- Staff members may be required to connect and/or respond outside their designated working hours in circumstances such as:
  - public emergencies
  - critical incidents
  - receiving information about expectations for the start of school terms or return from leave
  - where potential harm to others may otherwise result; or
  - where it may be necessary to comply with legal obligations.

# COMMUNICATION NEWS & EVENTS



## CURRICULUM NEWSLETTER

At the beginning of each term you will receive information about the content and skills to be covered over the course of the term. We hope you find this information helpful and useful.

## NEWSLETTER

A newsletter is published 3 times per term and can be viewed either on your smartphone through the NForma app or on St Peter's website. It celebrates school life and includes important dates and information. Please take the time to read this important and informative communication.

## SCHOOL ASSEMBLY

Our whole school assembly is held every 3 weeks in the school quadrangle on Monday at 1.15pm with families invited to attend. Our school Principal hands out awards to students who have demonstrated our school values in an exceptional way and we do our best to notify parents if their child is to receive an award. Please note that it is not appropriate to take your child home with you at the conclusion of assembly without a valid reason, and they should return to class as usual following the assembly.

## ANNUAL REPORT

Each year the annual report to the community is published on the school's website.

## EXCURSIONS/INCURSIONS

Excursions/Incursions complement the classroom learning, by providing students with experiences beyond the setting of the classroom. They are organised throughout the year. Parents are advised of the purpose and details of the excursions through NForma and via newsletter items. Notice of at least two weeks is given to parents. If parent helpers are needed to assist with supervision, parents with a current Working with Children Check can record their name in the space provided. In the event of many interested parents, the teacher will place names in a hat. Successful parents will be notified. Parents are advised not to take time off work until the teacher gives the notice of their attendance. In keeping with our excursions policy, no toddlers may accompany parent helpers.



# RELIGIOUS EDUCATION CELEBRATING AS A FAITH COMMUNITY



## DAILY PRAYER

The day begins with prayer. In Prep the children are taught how to make the sign of the cross and some of our formal prayers such as the Our Father and Hail Mary.

## CLASS MASSES

Once a week at 9.15am a specific year level will attend Mass. If you are free you are very welcome to join the group. Notification of this comes through the school's newsletter and the school website calendar.

On special Feast Days during the year the whole school will attend mass.

## SACRAMENTAL PROGRAM

During the seven years at St Peter's School, Catholic children will celebrate three sacraments: First Reconciliation (Year 3), First Eucharist (Year 4) and Confirmation (Year 6).

Each Sacrament preparations has the following compulsory components:

- Attendance at the Commitment Mass where candidates are presented to the parish community and make their personal commitment
- Attendance at the Family Faith Night with your child
- Attendance at parish Masses during the 8 week time of preparation
- Attendance at the sacramental celebration



# PHYSICAL EDUCATION



At St Peter's students will have the opportunity to engage in weekly timetabled physical education classes. These classes allow students to develop fundamental motor skills, fitness and game sense.

Amongst our weekly lessons, students have the opportunity to participate in major carnivals such as district, divisional and state competitions. All year 3-6 students are encouraged to be involved in the athletics, cross-country and swimming carnivals offered throughout the year.

All year 6 students compete in the School Sport Victoria (SSV) District Interschool Winter and Summer Sports. This gives students the opportunity to demonstrate teamwork and sportspersonship traits on a weekly basis. There are also a number of gala days provided for year 6 students to demonstrate their skills in a variety of sports such as soccer and AFL.

Students in years 3-6 also participate in an intensive swimming program. This program is run by swimming instructors and emphasises the importance of safety around water and provides basic skills within the water environment.



# PERFORMING ARTS



The Performing Arts specialist program encompasses Music, Drama, Dance and Arts. As part of weekly lessons, students explore and discover these avenues of creative expression through student-led curriculum based learning.

Beyond the classroom, our Glee lunch club, available for grades 3–6, invites students to engage in singing, dancing, and individual artistic expression. Seniors in their final year at St. Peter's, also have the privilege of participating in jam sessions with classmates, showcasing their musical talents using various instruments.

The culmination of our Performing Arts program is the bi-annual stage production, alternating with our STEAM Show. These events provide platforms for students to shine, spotlighting their talents and creativity within the St. Peter's community.



# VISUAL ARTS



The Visual Arts Program specialist program at St Peter's for all students from Prep to Grade 6. This program gives students the opportunity to explore and enjoy making art in a dedicated Visual Arts space.

Students will use a range of materials to create their own artworks and learn about different artists, styles, and art movements. They will experiment with techniques, develop their skills, and express their ideas through art. They will also learn to appreciate and respond to the artwork of others.

Lessons run for 45 minutes, giving students time to create and explore. To help keep their uniforms clean, students will need to bring their own labelled art smock.

The program follows the Victorian Curriculum, which encourages creativity, self-expression, and an understanding of how art tells stories and conveys emotions. Students will proudly display their work at the biennial St Peter's Art Show, celebrating with peers, families, and the wider community.



# STEM FOR SUSTAINABILITY PROGRAM



Through our 'STEM for Sustainability' program, we take a developmental approach to learning, carefully scaffolding experiences that help students build essential skills in problem-solving, design, critical thinking, risk-taking, perseverance, and curiosity. Through hands-on activities, students are not only exposed to technical knowledge, but also develop key dispositions such as collaboration, teamwork, and self-management. These experiences, rooted in project-based learning, encourage students to explore and address real-world problems in the context of sustainability and environmental challenges. By working together, they apply their critical thinking and communication skills to find practical solutions, all while cultivating their ability to research, manage their own learning, and engage in meaningful collaboration.

At St Peter's Primary, we embrace the responsibility of environmental sustainability by promoting the conservation of natural resources and the protection of ecosystems to support the wellbeing of our community now and for years to come. In our 'STEM for Sustainability specialist program, we explore Science, Technology, Engineering, and Mathematics within the context of biodiversity, energy and water conservation, and waste management.

At St Peter's Primary, our sustainability vision is for our students and school community to adopt lifelong sustainable practices. Our aim is to:

- Reduce our school's ecological footprint to encourage biodiversity, minimise waste and reduce energy and water consumption
- Cultivate a sense of stewardship for the earth
- Foster a spiritual connection to the world, recognising it as a creation of God
- Encourage students to deepen their knowledge of the natural world
- Help students understand how their actions impact the environment and how they can contribute to positive change for a sustainable future
- Integrate sustainability into every aspect of school life
- Engage staff, students, families, and the parish in developing a deeper understanding of the importance of caring for our world



# LANGUAGE & CULTURES

## JAPANESE



Youkoso!

At St. Peter's Primary School students study Japanese as a language other than English (LOTE) with a specialist teacher. The Japanese program is designed to help students learn through the development of their communication skills and the expansion of their intercultural awareness, appreciation and understanding.

The Victorian Curriculum acts as a guide for all lessons planned within the Japanese program. The junior curriculum focuses on teaching Japanese language through oral learning skills, this can be achieved through a wide range of activities such as songs, cultural demonstration, listening games and stories, speaking sessions and communication activities. The senior curriculum approach to teaching is based on student participation through structured routines and rich language activities as they start to learn more complex interactions and grammatical structures of the Japanese language. Through their learned language skills, students will demonstrate their understanding of Japanese through both oral and written forms.

HIRAGANA									
ひらがな									
A	あ	I	い	U	う	E	え	O	お
KA	か	KI	き	KU	く	KE	け	KO	こ
SA	さ	SHI	し	SU	す	SE	せ	SO	そ
TA	た	CHI	ち	TSU	つ	TE	て	TO	と
NA	な	NI	に	NU	ぬ	NE	ね	NO	の
HA	は	HI	ひ	FU	ふ	HE	へ	HO	ほ
MA	ま	MI	み	MU	む	ME	め	MO	も
YA	や			YU	ゆ			YO	よ
RA	ら	RI	り	RU	る	RE	れ	RO	ろ
WA	わ			WO	を			N	ん

# HOMEWORK POLICY



*At St Peter's Primary School, we believe homework serves as an useful tool for consolidating learning, fostering study habits and encouraging family engagement in the learning process.*

## *Research-Informed Practice*

This policy is guided by John Hattie's research on visible learning and the development of effective study habits. Research shows that homework is most effective when it reinforces previously taught material rather than introducing entirely new concepts.

A key idea in learning is the Zone of Proximal Development (ZPD)—the space between what a child can do independently (Zone of Actual Development) and what they can achieve with support. Homework should sit within this zone, reinforcing familiar concepts rather than introducing new ones. This approach helps students build confidence through practice without feeling overwhelmed.

## *Purpose*

Homework at St. Peter's Primary is designed to:

- Reinforce previously taught concepts.
- Develop study habits and routines that support lifelong learning.
- Encourage responsibility and independence in completing tasks.
- Provide opportunities for parental involvement and understanding of their child's learning

Homework will not introduce new concepts but will instead focus on consolidating knowledge and skills.

## *General Guidelines*

- Homework is sighted but not formally marked
- Tasks should be manageable, purposeful and aligned with classroom learning.
- The time allocated for homework will vary depending on the year level, promoting balance between study and personal activities.
- Homework is not a form of assessment and will not be individually tailored. If a child requires specific adjustments, these will be addressed through a personalised learning plan, SMART goal or discussions between the teacher and
- St. Peter's does not provide homework for students during extended absences. Families are encouraged to focus on reading, real-world learning experiences and maintaining routines where possible.

## *Implementation*

Teachers will ensure:

- Homework is clearly communicated to students.
- Homework is purposeful and aligns with the curriculum.

*Parents and carers are encouraged to:*

- Provide a suitable environment for homework completion.
- Support their child's learning without completing tasks for them.
- Communicate with teachers if homework presents consistent challenges.

# HEALTH RESPONSIBILITIES



Schools have a legal responsibility to help manage infectious diseases in their facilities and have an important role to play in supporting the prevention and control of transmission of infectious diseases through:

- Abiding by legislated requirements for school exclusion and immunisation status recording
- Supporting the personal hygiene routines of students, for example, provision of hand hygiene facilities
- Ensuring procedures are in place to safely manage the handling of spills of blood and other body fluids or substances
- Prevention of infectious diseases

It is the responsibility of the parent that all details of student's health are kept up to date on their NForma profile.

The Victorian Government's Public Health and Wellbeing Regulations (2019, Schedule 7) contain several statutory obligations relating to primary schools and exclusion timelines to prevent transmission.

Exclusions apply to cases and contacts for various infectious diseases. The exclusion periods are the minimum times a child must be excluded from primary school.

Information on particular exclusions can be found here:

## **VICTORIAN GOVERNMENT SCHOOL EXCLUSION TABLE**

The screenshot shows the top navigation bar of the Victorian Government Department of Health website. The breadcrumb trail reads: Home > Public health > Infectious diseases: guidelines and advice > Exclusion periods for primary schools and children's services > School exclusion table for primary schools and children's services. The main heading on the page is "School exclusion table for primary schools and children's services".

# HEALTH

## MEDICINE, MANAGEMENT PLANS & ALLERGIES



### MEDICINES

Our Medication Policy provides clear guidelines for the administration of medication during school hours. The school nurse can administer medication only when the appropriate written permission is provided. For long-term medication, written authorisation is required from both a parent/guardian and a doctor. However, for short-term medication such as a course of antibiotics for a few days or medication needed for a single day requires a Medication Authority Form from a parent or guardian alone is sufficient. A Medication Authority Form, which includes details of the medication and permission to administer it, must be completed and is available on the school website and at the school office.

All medication must be supplied to the school in its original packaging, clearly labelled with the child's name, dosage, and manufacturer's or pharmacist's instructions. Loose tablets, such as Panadol cut from a blister pack, will not be accepted. The school will not administer, store, or take responsibility for any medication, creams, or lotions unless written authorisation is provided by the child's parent or guardian.

**Most importantly, the best place for a child who is ill is at home under full-time supervision.**

### ASTHMA MANAGEMENT AND AWARENESS

Students with asthma are required to have their prescribed medication and Asthma Action Plan with them at all times while at school. This includes keeping both in the classroom and bringing them to all specialist classes or any activities outside their regular classroom.

An Individual Asthma Action Plan must be completed by the student's doctor and uploaded to NForma. It is the responsibility of the parent or guardian to ensure that both the plan and the medication are kept up to date at all times, so the school can provide appropriate care in the event of an asthma-related incident.

### LIFE THREATENING ALLERGIES

Some allergies, particularly to nuts and other foods, can be life-threatening. If your child has a known allergy, it is essential that you inform the school and provide a current ASCIA Anaphylaxis Action Plan, completed by your child's doctor.

The plan must be uploaded to NForma and kept up to date at all times. You must also provide any necessary medication, such as an EpiPen or antihistamine, to be kept at school to support the management of allergic reactions. This ensures the school is prepared to respond quickly and appropriately in the event of an anaphylactic emergency.

### NOTICE FROM FIRST AID

If your child has been to First Aid for treatment, our school nurse will contact you to make you aware of the incident and the treatment provided. This communication may be via NForma or a phone call. If you receive a missed call from the school, please listen to the voicemail before returning the call to ensure office staff can direct you to the relevant person.

### STUDENT BIRTHDAYS

Although not necessary, if parents are inclined to provide something for the class on their child's birthday, we ask that you provide non-food treats to avoid allergy issues. Non-food treat ideas include simple stationary items such as pencils, pens, textas, stickers, notepads, party hats, bookmarks etc.

# STUDENT WELLBEING SOCIAL-EMOTIONAL LEARNING CURRICULUM AT ST PETER'S



## PERSONAL & SOCIAL CAPABILITY

The personal and social capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. This is addressed in our curriculum and is given high priority. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

- Recognise, understand and evaluate the expression of emotions
- Demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- Develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- Understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- Work effectively in teams and develop strategies to manage challenging situations constructively

The Personal and Social Capability curriculum is organised into two interrelated strands: Self-Awareness and Management and Social Awareness and Management. Each strand contains content descriptions that are organised in sub-strands;

### SELF AWARENESS & MANAGEMENT

- Recognising, expressing and managing emotions
- Development of resilience

### SOCIAL AWARENESS & MANAGEMENT

- Relationships and diversity
- Collaboration



# STUDENT WELLBEING



## MHIPS – MENTAL HEALTH IN PRIMARY SCHOOLS

Our mental health initiative across St Peter's supports the balance for mental health in academic success. The program at our school is led by Libby Sheedy, who has a wealth of leadership and teaching experience, as well as qualifications and special interest in mental health support.

history in wellbeing leadership teacher parent

The implementation is designed to

- Build the capacity of school staff to identify and support students with mental health concerns.
- Support the school in creating clear care pathways and connecting students identified as needing further assessment and intervention to local services.
- Coordinate targeted mental health support for students by working with school staff, school community members and external agencies.
- Implement effective mental health strategies aligned with social and emotional learning and adopting a whole-school approach to wellbeing and learning initiatives.

## CATHOLIC CARE

At St Peter's we engage Catholic Care to provide counselling to students requiring support to develop healthy strategies for dealing with issues and identify, understand and manage emotions, including stress and anxiety. In some instances our students may require support to cope with life's issues that may be getting in the way of their education, or that are impacting on their friendships and other relationships.

## LUNCHTIME CLUBS

Lunch time clubs are offered at St Peter's School. They are a great way to support students with social skills and social engagement. These take place in the quadrangle or multipurpose room and are led by senior students who take on this leadership role with the support of our Student Wellbeing Leaders.

The lunch time Clubs include a variety of activities such as:

- Lego Club
- Glee Club
- Chess Club
- Storytime Club
- Dance Club
- Art Club
- Sport/Games Club

## FRIENDSHIP SEAT

We have a friendship seat near the hall facing the pergola area for Years 3 – 6, and a junior friendship seat in the quadrangle. The idea of the friendship seat is to ensure all students feel a sense of belonging or inclusion during play breaks.

Friendship Seat rules:

1. Caring: Approach the student in a caring way. Think about how they might be feeling.
2. Respect: Treat the student who uses the Friendship Seat with respect and without judgment or put-downs.
3. Responsibility: We have a responsibility to ensure everyone has a friend. Take notice of the FRIENDSHIP SEAT!!!
4. Valuing: Some students may need to use the seat more than others and that's OK!!
5. THE SEAT: Look after the seat! Sit sensibly. It can only be used in times of needing assistance.

# BULLYING

## ST PETER'S IS A NO BULLY ZONE



### ZERO TOLERANCE TO BULLYING

At St Peter's School we have a zero tolerance to any form of bullying behaviour and we take very seriously our responsibilities in relation to bullying. If an issue arises, we have most success when parents work with the school to resolve it.

Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

In determining if the situation is bullying we ask three key questions, which require a 'yes' answer. All three need to be satisfied:

- Does the behaviour involve a misuse of power in a relationship?
- Is the behaviour ongoing and repeated?
- Does the behaviour cause ongoing physical or psychological harm?

Bullying is not...

- a situation where there is mutual conflict – i.e. a balance of power where students are both upset and usually want a resolution to the problem.
- social rejection or dislike (unless it is a repeated act and directed towards a specific person).
- single episodes of nastiness or meanness or random acts of aggression or intimidation.

This is the message we give to the children:

- There are many different types of bullying, eg. physical, verbal, racial, visual, and exclusion.
- Bullying is the repetitious inappropriate behaviour of one individual exerting their power over another.
- If someone is being bullied it is OK to tell.
- If we see someone bullied we need to help them and not be a bystander.

Some of the signs that a child is being bullied include:

- an unwillingness or refusal to go to school
- feeling ill in the mornings
- doing poorly in school work
- becoming withdrawn, starting to stammer, lacking confidence
- crying themselves to sleep, having nightmares
- asking for money or starting to steal (to pay the bully)
- refusing to talk about what is wrong
- having unexplained bruises, cuts, scratches
- beginning to bully other children or siblings
- becoming aggressive and unreasonable

### PROTECTIVE BEHAVIOURS

We teach the children to:

- Recognise
- React
- Report

# BULLYING



What can I do if I feel my child is being bullied?

Step 1: Listen carefully to your child and show concern and support.

Step 2: Give sensible advice – encourage your child to speak to a trusted adult.

Step 3: Assist your child to develop positive strategies including:

- saying 'leave me alone' and calmly walking away
- avoiding situations that might expose them to further bullying
- making new friends.

Step 4: Ask your child the following questions to understand if there is a repeated pattern:

- What, where and when did the incident happen?
- Who was involved on each occasion?
- Did anybody else see it and, if so, who?
- What solutions have been tried so far?
- The names of any teachers who are aware of the problem.

Step 5: Work with the school to solve the problem.

As stated above we take very seriously our responsibilities in relation to bullying behaviour and there is more success when parents work with the school to solve the problem.

Remember, if you were not aware that your child was being bullied, then perhaps your child's teachers did not know about it either.

You should:

Make an appointment with your child's Teacher and the Director of Learning and make notes of the points you want to discuss before the meeting. At the meeting try to stay calm and present information in a way that makes it clear that you and the school are working as partners to try to fix this problem. The school will need time to investigate and to talk to teachers and, perhaps, other students.

Step 6: You can make a follow-up call to see what has been done or alternatively ask the class teacher when you can expect them to get back to you.

# SCHOOL FEES & CURRICULUM LEVY



During the enrolment process the importance of your commitment to St Peter's school through the payment of fees was discussed.

## FAMILY TUITION

The Family Tuition Fee helps to bridge the gap between government funding and the actual cost of operating our school. It contributes to essential expenses such as staffing, classroom resources, learning programs, utilities and the day-to-day running of the school.

*Example:* This fee supports the employment of high-quality teachers and specialised learning staff, ensuring every child receives the personalised attention and care they need to thrive.

## CAPITAL LEVY

The Capital Levy provides essential funding for the ongoing maintenance and future enhancement of school buildings and facilities. While major works may not occur every year, this contribution ensures that planned improvements can be undertaken as part of our long-term capital works strategy.

We are pleased to share that a new project is currently in the design phase with Law Architects, which will enhance our school grounds, student amenities and learning spaces.

## CURRICULUM FEE

The Curriculum Levy supports a wide range of programs and resources that enrich students' learning experiences across all year levels. This includes:

- Religious Education resources and sacramental preparation
- Curriculum materials and subscriptions
- Library and resource centre development
- Incursions and excursions linked to classroom learning

## DIGITAL TECHNOLOGY LEVY

The Digital Technology Levy supports our commitment to providing students with reliable, modern and well-maintained digital learning tools. This investment ensures all students have access to quality digital technologies that enhance learning, creativity and connection. It covers:

- Lease of 360 Spin Chromebook devices for Years 3–6
- Maintenance of iPads for Prep–Year 2
- Wi-Fi and wireless network maintenance
- Headphones for each student
- Chromebook licences
- Classroom ICT accessories and resources
- Maintenance of Apple TVs and monitors across learning spaces

## CAMPS, SPORTS & EXCURSION FUNDS (CSEF)

To be eligible for CSEF a parent must hold a valid means-tested concession card or be a temporary foster parent. Applications for this payment must be made through the school office. Our administration officer is ready and willing to assist you in this matter.

# SCHOOL UNIFORM



At St Peter's the wearing of school uniform is compulsory. More than a dress code, the uniform represents the spirit and values of St Peter's—promoting equality, respect and a strong sense of belonging. It unites us as a community and reminds each student that they are part of something greater.

Wearing the correct uniform each day helps create a cohesive and respectful school culture. It also supports preparation for our local feeder secondary schools, where uniform expectations are non-negotiable. Your assistance is required in making sure that your child is dressed appropriately, cleanly, and that all students with shoulder length hair have it tied back.

Black school shoes (not runners) must be worn to school and runners can only be worn with sport uniform on designated sports days. A note will go home at the start of the school year to indicate which days the children need to wear their sports uniform.

Our uniforms are supplied by Noone Schoolwear, located at 543 Keilor Road, Niddrie. You can book a fitting time online:

<https://www.noone.com.au/school/st-peters-primary-school-keilor-east/stores>

We also aim to host a second hand uniform sale each year.

## SCHOOL HATS – SUNSMART

As a Sunsmart school, we expect all children to wear the recommended St Peter's School hat outside at play and lunchtimes, generally during the months September to April when UV levels are regularly 3 or higher. Hats should be **clearly marked** with your child's name.

<https://www.noone.com.au/school/st-peters-primary-school-keilor-east/shop>

**NOONE** | **St Peters Primary School** KEILOR EAST | Login / Sign up

/ School / St Peters Primary School Keilor East / Shop

Shop Online | Store Info & Open Hours | Book Appointment | Sizing Guide | Shipping Policy | Click & Collect | Returns | Uniform Policy | Privacy Policy

CHANGE MY SCHOOL

**Filter by Product**

- Show all
- Academic Uniform
- Bags
- Dresses/skirts/tunics
- Headwear
- Shirts
- Socks/tights
- Sports Uniform
- Ties

Rugbyknit Shorts | St Peters Softshell Jacket | St Peters Softshell Jacket | St Peters Sport Polo L/S

# SCHOOL BOOK PACKS



School book packs are to be ordered from Campion and will be home delivered.

All items on the resource list have been requested by the classroom teacher and must be ordered through Campion.

It would be most appreciated if parents can adhere to the timeline provided by Campion to ensure a smooth transition for all.

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

Refer to your school notice notice to find your code.

**Please ensure you select the year level that your child will be transitioning into the year to come.**



# PARKING & SCHOOL SECURITY

## 40KM ZONE



The school operates between the hours of 8.30am-3.30pm. Beyond these hours children cannot be left on campus unsupervised. If you need to collect/deliver your child outside of these times please arrange before/after school care through OshClub.

The main gates to the school are locked from the start of the school day until it is time to collect the children in the afternoon, except for the pedestrian entrance gate in front of the Church; this entrance has a latch at the top for student safety

All visitors and parents to the school must report to the office and if proceeding through the school need to sign in with their Working with Children's Check and collect the appropriate visitor sticker to wear.

We ask that if you are waiting for your child after school that you do not do so in the school foyer, but instead wait in the quadrangle at the front of the school or outside of the learning building facing Bellarine Avenue.



# PARENT PARTICIPATION



Families have the first and most significant influence on their children's learning, development, health, safety and wellbeing. Schools build on the successful learning provided in the home by parents.

Family participation in learning is one of the most accurate predictors of a child's success in school and beyond. Parents and teachers working together in partnership will help a child achieve success. Research tells us that when parents actively involve themselves in aspects of school life their children benefit.

Families can and do participate in their child's learning and development in a number of ways:

- Being involved in their child's learning at home e.g. shared reading, story telling, rhymes and songs, helping with homework, visiting museums
- showing an active interest in and valuing what their children do
- Being engaged with the school by volunteering to help with activities where possible

We encourage all parents to involve themselves in some of the opportunities listed below.

- Classroom helpers – during literacy & numeracy sessions
- School Advisory Council
- Supporting St Peter's Fundraising Committee (SSP)
- Curriculum Information sessions
- Working Bees
- School Masses and assemblies



# PARENT PARTICIPATION

## PARENT HELPER APPLICATION PROCESS



In light of the child safe standards all new volunteers to the school will need to complete the application process before volunteering.

### APPLICATION FORM

The Child Safe Standards require schools to gather, verify and record a person's history of work involving children. The school takes child safety very seriously and for this reason, potential volunteers are required to list their entire work history, including any volunteer work, involving children.

If you would like to submit your interest for a volunteer role at St. Peter's, please ensure you complete the application form and return it to us.

#### Interview

It is school practice for all potential volunteers to be interviewed prior to commencing any voluntary work. The interview is an informal discussion aimed at assessing the suitability of the person for the volunteer position, particularly child-connected work, It is also an opportunity for the potential volunteer to ask questions about the position and the school in general.

Potential volunteers should bring their Working with Children Check (WWCC) to the interview.

### REFEREE CHECKS

The school takes child safety very seriously and for that reason we make it a practice to conduct referee checks for potential volunteers to assess their suitability to work with children. The referee check is a discussion between the school and the nominated referee for the purpose of addressing the person's suitability for volunteer work and for engaging in child-connected work.

### PRE-ENGAGEMENT CHECKS

All volunteers at St. Peter's are required to apply for and pass a WWCC. If you do not already have a current WWCC, you will be required to obtain this prior to commencing volunteer work and present the WWCC card to the school as soon as practicable.

Literacy Parent Helper Session. All volunteers are expected to undertake induction and training before becoming a parent helper at St. Peter's Primary School.

### PARENT HELPER INFORMATION SESSIONS

At the beginning of each school year the Literacy Leader will facilitate a parent helper session for parents who would like to help in the classroom. Information includes how to assist students during the specific learning blocks and includes classroom protocols, highlighting the importance of confidentiality. Parents who wish to work in the classroom must attend this session. Please note that parent helpers are unable to bring their toddlers into the classroom as this may disrupt students' learning time.

# SCHOOL APPS

## NFORMA, INTERVIEWS ONLINE, SEESAW & QKR!



### NFORMA PARENT PORTAL

St. Peter's uses **Nforma** to store and share student information including notices, medical and health information, absentee notices, permission forms and to access school reports.



You can log in to the NForma parental portal through your browser

You can log in To access the Parent Portal you must:

- Download the NForma App

St Peter's Primary School takes the health and safety of our students very seriously. As such we have adopted a health, safety and electronic consent form system named NForma.

NForma provides our school community with an easy process to communicate with parents by receiving emails.

NForma is a parent controlled electronic medical form for schools, clubs and other groups with a duty of care. It's an electronic version of the paper based forms you're always having to fill in for excursions, camps, etc. It provides you with the opportunity to update medical information promptly and accurately while providing the school with instant access to the emergency information provided by you. We use the NForma system in the best interest of the children whilst also reducing the burden on you to fill out the same information on multiple forms throughout the year.

NForma will also allow us to send home classroom notices, curriculum information and school reports etc.

As a parent/guardian you will soon receive an invitation to join NForma and enter details for your child/children. By following the instructions you can create your own free NForma account and control all data about your child/children. The NForma system stores the information on your behalf

From the school's perspective, this information will only be visible by the relevant staff for your child and will be managed in accordance with the Privacy Act.

You can also visit the NForma website for more information: <https://NForma.com/>

### INTERVIEWS ONLINE

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

St. Peter's uses **Interviews Online** when parents need to make a booking for a school event, such as Parent Teacher Student Learning Conferences.

To access Interviews Online you can:

- Go to [www.schoolinterviews.com.au](http://www.schoolinterviews.com.au)
- Enter your school event code that has been forwarded by the school
- Follow the instructions provided



# SCHOOL APPS

INFORMA, INTERVIEWS ONLINE, NFORMA,  
SEESAW & QKR!



## SEESAW DIGITAL PORTFOLIO

<https://web.seesaw.me/families>

St Peter's uses **Seesaw** for teachers and students to record and share classroom learning and achievements on a regular basis.

Seesaw is designed to:

- Empower students to take ownership of their learning and to reflect on their progress over time
- Give students creative tools to show what they know in the way that works best for them
- Inspire students to try their best by providing an audience for their work beyond the classroom
- Create a meaningful home-school connection so families can better support their child's learning

For further information please click on the following link to access the YouTube video which explains the app clearly: <https://web.seesaw.me/parents/>

Please also note that Seesaw has a robust privacy policy <https://web.seesaw.me/privacy-policy/> and has committed to never sharing a child's personal information or journal content.



## QKR! – SCHOOL CANTEEN

<https://qkr-store.qkrschool.com/store/#/home>

A school canteen operates via an external provider on Wednesdays, Thursdays and Fridays each week. Lunch orders should be placed via the **Qkr!** app the night prior.

There will also be over the counter service provided for icy poles, frozen yogurt, and mini muffins, so if you would like your child to experience spending money this is a good opportunity to take advantage of.

Please be mindful that regular lunch orders must be placed prior to 7:30am of the order day, and sushi orders (available seasonally) must be placed prior to 8pm the night before. Any orders submitted late will be pushed to the same day the following week, and therefore no lunch will be delivered to your child for the intended day.



# SCHOOL CONTACT DETAILS



ACTING PRINCIPAL:	Mrs Anne Tadinac <a href="mailto:atadinac@spkeiloreast.catholic.edu.au">atadinac@spkeiloreast.catholic.edu.au</a>
ACTING DEPUTY PRINCIPAL & RELIGIOUS EDUCATION:	Mrs Seona Martin <a href="mailto:smartin@spkeiloreast.catholic.edu.au">smartin@spkeiloreast.catholic.edu.au</a>
ADMINISTRATION, MARKETING & COMMUNITY:	Ms Kate Wilson <a href="mailto:kwilson@spkeiloreast.catholic.edu.au">kwilson@spkeiloreast.catholic.edu.au</a>
ACCOUNTS:	Ms Anna Will <a href="mailto:awill@spkeiloreast.catholic.edu.au">awill@spkeiloreast.catholic.edu.au</a>
FIRST AID:	Nurse Leila Tadinac <a href="mailto:firstaid@spkeiloreast.catholic.edu.au">firstaid@spkeiloreast.catholic.edu.au</a>
DIRECTOR OF LEARNING:	Prep - Grade 2: Zoe Tsesmetzis <a href="mailto:ztsesmetzis@spkeiloreast.catholic.edu.au">ztsesmetzis@spkeiloreast.catholic.edu.au</a>
DIVERSITY & WELLBEING:	Prep - Grade 2: Bianca Jordan <a href="mailto:bjordan@spkeiloreast.catholic.edu.au">bjordan@spkeiloreast.catholic.edu.au</a>
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DIRECTOR OF LEARNING:	Grade 5 - 6: Darcy Ryan <a href="mailto:dryan@spkeiloreast.catholic.edu.au">dryan@spkeiloreast.catholic.edu.au</a>
SCHOOL PHONE:	03 9337 4111
SCHOOL FAX:	03 9331 2099
ENROLMENTS:	<a href="mailto:enrolments@spkeiloreast.catholic.edu.au">enrolments@spkeiloreast.catholic.edu.au</a>
WEBSITE:	<a href="http://www.spkeiloreast.catholic.edu.au">www.spkeiloreast.catholic.edu.au</a>
SCHOOL CALENDER:	<a href="https://www.spkeiloreast.catholic.edu.au/news-events/calendar/">https://www.spkeiloreast.catholic.edu.au/news-events/calendar/</a>
PARISH PRIEST:	Fr. Anil Mascarenhas
PARISH SECRETARY:	Mrs Helena Meredith <a href="mailto:KeilorEast@cam.org.au">KeilorEast@cam.org.au</a>
PARISH OFFICE:	Entrance <u>via</u> Bellarine Avenue 03 9337 4141 Tuesdays, Wednesdays & Thursday (9-4pm)





# ST PETER'S PRIMARY SCHOOL Keilor East



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P: 03 9337 4111  
<https://www.spkeiloreast.catholic.edu.au>