



PARENT INFORMATION BOOKLET

ST. AUGUSTINE'S PRIMARY SCHOOL WODONGA

The St. Augustine's School Community acknowledges the traditional custodians of the land on which our school is built, the land of the Dhudhuroa people.

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Please note that every effort is made to ensure that details contained in the information package are correct at the time of publication.

WELCOME TO ST. AUGUSTINE'S PRIMARY SCHOOL

Dear Parents,

As a member of St. Augustine's community, your child will become a member of our family; the students and staff foster a smooth transition to our school and provide a nurturing learning and teaching environment.

You and your child become part of the rich St. Augustine's tradition; accepted for who you are, yet gently challenged to improve and develop as a whole person.

We believe that everyone has the right to be respected and has the responsibility to respect themselves, others, and their environment. We ensure that each child feels safe by providing learning centres and playground environments that are safe and friendly and where people are treated fairly.

Finally, we believe that each child has the right to learn and we provide opportunities for them to do so with a feeling of success. All staff take pride in their professional methods of learning and teaching and offer a variety of strategies to meet individual children's needs.

We feel privileged to teach children and work with their parents in establishing strong learning and teaching experiences for life.

Yours faithfully,



Joe Quinn
PRINCIPAL



A CONDENSED HISTORY OF ST. AUGUSTINE'S

Religion first came to the Wodonga area with travelling clergymen who ministered without such visible signs of faith as fine churches, Father Charles Lovat, for instance, arrived from Yass in November 1843 and said Mass in the Huon family home, Belvoir, on the elevated site where Cambourne now stands.

But Wodonga's Roman Catholics eventually built what seems to have been the town's first Church, on land granted in 1854. In 1860 there were reported to be great complaints and dissatisfaction about the lack of a Protestant Church in Wodonga. 'We certainly think our Roman Catholic friends have set us an example in this matter, and we should do well to follow it', an Albury Banner writer observed.

On October 4th, 1860 Bishop Goold visited Wodonga and consecrated St. Francis Chapel, which was erected on the site of the present St. Augustine's Church. Bishop Goold noted in his diary... "St. Francis Chapel dedicated today, Wodonga. Celebrated Mass at 10am. The Catholic population here is small. School building good. Weatherboard situation."

A one room wooden school building was built in 1876 and staffed by two lay-teachers. These two lay teachers, Miss Fagan and Miss O'Leary kept the school running until the arrival of the Mercy Sisters in 1892. Father James Ryan, the first Parish Priest of St. Augustine's, added the first brick section of St. Augustine's school in 1898.

The Mercy Sisters used to come across the river to operate the school. Mother Celestine used to tell of their journey across the Murray, with their tin trunks piled in the front of the cab. It used to be necessary to stop at Custom's House although they were let through without paying a fee. The school opened officially in 1899 as St. Augustine's up until this time it had been called St. Joseph's which was the name of the convent.

The Parish of Wodonga was separated from Chiltern in 1899 and the first Parish Priest was father James Ryan. The present St. Augustine's was blessed and opened on 27 April 1902 during his pastorship.

When Father Ryan was transferred to Elmore in 1906 Father David Tobin became pastor until he went to Euroa in 1908. His successor was Father Francis Flynn who stayed in charge for twenty-nine years. During that time the church was extended. The marble altar was built in 1918-19 and the beautiful stained-glass windows were donated at about the same time.

Twenty years after the school officially opened, a tiny eighteen year old Irish girl, Sr. Justina Upton arrived as one of the 18 nuns. For all but a short time in her life, Sr. Justina taught at St. Augustine's. She was the proud coach of the football team. Sr. Justina died during the 64th year of her religious profession.

Major refurbishments were completed in 1927 and St. Augustine's provided education up to Intermediate Certificate level.

Father Awburn became Parish Priest in 1937 and stayed until 1959. The boarding school was closed in 1959. In 1958 the school enrolment was 528 and extra buildings were provided with the completion of Osburn Lodge. This was sold in 1975.

Father Awburn's successor was his great friend Monsignor Bowman, who made improvements at St. Augustine's including the marble altar rails and a new set of Stations of the Cross. In 1974 Monsignor Bowman gave up financial control of the Parish and Father Leslie Ring came in as administrator. At Monsignor Bowman's request Father Ring became Parish Priest in 1976, but Monsignor Bowman continued to share in the pastoral work of the Parish.

In 1971 the school continued as coeducational Primary School but a girls only secondary school. Boys returned to the site in 1977. St. Augustine's became a Primary School in 1976 with the opening of Catholic College.

Major refurbishments were again undertaken in 1989 with the further addition of the Multi Purpose Room in 1993 and the Arts area in 1995.

In 2001 the convent area was partly refurbished into new administration offices for the school and a covered area was added to the front entrance at the start of the 2003 school year. Classroom portables were moved to the South fence.

In 2009 as part of the Building Education Revolution, St. Augustine's received money from the Federal Government to build their Performing Arts Centre and upgrade several rooms in the main building. The PAC comprised of a Art room, multipurpose room/music room and catering facilities. They were finished in 2010 and were opened by Father Dennis Crameri.

2012 saw the refurbishment of the upstairs rooms in the main building. The new SLC was designed allowing for new, modern teaching and learning strategies to be implemented with one to one laptops.

In 2015 a new Foundation Learning Centre was constructed. The building features a variety of learning spaces that allow for the contemporary learning approach that is implemented as part of our whole school philosophy.

In 2017 we opened a new Library centre. This is a contemporary learning space and a gathering place for parents to share a 'cuppa'. Students also use the space as a passive play area during lunchtime. Activities are provided for those who prefer to stay inside during the breaks on some occasions. 2019 saw the removal of the demountable classrooms and the construction of 4 new classrooms in the 1/2 Learning Centre. These modern day classrooms are a wonderful asset to support our learning and teaching methodology. We also reconstructed the junior playground area and developed into a great play space for our F-2 students.



IDENTITY STATEMENT

ST. AUGUSTINE'S CATHOLIC LEARNING COMMUNITY IS BASED ON ST. AUGUSTINE'S CALL TO BE TRULY SUCCESSFUL LEARNERS AND CREATIVE INDIVIDUALS.

CATHOLIC EDUCATION WODONGA VISION

In Catholic Education Wodonga we believe that:

- Catholic education in Wodonga is a living expression of the dynamic and evolving tradition of the Church.
- Catholic schools exist as an integral part of the Church's mission in the world.
- Catholic schools exist as part of Parish and are intrinsically connected with each other.
- Children have a right to education in the faith, and we have a responsibility to provide places for those who seek a Catholic education to the best of our ability.
- Mutual respect, understanding and collaboration in the implementation of this policy are imperative.

GRADUATE OUTCOMES

St. Augustine's endeavours to educate students who:

- Are developing a spiritual connection and an understanding of their faith.
- Are creative and engaged learners, taking risks and reflecting on their learning.
- Have sound literacy and numeracy skills.
- Are socially just, show compassion and have an awareness of environmental issues.
- Display positive behaviours and strong social skills creating and maintaining meaningful relationships.
- Are responsible global citizens who value and respect diversity.

CHILD SAFE

St. Augustine's Primary School is committed to providing a Safe environment for all children and to protect them from any form of abuse or neglect.

The Child Safe Policy has been written to demonstrate the strong commitment of the whole school community of St. Augustine's Primary School to Child safety. This community comprises of school leaders, staff, volunteers, contractors, students and their families. The policies that have been developed in order to ensure children in our community are safe at all times, from all forms of abuse include:

- Failure to disclose.
- Failure to protect.
- Mandatory reporting.
- Grooming.
- Working With Children Check.

These policies can be found on the school's website.



ST. AUGUSTINE'S
LEARNING AND
TEACHING
PHILOSOPHY IS
BASED ON AN
INQUIRY MODEL OF
LEARNING, WHERE
STUDENTS ARE
ENGAGED IN A
CURRICULUM THAT
FOSTERS HIGH
EXPECTATIONS OF
ACHIEVEMENT.

STUDENTS WILL BE
WELCOMED TO A
STIMULATING
ENVIRONMENT THAT
ENCOURAGES THEM
TO HAVE SUPPORTIVE,
MEANINGFUL
RELATIONSHIPS.



SUCCESSFUL

We believe that students will achieve success across all areas of the curriculum. A variety of experiences will be provided for the acknowledgement and celebration of their achievements.

THE TEACHERS WILL

- Collect and analyse student data to set student learning outcomes and provide feedback on progress.
- Use data to drive learning and teaching programs.
- Personalise the learning for their students.
- Work collaboratively with each other to ensure student success as well as their own.
- Acknowledge and celebrate achievements across all areas of the curriculum.

THE STUDENTS WILL

- Be involved in setting their own learning goals.
- Work on tasks that engage and challenge them to achieve their personal best.
- Work collaboratively and learn from their peers.

OUR ENVIRONMENT WILL

- Foster students willingness to take risks in their learning.
- Provide opportunities for students to go further with their learning.
- Provide learning spaces for collaboration.



HIGH EXPECTATIONS INQUIRY BASED

We believe that high expectations are supported through the curriculum and empower all students to learn and achieve personal excellence, regardless of their circumstances. High expectations are most powerful when accompanied by effective teaching developed through collaborative, evidence-based planning.

THE TEACHERS WILL

- Use data to differentiate learning for individuals.
- State the learning intentions to students to make learning visible.
- Have high expectations of students in terms of both their standard of learning and their behaviour.
- Support students to meet expectations.
- Have high expectations of themselves and their own learning.
- Support students to learn collaboratively and independently.
- Provide opportunities for individuals to realise their full potential.

THE STUDENTS WILL

- Strive to meet learning expectations.
- Be self motivated and respond to intellectual challenges.
- Have resilience in their learning.
- Achieve success at school.

OUR ENVIRONMENT WILL

- Foster positive relationships and collaboration.
- Encourage diversity in learning.
- Cater for individual learning needs.

Students will think critically, wonder, be curious and ask questions about the world around them. Students are engaged within the curriculum and are encouraged to collaborate to form meaning and understandings.

We believe Inquiry Learning drives learners to make sense of their world. Through their natural curiosity, students will wonder, explore, question, research and reflect in order to gain knowledge and meaning.

THE TEACHERS WILL

- Provide opportunities for students to direct their own learning through meaningful hands on experiences.
- Use student's interests and understandings as the means for learning experiences alongside explicit teaching of skills and understandings in literacy and numeracy.
- Wonder and question with their students.
- Plan for and value reflection, metacognition and depth of thought.

THE STUDENTS WILL

- Be actively involved in constructing understandings through hands-on experiences and research.
- Students will process, communicate and reflect on their thoughts and understandings in various ways.
- Learn from interactions with others.

OUR ENVIRONMENT WILL

- Provide stimulating environments that fosters curiosity and wonder.
- Take students beyond their classroom walls.



ENGAGING

We believe that in order for students to feel engaged they must experience success, develop curiosity and inquire into their interests. This engagement will motivate students to challenge and extend their learning.

THE TEACHERS WILL

- Provide quality learning and teaching.
 - Develop positive relationships with all students and their families.
 - Know their students well.
 - Provide timely, effective feedback for students.
 - Connect families to the students learning.

THE STUDENTS WILL

- Have a positive attitude towards learning.
 - Question and wonder.
 - Inquire and extend their learning.
 - Take risks in relation to their learning.

OUR ENVIRONMENT WILL

- Foster students willingness to take risks in their learning.
 - Be stimulating and develop curiosity.
 - Be welcoming, safe and comfortable.



SUPPORTIVE, MEANINGFUL RELATIONSHIPS

We believe that learning is a cooperative, social activity, fostered through a welcoming and supportive environment. We value and celebrate the diversity of our community, their interests, strengths and challenges which enable us to nurture supportive and meaningful relationships.

THE TEACHERS WILL

- Get to know their students and take a particular interest in their overall development and progress.
 - Treat their students with respect and expect the same in return.
 - Develop and encourage positive parent/family partnerships.
 - Explicitly teach skills that support positive relationships.

THE STUDENTS WILL

- Develop positive relationships with others.
 - Respect themselves and others.
 - Feel valued and respected.
 - Be welcoming and accepting of others.

OUR ENVIRONMENT WILL

- Embrace diversity.
 - Provide opportunities for relationships to be built across learning centres.
 - Not be limited to our physical space but embraces the wider community.



LEARNING CENTRES

FOUNDATION LEARNING CENTRE

Our Foundation Learning Centre provides a vibrant learning space for students in the first year of their formal education. Incorporating a design centred around contemporary learning and teaching practices the Foundation Learning Centre provides a variety of spaces for students to experience and learn a variety of different skills. Incorporating aspects of various play based learning models the focus of developing sound oral language skills is a priority of the approach to learning and teaching, this in turn inspires growth and development across all areas of student learning.

JUNIOR LEARNING CENTRE

Our Junior Learning Centre incorporates a range of contemporary learning and teaching approaches to assist in the growth and development of all students. A strong focus on literacy support assists our learners in developing strong foundation literacy skills centred around interaction and engagement. Students continue to develop their inquiry skills, tuning in to various aspects of their learning and being inspired to wonder and think about all aspects of their learning.

MIDDLE LEARNING CENTRE

Our Middle Learning Centre continues to develop students motivation to learn and engage with themselves as learners. This is done through a focus on contemporary learning strategies which highlight student collaboration and encourage students to develop strong relationships with each other. This leads to strong problem solving skills and the ability to work together as learners to depth their understandings and knowledge. Students are provided with a broad range of experiences, covering vast areas of the curriculum as they continue to develop upon their individual and unique skill sets.

SENIOR LEARNING CENTRE

Our Senior Learning Centre continues the focus of contemporary learning and teaching approaches with a modern, purpose built educational setting. The space offers learners a diverse range of learning spaces focused on particular learning situations. Operating with a 1:1 iPad setting, learners within the Senior Learning Centre are encouraged to continue to develop their understanding of themselves as learners, being inspired to challenge and engage themselves in a broad range of curriculum opportunities. Student collaboration continues to be promoted as students work together, supporting one another on their learning journey. Our Mercy Leader program, incorporating our rich history of the Mercy tradition, assists our learners in developing leadership skills that will assist them throughout their learning journey, extending beyond any educational setting.



ST. AUGUSTINE'S
LEADERSHIP IS
STRUCTURED
AROUND OUR
STUDENTS

STUDENTS
STAFF

LEARNING LEADERS
LEADERSHIP

Foundation • Junior • Middle • Senior

Learning Diversity Leader • Numeracy • Steward of Resources
Curriculum Leader • Literacy • Catholic Identity • Wellbeing

CATHOLIC EDUCATION OFFICE SANDHURST

STUDENT ATTENDANCE

St. Augustine's Primary School encourages students to achieve to the best of their abilities. Therefore, it is expected that all students take full advantage of their educational opportunities, including regular attendance, completion of all set work and consistently working to their full potential.

Students of school age (5 – 17 years) who reside in Victoria are required to be in full time attendance at a government or registered non-government school unless they are receiving approved home tuition, have shared enrolment with a specialist setting, have received an exemption from the Regional Director or are enrolled in correspondence education.

If your child is going to be absent from school please complete the Attendance Notification Form via our website or contact the office.

Approximately one day each term will be set aside for staff professional development / in-service days. The date will be publicised in the school newsletter. On this day, teachers will work on curriculum programs for the children and will often listen to guest speakers, either at school or attend lectures/workshops external to the school. These days are pupil free days, students do not attend school on these days.



SCHOOL HOURS

SCHOOL BEGINS 9.00AM

(Music is played instead of a bell at approximately 8.50am)

LUNCH BREAK 11.00AM – 11.40AM

(Children play outside from 11.00am-11.40am, then eat lunch outside under shaded area during warm weather or inside during wet weather days)

FRUIT BREAK 1.50PM – 2.20PM

SCHOOL DISMISSED 3.20PM

SUPERVISION OF CHILDREN BEFORE AND AFTER SCHOOL

Children will be supervised from 8.30am onwards in our Junior Yard playground area. School gates are not open until 8.30am.

Children will be supervised until approximately 3.40pm in the afternoon. Often there are teachers at school until 4pm or even later, but please do not presume this is the case. If you are going to be later than 3.40pm please contact the office so that arrangements can be made to ensure adult supervision is available.

If your child/children need to be collected by an adult unknown to the school, please phone or write a letter of permission.

Children leaving school before 3.20pm are required to be signed out by an adult from the school office.

BUDDIES

Each new student to our school is matched with another student to familiarise them with their new surroundings. Foundation students are paired with a Year 6 student who nurtures them through the transition process and builds a caring relationship over the first 12 months of their schooling experience. We take great pride in our student buddy program which promotes a nurturing environment for students starting school.



PARKING

For safety reasons parents are asked to:

- Please note no cars are allowed in the school grounds between 8.30am and 4pm.
- Keep to the 40km speed limits around the school.
- Park in parking bays in Osburn Street, not across driveways or Pedestrian Crossings.
- Parking is available along High St, Church St, Bank St and near Belvoir Park.
- Drive slowly in Osburn Street as this can be congested during drop off and collection times.
- A 'Kiss and Go' zone is provided outside the front gate in Church St so you can let your child out without leaving the car. PLEASE DON'T LEAVE YOUR CAR!
- The bus stop is located on Bank Street near the Paddock playground. At the end of the day students are supervised whilst crossing the road to access the bus stop. The school maintains a record of students who board the bus.

COMMUNITY SPIRIT

St. Augustine's prides itself on almost 150 years of community spirit, developed by generations of families before us. You are invited to extend this spirit by being part of a family-focused and inclusive community. Many of our achievements have been possible due to the great partnerships of parents and school. We trust that if you choose to be with us, you will recognise that our school is not only for your children, but welcomes you and your family as well!

Some of the major fundraising/social events held by the school include the biannual St. Augustine's Fair which is held on the school grounds and the annual Art Exhibition, held in our Performing Arts Centre. Other events include the beginning of year school BBQ, also held on the school grounds. This is a great social evening and a great way to meet and catch up with other families within the school community.

New families to the school are given a "buddy" family if they wish. A current family will be a contact point for the new family. Contact details are exchanged and this becomes a communication link for the new family to ask questions about the school or to simply have a social contact as they become part of our community.

MEN IN SCHOOL

The St. Augustine's Men in School group was formed in 1998 with the aim of welcoming and encouraging fathers and guardians to be part of their child's education and school. This is done through a range of fun activities and informal social/information nights. Some of the activities include the annual bush camp, school disco and helping out at school functions and in the classroom. The main message is the importance of Dads being involved in their child's school and education, whether it is taking children to school, helping out in the class, reading each night or helping out with homework. The message that children receive is that school is very important to Dad's.

CATHOLIC EDUCATION WODONGA

The rich history and tradition of Catholic education in Wodonga demonstrates that outstanding outcomes result when faith, the dedication of supporting communities and a lot of hard work combine with common purpose. Over the last decade, much attention has been directed to enhancing both the individual and collective qualities, and potential, of the schools that constitute Catholic Education Wodonga. In 2008, after much investigation, reflection and planning, the Catholic Education Wodonga Council (CEWC) was established. The establishment of this council represents the implementation of a new governance arrangement for Catholic education in Wodonga.

THE STRUCTURE



The Catholic Education Wodonga Council (CEWC) currently has fourteen (14) members and is constituted as follows: the Canonical Administrator (Parish Priest), Council Chair, Finance Chair, all principals, a parent representative from each school, a Parish representative and the CEWC Executive Officer.

The CEWC exists to:

- Act as single voice for Catholic Education in Wodonga.
- Support the Parish Priest by accepting the delegation of the Governance of Catholic Schools.
- Facilitate a rich Catholic Identity in all Wodonga Catholic schools.
- Coordinate the long and medium term strategic planning for Catholic Education in Wodonga.
- Promote the delivery of outstanding Catholic education in all Wodonga Catholic schools.
- Support both autonomy and collaboration as a means of planning and delivering high quality, diverse and optimally funded student learning experiences.
- Promote and support full and active community participation in the life of each school.
- Support schools to be self reliant and manage their budgets.
- Lobby relevant authorities on behalf of Wodonga Catholic Schools.
- Support innovation and renewal in Wodonga Catholic schools.

As indicated above, Council members act under delegation from the Canonical Administrator. Each member has a moral obligation to act in good faith and to comply with the Council Members Code of Ethics.

Community participation is a critical component of this model and the following initiatives have been developed to promote the full engagement of constituent communities in the life of each school:

- School Community Forums – a key opportunity for consultation, learning and social interaction between parent/guardians and the school, including planning and delegation for projects, fundraising and the like.
- Focus Groups – based on the Charter of Sandhurst School Improvement (CoSSI) these groups will help build and evaluate vision, plans and activities in respect to the following areas:
 - Catholic Identity
 - Learning and Teaching
 - Pastoral Wellbeing
 - Stewardship of Resources
 - Leadership

Parents and guardians are encouraged to become active participants in these initiatives and the activities that they generate

UNIFORM SHOP

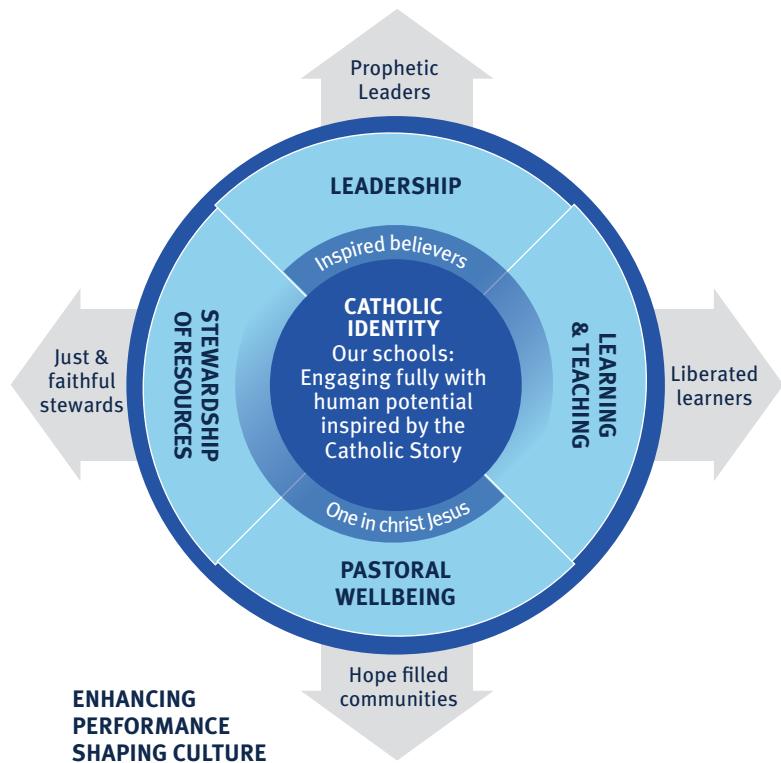
The Uniform Shop is located behind the Sacred Heart Church, 283 Beechworth Road, Wodonga. The shop is in the Catholic Parish Hall on the corner of Beech and Rundle Streets.
Phone 0456 624 282.

“OUTSTANDING CATHOLIC EDUCATION WODONGA: OUTSTANDING COMMUNITIES”



CURRICULUM CONTENT

At St. Augustine's we are committed to providing education for our children in key learning areas. We are guided by the Sandhurst 'Source of Life' Religious Education Document and the Victorian Curriculum.



In **RELIGION** we focus on developing the child's understanding of themselves, their God and their relationships with other people and their environment.

In **ENGLISH**, we focus on the Big 5 of Literacy.

Our pedagogical approach is supported by a Multi Sensory Language (MSL) strategy to literacy and explicit direct instruction in all learning areas.





In **MATHEMATICS** students learn about Number and Algebra, Measurement and Geometry and Statistics and Probability; they also develop reasoning skills and strategies for problem solving. First Steps Mathematics program supports our learning and teaching in this area of the curriculum.

HEALTH AND PHYSICAL EDUCATION is important in the development of the whole child. At St. Augustine's, the students experience health education, outdoor education, physical education, family life, personal safety and self development issues. The 'Bluearth' physical education program is the basis of our Health and PE program and promotes active living and improving kids' physical, social and emotional health.

Specialist teachers work in the **ARTS** with **VISUAL ARTS** and **PERFORMING ARTS**. Dance and drama are included in the integrated curriculum that is developed. Students also engage in a **LANGUAGES** program. The current language is **French**. The provision of French provides a pathway from years 3 to 12 for students in Catholic Education Wodonga. During specialist classes students participate in a **LIBRARY** program in which they learn more about literature as well as developing a passion for reading.

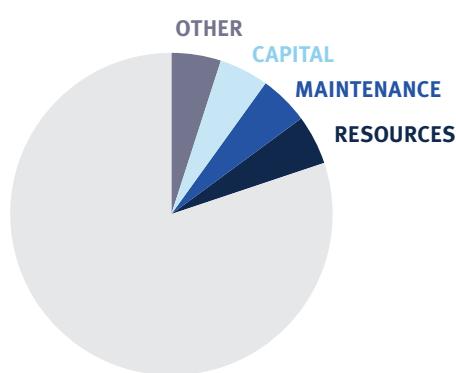
Our curriculum is based on an Inquiry Learning model. Students use models of questioning to develop their understandings and future learning. Units of work are taught across many learning areas to assist the students to make connections to the real world. The focus is on teaching content skills through the use of the other learning processes e.g. technology, the arts, etc.

INFORMATION TECHNOLOGY AND COMMUNICATION is included as part of integrated studies where it is one of the many tools with which we learn. At St. Augustine's, children access new technologies and up-to-date library procedures. We have a wonderful collection of books in both fiction and non-fiction titles.

All children have access to email facilities and are connected via a "Virtual Network" to educational resources across Australia. Children have access to online management resources through Google Apps For Education (GAFE) and learn about the various ways in which we can interact positively in a safe manner online. St. Augustine's is committed to the use of technology in providing a contemporary learning environment for students and invests in up to date resources and management systems.

MUSIC lessons are available through private specialist teachers on an individual basis (at an extra cost) in a number of instruments including vocal lessons.





FEE STRUCTURE

WHERE DOES THE MONEY COME FROM?

Funding of Victorian Schools

Majority of Catholic school income comes from the government. Other income must be raised by donations, school fees, special grants and fundraising.

Background to CEW Fees

In meeting their financial responsibilities, all CEW schools are dependent on income from a number of sources. The Catholic Education Commission of Victoria (CECV) establishes guidelines for each school to raise a set amount per pupil.

The sources of this income are:

1. Federal Government Grants
2. State Government Grants
3. School Fees
4. Tuition levies
5. School Community Fundraising
6. Other Income – other donations and miscellaneous grants

School Fees and Tuition Levies are set annually to make up the projected shortfall between Income and the Guidelines set by the CECV for Expenditure. Income is distributed across the key areas of:

1. Salaries (from Federal and State Grants)
2. Loan repayments
3. Resources for learning
4. Maintenance
5. Capital Expenditure
6. Utilities and Services

Schools are reliant on families paying school fees in order to meet their financial commitments.

WHERE DOES THE MONEY GO?

The money received from Government grants, donations or school fees is used to administer the whole school. This includes paying staff, maintaining, refurbishing and building facilities, resourcing classes and enhancing learning.

CEW Building Fund

Donations to the CEW Building Fund may be claimed as a tax deduction. Donations can be to CEW as a whole or can be nominated to your child's school.

Fee Accounts

An account is forwarded to all families at the start of the school year for the full year's school fees. Statements are then forwarded throughout the year indicating the amount received to date and the outstanding balance.

Payment Arrangements

The school's preferred payment option is Direct Debit, Credit Card deduction, Centrepay, or EFTPOS.

The following payment frequencies are available for your convenience:

- Fortnightly / Weekly – Direct Debit or Centrepay arrangement only.
- Monthly – from February to November (10 mths).
- Annual – Payment by 31 March is requested.

Any other payment arrangement is to be discussed with the School Principal and subject to approval.

Billing

A Direct Debit form will be sent with your invoice or can be downloaded from the school website. All existing Direct Debit arrangements will continue unless notice is given to the school.

School Fees

Please visit our website for a schedule of school fees for the year.

Fee Assistance

It is an obligation binding parent(s)/guardian(s) who believe they may be unable to pay the fees in full, that they discuss this with the School Principal as soon as possible. Assistance may be available to families in cases of financial hardship.

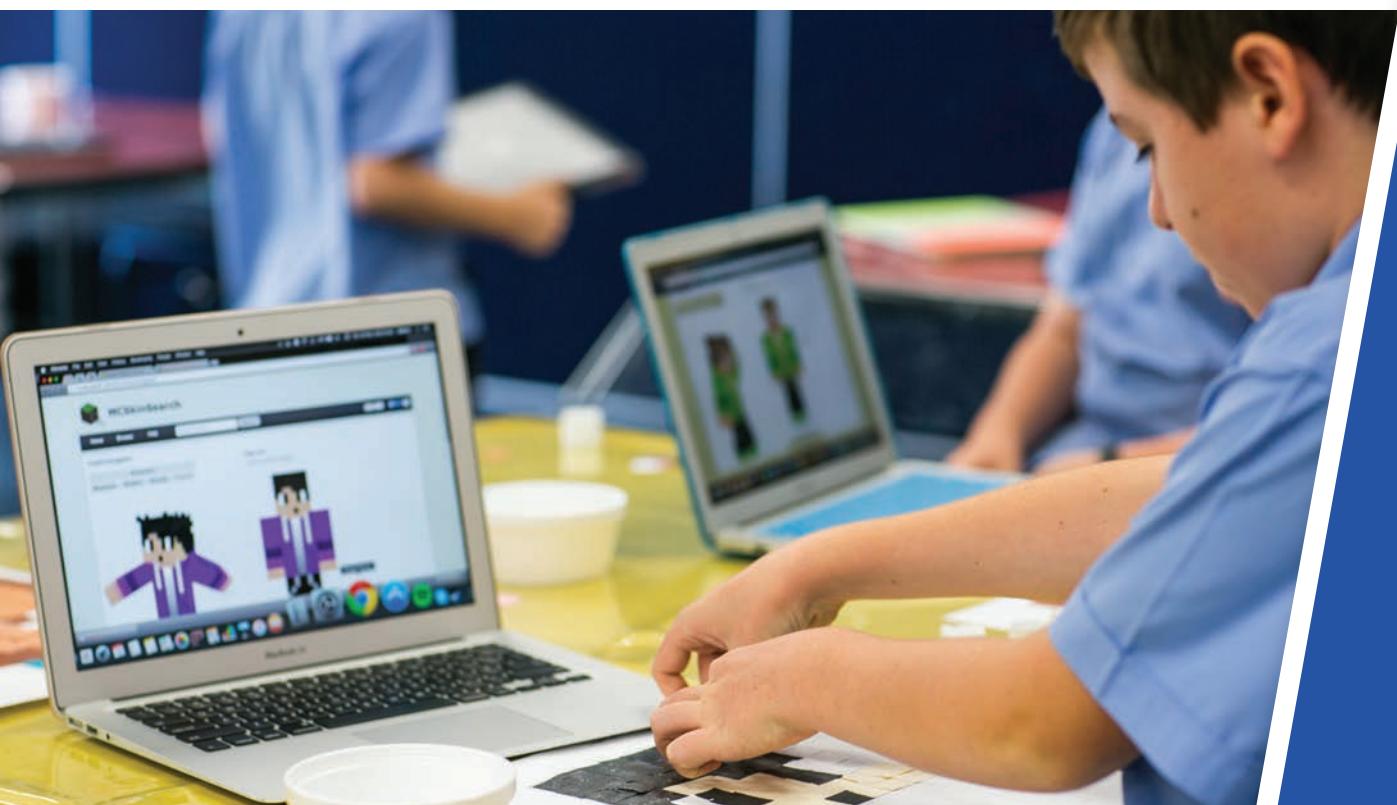
PLEASE NOTE

Schools may charge students for activities that are extracurricular to normal school activities. Examples include music lessons, excursions, primary school camps, school retreats, provision of new technology systems, advanced learning programs, self-development programs etc.

As a general principle, costs for extracurricular activities will be billed separately to normal school tuition fees, noted as extracurricular activity fee and will be separately accounted for, in school budgets. Where participation in these extracurricular programs is voluntary, fee assistance will not be available to cover the cost.

Where participation in these extracurricular programs is compulsory or requisite to the school curriculum, fee refunds will not apply. Schools outlay a set amount to fund the provision of camps and excursions in their annual budget based on the full complement of students attending. Fee assistance may be available to cover the cost in part or full for families facing financial hardship.

For further information, please contact the school.







COMMUNICATION BETWEEN SCHOOL & HOME

It is vital to this important partnership that the lines of communication between school and home are open and honest. The school attempts to maintain this through:

FORTNIGHTLY SCHOOL COMMUNICATION NEWSLETTERS

A fortnightly school newsletter explaining current activities and upcoming events is emailed and published on the school's website www.sawodonga.catholic.edu.au.

Email and mobile phone:

We often email information to families and are increasing our use of text messaging. Teachers will send a weekly email to keep parents informed about classroom activities. It is important that we have up to date email addresses and mobile phone numbers. You can email the office at info@sawodonga.catholic.edu.au to update your contact details.

Parent/Teacher/Child Interviews

Parents are invited to discuss their child's progress at any time during the year. An appointment may be made through the class teacher. To prevent disruption to classes, please avoid conversation with the teacher during lesson times. Goal setting meetings are held between parents and teachers in the first 3 weeks of Term 1.

Official Parent/Teacher/Child interviews are held mid year in the first 3 weeks of Term 3.

Student Reports

An online written report for each student is prepared mid year and at the end of each year. The report details your child's progress and any comments from teachers in relation to the Victorian Curriculum learning outcomes.

Principal

The Principal is available, by appointment, to discuss any concerns you may have regarding your child. Traumas, or changes in family circumstances such as death, or separation can markedly change a child's ability to concentrate and learn at school. Certain situations may also alter a child's personality or behaviour. The first consideration is always the health and wellbeing of the child. Any private information is held in strictest confidence.

Other

The school also provides information via its Facebook page, holds information evenings and sends letters or class notes home when required.



INFORMATION FOR CHILDREN STARTING SCHOOL

We are vitally concerned with the health, safety and welfare of your child so we ask your cooperation in the following areas:

1. Teach your child to recognise his/her full name. If writing their given name, teach them to use capital and lowercase letters.
2. Teach him/her to ask for items they may wish to use, and help them to wait their turn when necessary.
3. Teach them about their own personal safety, about safe people and help them develop networks of trusted adults who might be able to help them feel safe at all times.
4. Help your child to know what to eat for lunch and what to eat for snack times. Help them to open and close lunch containers and drink bottles.
5. Try to help your child to be independent in areas such as toileting, buttons, shoe laces, putting on clothing, taking care and responsibility for his/her things.
6. Please make sure all clothing, lunch boxes and other school requirements are clearly marked with your child's name.
7. Get to know your child's teacher and establish good communication with the school community.

LOST PROPERTY

Children are expected to be responsible for their own property. Every effort will be made to recover lost items, if they are named. All unlabelled clothing, or other articles will be put in the Lost Property Draw, located in the office, until the end of the term.

LUNCH ORDERS

Lunch orders are available every day except Thursdays. Orders are prepared by St Monica's Primary School canteen then delivered to St Augustine's Primary School. Payment for lunch orders are processed online only via ecanteen.com.

SUNSMART POLICY

St. Augustine's Primary School fully supports the Anti Cancer Council's campaign of "SunSmart" and "Slip-Slop-Slap". The school will require students to wear the school hat, which satisfies the guidelines set by the Anti Cancer Council of Victoria. Children who are not wearing their school hats during Terms 1 and 4 will remain in a designated, shaded area during lunch and fruit breaks.

HEALTH & SAFETY

Certificate of Immunisation

All children starting school at St. Augustine's are required to have a certificate of their immunisation status. This certificate indicates whether that child has been immunized against diphtheria, polio, tetanus, measles and mumps.

EMERGENCY HEALTH INFORMATION

In the case of illness or injury to a child during school hours, it may be necessary to contact parents. Therefore, at the beginning of each school year, you are asked to update your emergency contact information.

It is very important that details such as address, telephone numbers and new work places are kept up to date.

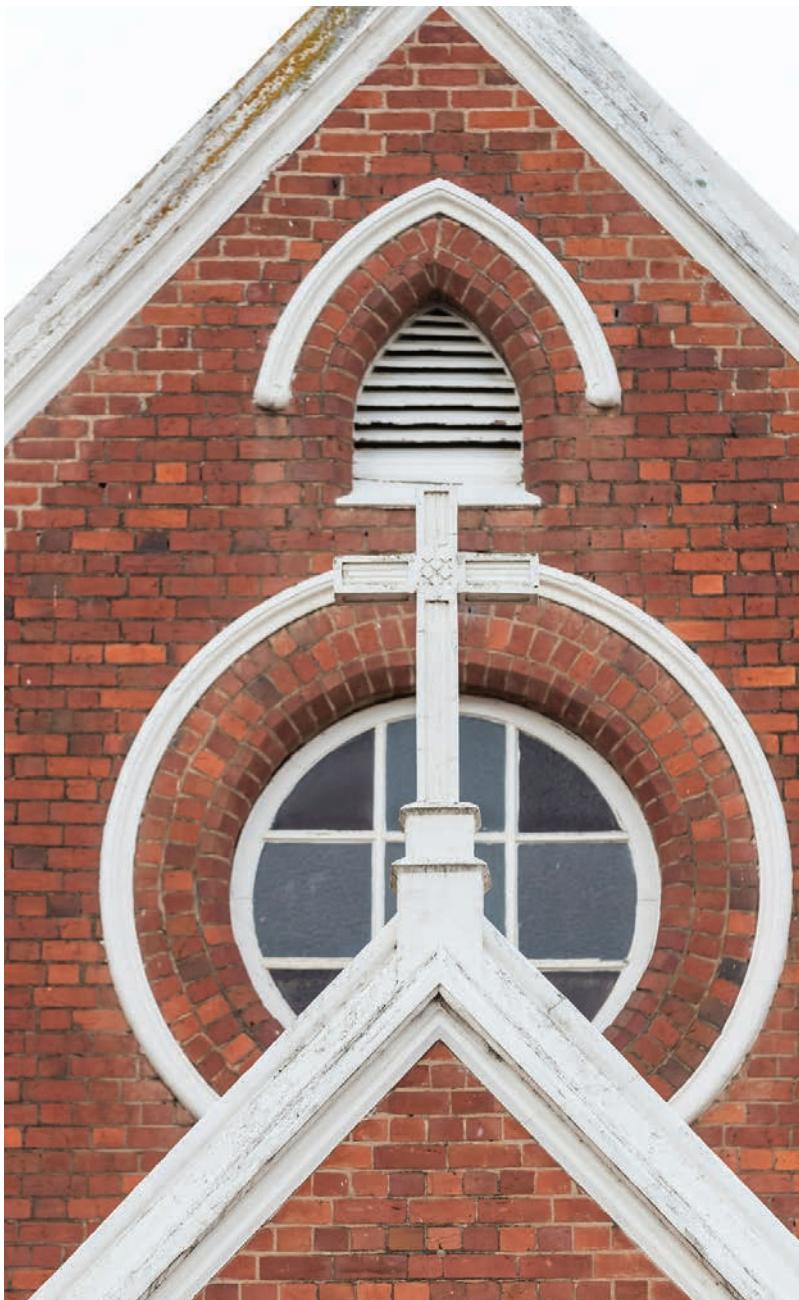
ACCIDENTS AT SCHOOL

All children have the right to feel safe and well, and know that they will be attended to when in need or when feeling unwell. We aim to administer First Aid to children in a competent and timely manner and to communicate children's health problems to parents when necessary. Staff are committed to regular professional training with qualifications in First Aid, CPR and the use of Epipen.

- **FIRST AID** – all staff treat minor wounds such as scrapes, scratches and minor bumps. A yard bag is carried with the teacher on duty at all times. If a student requires an icepack, they are sent to the office. First aid treatment is recorded in a First Aid Register. For harder knock and bumps, a first aid notice is sent home with the child to alert parents. Any injuries to a child's head, face, neck or back must be reported to parents/guardians. All major incidents and injuries involving the head are seen by a first aid person.

- **MEDICATION** can only be administered from the school office. All medication is to be sent to the office where it is kept in a locked cupboard. All medication must have a parental consent form completed and signed prior to medication being administered to your child. Administration staff will give out medication at specified times and dosage, and record in the medication register.

- **ASTHMA** – if someone has an asthma attack, the 4 step Asthma First Aid Plan is followed. If their condition suddenly deteriorates or if there is any concern – an ambulance is called.
- **ANAPHYLAXIS** is a sudden and severe allergic reaction usually triggered by food, medication or insect venom. This life threatening allergy requires an Epipen to be administered in the case of contact with certain substances. Children at St. Augustine's diagnosed with anaphylaxis have separate cards in the yard duty bags to be sent to the staff room if they have an allergic reaction. Each child has his/her own Epipen, in the classroom and in the first aid room. The Epipen delivers a dose of Adrenaline into skin or muscle. It reverses serious complications.
- **SICK CHILDREN** – If your child is sick during the night, or not considered well enough to go outside to play, they are not well enough to be at school. Not only do sick children feel miserable at school, they can also be the cause of infecting other children with their illness. In the event of children being absent from school, a note of explanation, or telephone call is required.



CATHOLIC EDUCATION WODONGA ENROLMENT POLICY

RATIONALE AND AIMS

AS MEMBERS OF THE DIOCESE OF SANDHURST, CATHOLIC EDUCATION WODONGA SCHOOLS UPHOLD THE IDEAL OF PROVIDING CATHOLIC SCHOOLING TO ALL THOSE SEEKING CATHOLIC EDUCATION FOR THEIR CHILDREN AND WHO ARE WILLING TO SUPPORT THE VALUES AND PURPOSES OF CATHOLIC EDUCATION.

'The Catholic School has an ecclesial identity, because it is part of the evangelising mission of the Church. Yet a distinguishing feature of Catholic education is that it is open to all, especially to the poor and weakest in society.'

(Ecclesia in Oceania 2001 n33)

Like each Catholic school of the Diocese of Sandhurst, CEW schools:

'participate in the evangelising mission of the Church and (provide) the privileged environment in which Christian education is carried out. In this way Catholic schools are at once places of evangelisation, of complete formation, of enculturation, of apprenticeship in the lively dialogue between young people of different religions and social backgrounds. The ecclesial nature of the Catholic school, therefore, is written in the very heart of its identity as 'a teaching institution'

(The Catholic School on the Threshold of the Third Millennium 1997 n19)



BELIEFS AND COMMITMENTS

In attempting to realise the above rationale and aims Catholic Education Wodonga Council upholds the following beliefs and commitments.

We believe that:

- Catholic education in Wodonga is a living expression of the dynamic and evolving tradition of the Church.
- Catholic schools exist as an integral part of the Church's mission in the world.
- Catholic schools exist as part of Parish and are intrinsically connected with each other.
- Children have a right to education in the faith and we have a responsibility to provide places for those who seek a Catholic education to the best of our ability.
- Mutual respect, understanding and collaboration in the implementation of this policy are imperative.

We strive to fulfill the following commitments:

- Providing for all baptised Catholics who seek a place where their baptismally-seeded faith may be nurtured.
- Accepting all who seek a place in, and confirm their support and respect for, the Catholic nature and practices of the schools.
- Welcoming, accepting and supporting those who are poor, marginalised and most in need (SSEB, 2004).
- Observing any State or Federal laws and Catholic Education Commission or Diocesan Guidelines and Policies in relation to school enrolment.
- Working together on areas of common interest and concern regarding enrolment, including transfer between CEW schools and provision of learning opportunities and environments that are relevant to the individual needs of each student.

MAJOR STRATEGIES FOR IMPLEMENTATION OF AIMs

Enrolment will be at the discretion of the Principal of each school. Given that there are limitations created by philosophic, financial, physical, and industrial factors – decisions regarding enrolment will be directed by this policy and the policies and procedures of the Sandhurst Schools Education Board. In particular:

The following guidelines will be applied in order and in combination when selecting students for enrolment:

- Catholic identity.
- Sibling attendance at the relevant school, another CEW school or, if relocating, another catholic school.
- Affinity with the Catholic church, other Christian churches or other faiths.
- Expressed willingness to fully participate in the life of the school and to support school policies.
- Those with specific personal, educational and wellbeing needs.
- Under represented groups in our school community.
- Past familial connection.

It is anticipated that, under normal circumstances, a student enrolling at a CEW school will remain at the same school through the full sequence of year level programs offered by that school.

Transition to Secondary Education is guaranteed when coming from a Catholic Primary School, to Catholic College Wodonga.

Schools will make every effort to ensure that the learning, well-being and spiritual needs of all students are paramount in decisions concerning enrolment and transfer.

The transfer of student between CEW schools, both at the end of the year and, where appropriate, during the course of the year, will be managed in a collaborative and supportive manner.

An appeals process is available for those who, after fully negotiating with the school in question, wish to challenge the principal's decision concerning enrolment of transfer (This process is outlined later in this document).

The family's incapacity to pay all or part of the school's fees will not be used to exclude students from enrolment (SSEB 4.1, 2004).

Academic, intellectual or physical criteria will not be used as part of the enrolment decision making process (SSEB 4.2, 2004). Where students with special needs are enrolled, a support group coordinated by the Principal, or Principal's delegate, will meet with the family to examine the specific needs of the child and to determine the best enrolment arrangements for that child.



ORGANISATION

Beginning School:

- All children enrolling in Foundation level must turn five on or before April 30 in the year they commence school.
- All children enrolling in Foundation level require a school entry immunisation certificate.

Statement of commitment to, &/or respect for, the Catholic faith:

- All families must give a written commitment to respect and support the Catholic nature and practices of the schools. This includes participation in the formal religious education program and prayer life of each school.

Commitment to appropriate financial support for school of enrolment:

- All families must give a written commitment to support the school financially. Normally this support would be through the full payment of school fees and levies as approved by Council. Where circumstances dictate that full payment will not be possible, the obligation remains on each family to support according to its means and to negotiate this with the relevant school Principal.

Student transfers:

The following refers to requests for transfer between CEW schools at the end of the year and during the year. It does not cover transition from Year 6 to Year 7, nor Year 9 to Year 10 (See CEWC Transition Policy).

- Students who enrol at a CEW school at Year 6 after the February census will not be guaranteed enrolment at Catholic College in the following year.

End of Year:

Families will be encouraged to finalise school transfers as close to the end of Term 3 as is possible. This will be achieved through the following:

- Parents to notify Principal of current school regarding student's intention to transfer. This should be done by the end of Term 3. Applications outside this timeframe will only be considered in exceptional circumstances.

- As far as is possible, in early Term 4, a collaborative approach will be taken to the transfer of a student, including: discussion between the principals involved; recommendations to parents, who may not have already done so, that the matter be fully discussed with the Principal at the current school; discretion and full consultation in the communication that each principal has with the family in question; the development and implementation of a mutually agreed plan for dealing with the request for transfer.

- Where required, a clearly articulated support-plan will be developed and implemented to facilitate an effective transfer to the new school.

During the year:

With the exception of the identified dates, the process for applications for transfer during the course of the normal school year will parallel the outline for end of year transfers.

Communication:

Families will be notified of decisions regarding student enrolment and transfer by mail. A common notification format will be used across all CEW school, which will include the CEWC letterhead.

Appeals process:

The appeals process is available to parents and guardians and includes the following avenues of appeal:

- Appeals against a decision regarding enrolment/transfer should be addressed to the Chair of the Catholic Education Wodonga Council who will convene a meeting of the Executive Committee of CEW Council, to act as an Enrolment Appeals Panel.
- If an appeal is refused by the CEWC, a further and final appeal may be made to the Sandhurst School Education Board Appeal Committee via the Director of Catholic Education, Sandhurst.

WODONGA CATHOLIC PARISH



WODONGA PARISH CENTRE

PARISH CENTRE

283 Beechworth Road (PO Box 144)
WODONGA VIC 3690
Phone: (02) 6024 3366

EMAIL wodcath@bigpond.net.au

WEB www.wodongacatholicparish.com.au

OFFICE HOURS

Monday to Friday - 9:30 am - 3:00 pm
Manager: Sonia La Motte-Schubert

PARISH PRIEST

Fr Junjun Amaya

ASSISTANT PRIEST

Fr Dean Bongat

PARISH FACEBOOK

www.facebook.com/wodongacatholicparish

MASSES

SACRED HEART CHURCH 283 Beechworth Road, Wodonga

TUESDAY TO FRIDAY 9.15am

SATURDAY EVENING 5.00pm

SUNDAY 8.30am & 10.30am

Children's Liturgy of the Word & Preschool Prayer
now at both masses Sunday's

Reconciliation held Saturday 9am – 9.30am

Please read your School Newsletter for events at the
Parish through the year



CATHOLIC EDUCATION WODONGA COUNCIL

CATHOLIC EDUCATION WODONGA

Catholic schools in Wodonga exist as part of the Wodonga Catholic Parish and the Diocese of Sandhurst. The Catholic schools in Wodonga are:

- St. Augustine's Primary School
- St. Monica's Primary School
- St. Francis of Assisi, Baranduda
- Catholic College Wodonga

They offer:

- faith-centred and hope-filled learning environments
- care and attention to the needs of each child
- outstanding and holistic teaching and learning which builds on student strengths and helps develop their full potential
- strong school communities with full family engagement
- meaningful and engaging pathways through each stage of child's school based learning journey.

CEW Council is an advisory council to the Principals of each school. The Council was designed to meet the needs of Wodonga Catholic community structures of the four schools with a single shared structure. It works towards a vision of outstanding Catholic education committed to community.

Purpose of CEW Council

In Wodonga, the Parish and the four Catholic schools have formed a federation – the Catholic Education Wodonga Advisory Council – with the purposes of:

- developing a strong, shared vision for Catholic education in Wodonga
- supporting the parish priest through accepting the delegation of the governance for quality Catholic schools
- providing for mutual needs and solving mutual problems
- providing one voice for Catholic education in Wodonga
- coordinating the long and medium term strategic planning for Catholic education in Wodonga, including the provision of new Catholic Schools

- extending opportunities for students, parents and school staff, with schools working together to offer more between them than they can alone
- becoming an employer of choice
- lobbying Catholic and Government groups on behalf of Wodonga Catholic schools
- supporting innovation and renewal in Wodonga Catholic schools
- providing opportunities for staff to share professional learning and dialogue
- building strong parent and parish support for each school.

In this federation the individual schools are both independent and interdependent. They each have certain characteristics, such as their enrolment, staffing and funding profiles and they maintain powers about their day-to-day operations that may not be exercised by the central council; and at the same time they choose to work together to achieve common goals and serve the broader community.

In the Sandhurst context, this governance model emerges from and in turn shapes a set of complex relationships within the Diocese, parish, schools and communities. In Wodonga each Catholic school is part of a system of schools and part of a parish independent in some respects, but ultimately governed by a larger body; the CEW Council. The Council acts in concert with the Canonical Administrator in the process of governing and in doing so, draws together stakeholder groups such as parents, principals, parishioners and staff to assist Catholic schools in Wodonga achieve their vision. School governance then is divided between the individual schools and CEW Council.

Both the systemic relationship and the self-governing status of the individual schools are maintained, but all schools agree to a set of boundaries and common approaches across areas such as:

- Catholic identity
- strategic planning
- enrolment
- policy review and development – this includes the development of CEWC policy; and the ratification of school policies and plans for vision and mission; Catholic Identity, strategic and
- annual priorities, school review, community forums
- annual reporting
- finance budget, including school fees
- maintenance, capital and master planning
- consultation with community, staff, students, parents.

As the Council continues to evolve these areas of mutual interest will change and develop. Adapted from CEO Sandhurst (2010) ‘Federated Schools Model’



SCHOOL BUS TRAVEL



Subject to the availability of seats, after Government School students have been accommodated, free bus travel generally is available to students to the nearest appropriate school where that school is 4.8km or further from the student's home.

Each of St. Augustine's, St. Monica's, St. Francis of Assisi and Catholic College, whilst under the umbrella of Catholic Education Wodonga, hold separate school registration and, under Education Department Guidelines, are considered four separate schools. Students looking to travel from Wodonga to St. Francis of Assisi or past St. Francis of Assisi to one of the Wodonga schools will be subject to the 4.8kms criteria. In that situation a student would not be eligible for free bus travel if there is a closer Catholic school to that of enrolment, though they may be able to use the bus service upon payment of a fare if there is room on the bus and no suitable public transport is available to the student. Permission to travel in that instance is subject to stringent conditions including a requirement that parents are to make alternative arrangements for the student if, at any stage, there is insufficient capacity on the bus for that student to travel. The Department will only make arrangements for fare paying students on a term to term basis once free bus student numbers are known for that term.

The regulations recognise there may be circumstances which warrant special consideration where a student does not meet all rules for eligibility to travel. In such cases parents must seek the approval of the Regional Director for Education for the student to travel on the school bus service.

It is important to remember that at the start of each year when your child commences school you should contact Dyson Bus Service and check your child's bus travel arrangements. If you live in Albury, your child may be eligible for a NSW subsidised travel pass, and if you live in Wodonga you may be eligible for a

Victorian Conveyance Pass. To assess if your child is eligible you will need to pick up an application form from Dyson's and they will explain the process of approval to you. Dyson's office is located at 18-20 Moloney Drive, Wodonga.

If your child is not eligible for either of these passes, they can still travel on the school bus; however, you will be required to pay the appropriate fare. There are three options that you can choose from:

- Your child can hand the appropriate fare to the bus driver when boarding the school bus.
- Travel Vouchers can be purchased from the Dysons office.
- Term tickets can be purchased from Dyson's (discount given).

CONVEYANCE ALLOWANCE

To be eligible to receive a Conveyance Allowance, a student must be aged between 5 years and 21 years and must live more than 4.8km by the shortest practicable route from the nearest school and be enrolled at the nearest government primary or secondary school, or at the nearest appropriate registered non-government school. For information on bus routes or bus passes, please contact Dyson's on (02) 6056 3100. For information on the Conveyance Allowance or for application forms, please contact the school office.



Since 2002, our goal at Extend has been to enrich the lives of children through out of school hours programs. And that hasn't changed. We're all about engaging kids!

Well before I established Extend in 2002, I'd been working to create opportunities for kids. In fact, my work in education began back in 1988 as a teacher.

But I'm not only an educator. I'm also a dad. With two primary school aged children, I understand first-hand the needs of children and, of course, working parents such as myself and my wife!

At Extend, we understand that high quality care and education doesn't 'just happen'. It takes a committed team of quality staff all working towards great outcomes for children, parents and school communities.

As a national organisation, Extend caters daily for thousands of children in Independent, Catholic and Government Schools across Australia.

Extend has a focus on quality for kids, safety, respect, and of course, fun! And we will always maintain the high standards we set at Extend.

I invite you to browse our website to learn more about Extend and what we do.

For more information, please visit www.extend.com.au

With best wishes,

Darren Stevenson
FOUNDER AND DIRECTOR



BEFORE & AFTER SCHOOL HOURS CARE



CHILD SAFE SCHOOL

ST. AUGUSTINE'S IS COMMITTED TO BEING A CHILD SAFE SCHOOL. THE ST. AUGUSTINE'S COMMUNITY IS FULLY AWARE OF THE RESPONSIBILITIES AND OBLIGATIONS THAT THEY HAVE TO ALL CHILDREN. THIS IS CRITICAL TO ENSURE THE SCHOOL UPHOLDS THE BASIC RIGHT THAT ALL CHILDREN HAVE THE RIGHT TO FEEL SAFE AT ALL TIMES.

The Seven Child Safety Standards are as follows:

1. Leadership of Cultural Change
2. Child Safety Policy
3. Child Safe Code of Conduct
4. Human Resource Management
5. Reporting and Responding to allegations
6. A Risk Management Approach
7. Participation and Empowering of Children

All parent volunteers require a Working with Children's check before volunteering at school.

You can apply for one of these at
www.workingwithchildren.vic.gov.au

CODE OF CONDUCT

INTRODUCTION

At St. Augustine's Primary School we are committed to nurturing respectful relationships and active partnerships with you as parents/carers/guardians. We believe that our students' learning journeys are enriched through positive and reciprocal home and school relationships.

As parents/carers/guardians, you act as one of the most influential role models in your child's life. We therefore seek your support in promoting and upholding the core values of the school community and its culture of respectful relationships within a Catholic faith tradition.

This Code of Conduct will guide your interactions and communications with staff, other parents/carers/guardians, students and the wider school community. It articulates the school's key expectations of both staff and parents/carers/guardians with regard to respectful relationships and behaviours. It also specifies the school's position with regard to unacceptable behaviours that breach our culture of respect.

This Code of Conduct is to be read in conjunction with the school's:

- Occupational Health and Safety Policy
- Complaints Policy and procedure
- Child Safe Policy

OUR CULTURE OF RESPECTFUL RELATIONSHIPS

Among students, staff and parents/carers/guardians 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; and
- Responsible actions

IN PROMOTING & 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; and
- Ensure a timely response to any concerns raised by you.

IN PROMOTING & UPHOLDING THIS CULTURE, WE EXPECT THAT PARENTS WILL:

- Support the school's Catholic ethos, traditions and practices;
- Treat staff, students and other parents/carers/guardians with respect and courtesy;
- 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.

RAISING CONCERNS & RESOLVING CONFLICT

(Refer also to our Complaints Policy)

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 different 'reality' may exist elsewhere;
- 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; and
- 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; and
- Strive for resolutions and outcomes that are satisfactory to all parties.

SAFETY & WELLBEING

The school places high value and priority on maintaining a safe and respectful working environment. We regard certain behaviours as harmful and unacceptable if they compromise the safety and wellbeing of a member of our school community. These behaviours include, but are not limited to:

- Shouting or swearing, either in person or by other means
- Physical or verbal intimidation and/or threats
- Aggressive hand gestures;
- Writing rude, defamatory, aggressive or abusive comments to/about a member of the school community (emails/social media);
- Racist, sexist or other denigrating comments or images
- Acts of violence; or
- Damage or violation of possessions/property.

When an adult behaves in such unacceptable ways, the Principal or Principal's nominee will seek to resolve the situation in one or more of the following ways:

1. repair relationships through discussion and/or mediation.
2. exercise our legal right to impose a temporary restriction or permanent ban from the school premises.
3. report the incident to the police.

This Code of Conduct is endorsed by Catholic Education Sandhurst.



· BE TRUE ·

St. Augustine's WODONGA

Osburn Street Wodonga VIC 3690

P (02) 6024 2711

E info@sawodonga.catholic.edu.au

www.sawodonga.catholic.edu.au

