

# St Mary's Primary School Swan Hill



Shine

*"... shine among them like stars lighting up the sky!"*

Philippians 2:15

## Parent Handbook 2026



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## SCHOOL INFORMATION

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**ADDRESS:** 2 Murlong Street, Swan Hill 3585

PO Box 727, Swan Hill 3585

**OFFICE HOURS:** 8.30 am to 4.00 pm Monday to Friday

**PHONE:** (03) 50332541

**EMAIL:** [office@smswanhill.catholic.edu.au](mailto:office@smswanhill.catholic.edu.au)

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**FACEBOOK:** [www.facebook.com/stmarysswanhillvictoria](https://www.facebook.com/stmarysswanhillvictoria)

**INSTAGRAM:** #stmarysswanhill

### SCHOOL HOURS:

9.00am	Music – line up for assembly
9.05am	Bell – start of school
10.55am	Recess eating time
11.00am	Bell – recess / play time begins
11.25am	Music – line up for class
11.30am	Bell – end of recess / play time
1.00pm	Bell – start of lunch, eating time
1.10pm	Bell – lunch play time begins
1.35pm	Music – line up for class
1.40pm	Bell - end of lunch
3.15pm	First bell - dismissal of town bus children and walkers
3.20pm	Second bell – dismissal for country bus travellers
3.25pm	Third bell – dismissal of remaining children and Out of School Hours Care





**Principal  
Mrs Kate Quin**

I wish to extend a warm welcome to your family on behalf of our school community. At St Mary's our students are at the centre of all that we do. We have a strong commitment to providing a safe and harmonious school environment where successful relationships thrive. Our strength lies in the close partnerships between students, staff, parents and the wider community which is highly valued by us all. We promote and develop positive and respectful relationships and are committed to living out our school motto of 'Every child matters every day'.

We endeavour to educate our students to develop a foundation of knowledge, skills and attitudes for life-long learning. The school is focused on the students being 21st Century Learners and in providing all classes with digital technologies to support their engagement in contemporary learning environments. At St Mary's we build the expectation that each of us has the potential to contribute to the development of our changing world.

We provide an exciting educational program, where learning is relevant and fun, catering for the whole child. Our teachers cater for the different learning styles of all students with quality educational outcomes their constant focus. We strive for excellence and to instil a love of learning into our students and to make school a place where children want to be. This is achieved through the extensive range of academic, sporting and cultural activities organised by the school. Our school is a learning community. Staff work together to create a culture that enables children to think creatively, express themselves confidently, follow their curiosity independently and manage their learning in an organised and persistent manner to the best of their ability. We expect our students to work hard and to care for each other and to invest in making St Mary's a very positive place of learning.

Being Principal at St Mary's brings me much joy and many opportunities for learning and developing relationships. If you have any further questions please do not hesitate to contact me to discuss them. Our school community is vibrant and enthusiastic and I hope your involvement at St Mary's will be enriching, enjoyable and rewarding.

Kate





# St Mary's Primary School

We are a child safe school

Shine "...shine among them like stars lighting up the sky!" Philippians 2:15.

## Vision and Mission Statement

As partners in Catholic education and with Jesus Christ as our inspiration, we educate, nurture and challenge, each child in our care, to shine in an ever changing world.

## Foundational Pillars

Our vision and our pedagogy about how children learn, We believe in:

Our  
Catholic faith,  
traditions  
and beliefs

Teacher  
accountable  
learning

Teaching for  
deep  
understanding  
through explicit  
instruction

Strong  
relationships  
built on  
respect  
and trust

A  
commitment  
to cultural  
diversity and  
sustainability

## Givens:

For every learning environment

Clear and  
supportive  
communication

High  
expectations  
and  
excellent  
classroom  
practice

Purposeful  
assessment  
leading to  
improved  
learning  
outcomes

Well  
resourced  
curriculum,  
grounds  
and  
buildings

Committed,  
professional  
and  
collaborative  
staff

A safe,  
welcoming  
and  
supportive  
learning  
environment

## Students need:

Imperatives of student engagement

Teachers and  
staff who  
care for them

Positive  
relationships  
with peers

Challenging  
work that caters  
for individual  
learning needs

To feel safe,  
valued and  
respected and  
listened to.

## Moral Purpose / Responsibility

We are committed to improving the lives and learning of every child.  
(Every child matters, every day.)

## SCHOOL PHILOSOPHY

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At St Mary's Primary School Swan Hill, we are committed to improving the life and learning of the children for whom we are responsible. Our beliefs are lived out through our commitment to student wellbeing and ability to provide an inclusive education that is strength based where each student can and will learn and succeed. This belief that every student should have every opportunity to succeed, underpins all teaching and learning programs and practices in the school.

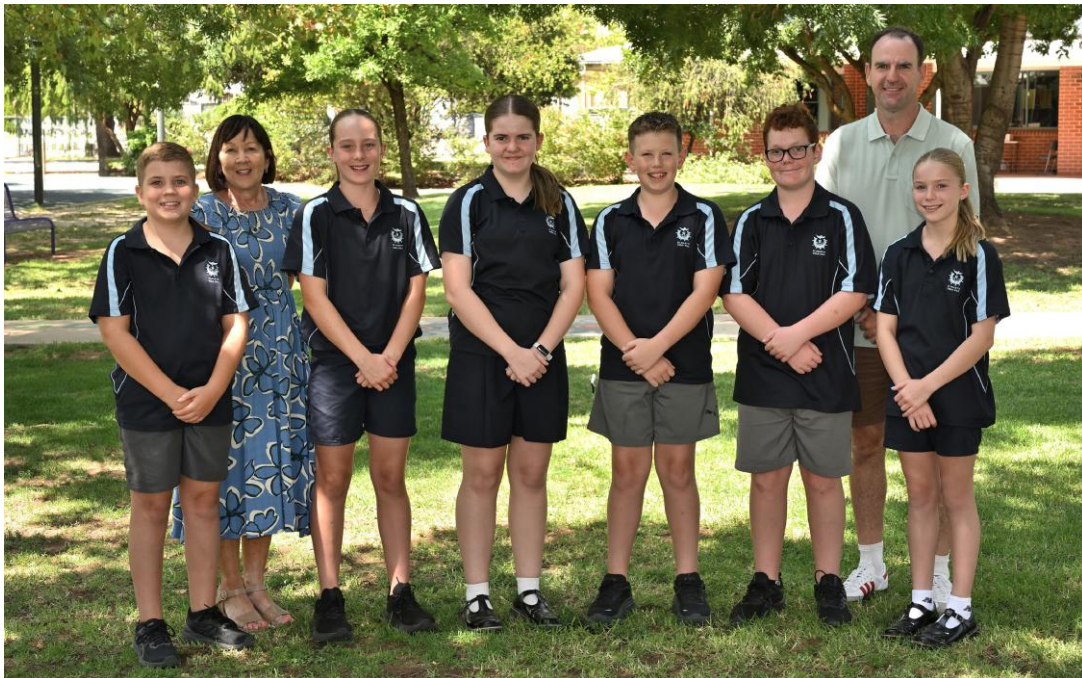
All teaching and learning exists in our Catholic Faith, tradition and beliefs very much centred around Josephite heritage.

We believe all children can learn and will learn because of our focus on the needs of each individual learner including their knowledge, skills, dispositions and learning style. We believe in inspiring optimism in the face of challenges and empowering children to find success.

We strive to create an educational environment that engages children in a purposeful, rigorous and relevant curriculum; where relationships are built on respect and trust and where communication is open and informing. We believe that highly engaged students are a critical factor in creating a high performing school and value collaborative home-school partnerships.

We believe in using a multi-tiered model of delivering the curriculum. We consistently monitor all students to ensure they are successful learners, collecting data which informs instruction so that all students' unique learning profiles are supported.

At St. Mary's we value highly skilled, informed and dedicated professionals who focus on learning through collaboration with colleagues. We constantly reflect on our practice and collected data in order to improve our teaching and ultimately deliver high quality instruction that supports all children to reach their potential.



## SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS) – The St Mary's Way

As part of our School Wide Positive Behaviour Support (SWPBS) initiative, the staff and students of the school developed the St Mary's Way. The 4 norms of the St Mary's Way guide the students to reach their full potential and promote a positive learning environment for all.

### Be Responsible

We take care of all property  
and our school grounds



"..shine among them like stars lighting up the sky!"  
*Philippians 2:15*

### Be Respectful

We speak kindly to others  
We listen and wait our turn  
We follow adult instructions



"..shine among them like stars lighting up the sky!"  
*Philippians 2:15*

### Be Safe

We keep hands, feet and  
objects to ourselves



"..shine among them like stars lighting up the sky!"  
*Philippians 2:15*

### Be Your Best

We take pride in ourselves  
and our school



"..shine among them like stars lighting up the sky!"  
*Philippians 2:15*



## ST. MARY'S HISTORY

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From its humble beginnings at High Street on the 10<sup>th</sup> March 1919, St Mary's Primary School opened under the guidance of Miss Anne Hanrahan with 75 students. St Mary's has grown considerably over the past 100 years to meet the needs of local families in our community.

Mary MacKillop together with Julian Tenison-Woods founded the Josephite schools so that children in remote and rural areas would have access to a Catholic education. In July 1923, the arrival of three Sisters of St. Joseph in Swan Hill, began the long and close association of the Josephites with Catholic Education in Swan Hill. In 1923 Bishop Foley blessed the foundation stone of the new convent, later known as MacKillop House, which was burnt down in 1989. Extensive refurbishment took place between 1980 and 1990 at the High Street site, which is now occupied by St Mary MacKillop College.

The long tradition of St Mary's being headed by St. Joseph sisters ended in 1996 when, after 73 years, a lay principal was appointed for the beginning of the 1997 school year. However, the Josephite characteristics of hard work, dedication, community and family unity are still strong features of our school.

The new school is set on the old Shamrock Park site, with its boundaries being Murlong and Karinie Streets. Stages one and two of the building program were completed in December 1996 enabling all students to attend school on the one site, after nearly two years of being a dual campus school while building progressed.

Today, St Mary's comprises of modern, air-conditioned classrooms complete with interactive whiteboards, learning streets, a full-scale gymnasium, canteen, sensory rooms, a wellbeing centre, Art, Music and Languages rooms, a large library and an autonomous preschool, Shamrock Park which operates within our grounds. We also run our own OSHC service known as @ 2 Murlong which offers before and after school care for students.

Our school community is made up of both town and rural families with the majority of children having to bus to school. We also have strong links with the Italian Community, which is best demonstrated through our bi-annual Italian day.

Our beautiful landscaped gardens, large ovals and modern, undercover play spaces are excellent features of our school along with well presented classrooms that promote learning in a positive and secure environment. This reflects the pride this community takes in its school.





St Mary's Primary School provides innovative and quality educational programs that takes into account the diverse range of backgrounds, experiences, interests, learning styles and social and academic competencies that comprise our student population. As a St Mary's staff, we pride ourselves on ensuring every child achieves their own potential. At St Mary's our belief is that 'Every child matters Every day' and our staff are committed to providing a learning environment to cater for all individual needs. This means ensuring we have a very explicit way of teaching and supportive systemic programs that support all students experiencing success, as well as offering extension and enrichment within these programs.

At St Mary's we are committed to building a culture of learning within our classrooms that requires teachers and students to jointly engage in teaching and learning that is purposeful, relevant and clearly defined. Our staff provide safe and supportive learning environments and construct learning experiences that are explicit and carefully scaffolded, inclusive and collaborative in nature. Learning intentions and success criteria are clearly conveyed and staff uses a variety of assessment criteria to reflect on and to use as a basis for future teaching and learning. Students are encouraged to use higher-order and critical-thinking skills to solve problems and construct new meanings and understandings and staff look for opportunities to integrate information and communication technologies to enhance student learning.

### **Literacy and Numeracy**

Literacy and Numeracy continue to be the major curriculum focuses for all teachers here at St Mary's. At St. Mary's we pride ourselves on our school mantra that "Every child matters Everyday", and this is strongly reflected in our Literacy approach, with 2 hrs daily dedicated to our reading and writing programs. Our literacy programs are all evidence based and we use the explicit teaching approach based on I Do, We Do and You Do throughout the school. Through this engaging model we are able to cater for a range of different learning needs and learning styles as well as developing a love of literature, in a safe and supportive learning environment. Students are explicitly taught reading strategies and how to use them in their reading. Their skills and understanding are reinforced in small group Guided Reading sessions and one-to-one teaching. Our Reading program is linked to a strong focus on oral language which develops children's vocabulary and builds children's confidence. CARS & STARS online for our students in the Year 2- 6, also adds enhancement and enrichment for all students in the area of comprehension.

Our writing sessions are very fun and engaging and focus on teaching a specific text type and the skills that a learner needs to possess in order to become great writers. Effective writing instructions at St Mary's often combine explicit instruction with Modelled and Shared Writing. This ensures students not only learn the mechanics of writing but also see these skills applied in real writing context. Students are inspired to respond to their world and record their ideas in a range of ways.

All classes teach Mathematics using a daily Mental Maths program and an explicit, systematic online Mathematic program- Stepping Stones. Encompassing a range of mathematical concepts and skills that progress through each year level, as well as fostering problem solving skills and logical thinking. Counting games form part of daily warm ups in the junior classrooms while tables are introduced and practised daily in Years 3-6. Mathletics also allows for further engagement, differentiation and enrichment to support our Numeracy curriculum.

The school's culture is driven by the belief that every child is capable of being a successful learner. This is a constant message and one that is recalibrated each year to ensure all new staff understand the why – 'why we do what we do' at St Mary's. Our staff form the belief that all children can learn to high levels given the right time and support. Staff know their students and how they learn, using data to drive decision making about what they need to learn next and how best to achieve this. We have well documented and structured intervention, facilitated by the Learning Diversity & Curriculum Leaders and monitored by Unit Leaders. This includes evidence based intervention within classrooms and across levels to cater for intervention and extension

### **LOTE (Language other than English) Italian**

St Mary's offers Italian from Foundation through to Year 6 and has a strong commitment to promoting a love for language learning. All children from Foundation to Year 6 receive a weekly lesson, taught by our specialist Italian teachers. The students are immersed in the Italian language and culture through a range of activities, including

speaking, singing, listening, reading and writing. An Italian Day is held bi-annually where the children enjoy coming to school dressed in Italian related costumes or colours. Children get to experience many activities throughout the day including Italian based sports, games and food. Parental assistance is vital for Italian Day to be successful so please give some thought to lending a hand.

### **Music and Performing Arts**

St Mary's has a dedicated Music Room which is supplied with a wide variety of instruments and learning materials. Students from Foundation to Year 2 are introduced to the Performing Arts in a warm, experiential program, focusing on music appreciation and fundamental skills. The sound of ukuleles ring in the air at St Mary's as our Year 3 & 4 students learn to play the ukulele and recorder, while the Year 5 & 6 children love learning to play the guitar and trying their hand at keyboard. Dance, Drama and Performance is also a major focus in our performing arts program which runs across all year levels. Our school choir is going from strength to strength with students from Year 4-6 gathering weekly to practice songs and musical ensembles.

### **Physical Education**

Physical Education is offered to all year levels at St Mary's. Students have the opportunity to participate in an extensive, engaging and fun PE curriculum. At St Mary's we offer a variety of events that promote both student and family engagement. These include, The Great Race, Athletics, Cross Country and Swimming Carnivals. Year 5 and 6 students have the opportunity to participate in Summer and Winter Sports. Parental and family involvement is important for many of these events to help provide a successful and beneficial experience.

### **Visual Arts**

At St Mary's we want to embrace the artist in every child. All children from Foundation to Year 6 have weekly art lessons and they absolutely love creatively expressing themselves in a variety of media, including painting, drawing, sculpture, ceramics, woodwork, printmaking and sewing. Our art classes combine art history and the works of famous artists to teach art techniques to inspire students' work. Student's artworks are regularly showcased around our school and in the wider community.

### **STEM**

STEM is an acronym that stands for Science, Technology, Engineering and Mathematics. It is a broad interdisciplinary approach to education and problem-solving that focuses on these four core academic disciplines. STEM education and careers emphasize the integration of knowledge and skills from these fields to address real-world issues and challenges. Students from Foundation to Year 6 will attend a weekly session of STEM.

### **Digital Technology**

St. Mary's offers a comprehensive curriculum in the area of Digital Technology. Our junior classes (Foundation - Year 2) use iPads in addition to more traditional learning tools to enhance their learning. The Year 3-6 classrooms have their own (1:1) Chromebook computer which is used daily in their classrooms. Technology is now part of our everyday life, so just like we teach students how to read, write and work on Mathematics – we also need to teach our children how to use digital technology. It is fantastic to witness the excitement and enthusiasm of both students and teachers as they make meaningful use of technology to enhance their learning across all curriculum areas.

### **Sustainability**

St Mary's is committed to embracing Sustainability in education and we believe that for students to feel empowered, they need to take active roles in their learning and in the wider community. Students are actively involved in planting and caring for the environment. Caring for our vegetable patches, looking after the schools 'happy hens' and creating compost for use in our gardens supports our Sustainable Schools program. As an accredited Resource Smart school we actively support an awareness of environmental issues and management strategies for waste, water, energy and biodiversity. We promote, reducing energy consumption, recycling, composting, rubbish free lunches and utilising tank water. This program is supported by an environmental policy, curriculum implementation and sustainability teams of both staff and student leaders.

### **Student Leadership**

St Mary's is committed to providing pathways for students to develop their leadership skills in authentic ways, taking on various roles of leadership within the school. Leadership is a quality that all students at St Mary's are

encouraged and supported to develop. Students from Foundation to Year 6 take on the role of leaders of their own learning. Through the curriculum and extracurricular activities, all students are encouraged to develop the skills necessary to be a leader. This ensures that all students perceive themselves as leaders and have the opportunity and confidence to take on more formal leadership roles as they enter their senior years at the school.

A key feature of St Mary's success is the active involvement of students in the life of the school. The school offers a diverse range of leadership opportunities for all students that includes joining leadership teams and participating in accredited leadership programs: School Captains, House Captains, Sports Captains, Student Representative Council, (SRC), Sustainability Leaders, Media Leaders, Library Support, Office Support and our cross age buddy program known as PALS are just some of the ways students can be involved with a leadership role. All student leaders receive a badge of office to be worn each day. Student Leadership positions are held in high regard by the principal, staff, parents and community. Student Leaders are representative of the school in both the modelling of standards for their peers and younger students as well as the proactive development of activities that represent the school community.

Programs to develop leadership skills and attributes include the GRIP Leadership Program, our Year 6 leadership Day, the UPP Leadership program for Year 5 students and The Positive Peers workshops for our senior students. In the Junior School, students begin to develop competencies in teamwork, expressing ideas and basic problem-solving – enhancing confidence and self-esteem while the middle school provides more formal training and opportunities to participate in leadership roles such as the Student Representative Council (SRC).

### **Wemba Wemba Language Program**

St Mary's offers a Wemba Wemba Language Program for Aboriginal students whose families wish their children to learn their local language. Students are immersed in the Wemba Wemba language and culture through a range of engaging activities and experiences.

The program is delivered with the support of staff from VAEAI, guidance from local Wemba Wemba Elders, and assistance from our Koorie Education Office.

## **HOURS PER SUBJECT 2026**

<b><u>2026: Time Allocation: Junior, Middle and Senior Levels</u></b>		
<b><u>Curriculum Area</u></b>	<b><u>Hours Per Week</u></b>	<b><u>Mins Per Week</u></b>
<b>Religious Education</b>	2.5	150
<b>English</b>	9.5	570
<b>Mathematics</b>	5.0	300
<b>LOTE</b>	0.75	45
<b>The Arts: Art &amp; Music</b>	1.5	90
<b>Library</b>	0.5	30
<b>Integrated Inquiry/STEM</b>	2.5	150
<b>PE &amp; Sport</b>	1.5	90
<b>SEL</b>	1.0	60



## PROFESSIONAL DEVELOPMENT FOR STAFF

DOBCEL supports schools to have pupil free days throughout the year for Curriculum Development and to build professional capacity. Dates are set well in advance and advertised via the school newsletter and on our school calendar. Please refer to Important Dates for 2026 on page 28.

## STUDENT WELLBEING

At St Mary's we have Kyle Doran as our a full time Learning Diversity Leader. Kyle is responsible for co-ordinating and implementing wellbeing and support programs across the school.

As our mental health in schools officer, Kyle works proactively supporting students and staff wellbeing needs.

We also have Wellbeing Support Officers in Krishell Wilson, Malia Codling, Anthony Rullo and Brooklan Caruso who work with individuals or groups of children who need support at different times in their lives. The role of Wellbeing is varied with a focus on a combination of whole school activities and individual and small group activities with students.

Our Wellbeing Support Officers are a safe person for young people to connect with at school providing a listening ear, caring presence and strategies to help children build resilience. They care for students struggling with a wide range of issues, including: family problems, friendship issues, self-esteem issues, sensory issues, bullying and anxiety. Parents who have concerns about their child's wellbeing and would like support can contact Kyle Doran or Kate Quin.



**Kyle Doran**



**Brooklan Caruso**



**Krishell Wilson**



**Anthony Rullo**



**Malia Codling**

### Wellbeing Intervention at St Mary's Primary School

Wellbeing support is initiated by either the classroom teacher or the parents. This is coordinated through Kyle. Knowing when to stop providing extra wellbeing intervention support to students at school can be a complex decision that requires careful consideration. While every situation is unique, here are some general indicators that may suggest it is appropriate to gradually reduce or discontinue extra support:

**Improved Wellbeing:** The student demonstrates significant progress in their overall wellbeing, showing increased resilience, coping skills, and emotional stability. They consistently exhibit positive behaviours and effectively manage challenges independently.

**Goal Achievement:** The student has achieved the specific goals set during their wellbeing support. These goals may include improved self-regulation, increased social skills, enhanced academic performance, or a reduction in specific issues like anxiety or behavioural problems.

**Consistency and Sustainability:** The student consistently demonstrates positive changes and maintains their improved wellbeing over an extended period. The changes are sustainable without the need for ongoing intensive support.

**Independent Application:** The student successfully applies the strategies and techniques learned during the support period without ongoing guidance or intervention. They can self-monitor, self-regulate, and seek appropriate help when needed.

**Teacher Feedback:** Feedback from teachers indicates that the student is functioning well within the classroom environment. They are engaging positively with others, contributing to the learning environment, and demonstrating good social skills.

**Expert Evaluation:** A professional assessment or evaluation by a school counsellor, psychologist, or mental health professional concludes that the student's progress is significant enough to warrant a reduction or discontinuation of extra support. *(This is a recommendation if things are escalating or the intervention is not making things better).*

**Student and Parent Input:** The student and their parents or caregivers feel confident in the student's ability to manage their wellbeing independently. They express satisfaction with the progress made and agree that ongoing support is no longer necessary.

**Monitoring and Follow-Up:** Regular monitoring and follow-up indicate that the student's wellbeing remains stable and that there is no significant regression in their progress. Occasional check-ins can be helpful to ensure ongoing support is not required.

It's important to note that the decision to stop providing extra wellbeing support should be made collaboratively, involving the student, parents or caregivers, teachers, and relevant professionals. It is crucial to maintain open communication channels and have a plan in place to revisit the support if needed in the future. Every student's journey is unique, so ongoing vigilance and flexibility are key to ensure their continued wellbeing and success.

### **Social and Emotional Learning (SEL)**

St Mary's is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

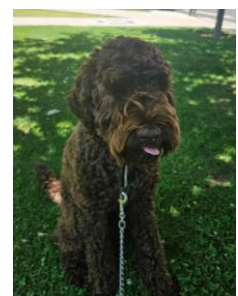
### **Social & Emotional Learning Curriculum**

We are excited to be running The Resilience Project at St Mary's every odd year (2027) with Respectful Relationships every even year (2026) moving forward. We incorporate both concepts daily with our school community (how to practise **G**ratITUDE, **E**mpathy, **M**indfulness) and add in the Respectful Relationships program to enhance how we teach students about Social & Emotional learning.

### **Wellbeing Programs, Initiatives and Supports:**

#### **MAC - St Mary's Wellbeing/Therapy Dog**

Mac, the St. Mary's Wellbeing dog, has become an integral part of our school community, and his positive impact has been nothing short of extraordinary. Mac's influence extends far beyond the confines of a typical school day. He has played a pivotal role in enhancing the mental health and overall well-being of both students and staff. As Mac matures with each passing day, his ability to provide comfort and support to those in need only deepens. His presence at school drop-offs has helped ease the transition into the school day, particularly for students who grapple with the anxiety that often accompanies the morning routine. Additionally, Mac has been a consistent source of solace and companionship for those dealing with social anxiety, acting as a bridge to social interaction and emotional support. In short, Mac has become an irreplaceable part of our school grounds, a living testament to the power of a caring, four-legged friend in promoting emotional resilience and inclusivity, and a cherished highlight of the school experience for countless students.



When not at school Mac lives with Tarsha and her family. He loves to play with other dogs and play with his dog toys. Mac is very well behaved and loves spending time off the lead in Mr Prockter & Mr Doran's office with the St Mary's Mac Monitors. The Mac Monitors are responsible for Mac and have special badges which give them

privilege to walk him, feed, water and play with him each day he's here. Anyone can be a Mac Monitor, students just simply have to write an application to Mr Prockter.

### **St Mary's Stars**

St Mary's is a newly created program has ignited a new wave of kindness, respect, and positivity throughout the student body. This innovative initiative aims to recognise and celebrate the students who have gone above and beyond in demonstrating respect and consideration towards others in their everyday interactions.

The heart of the program lies in the students themselves. Peers have the power to nominate their fellow classmates if they witness acts of kindness, empathy, and respect within the school community. Whether it's helping a friend in need, being a supportive listener, talking to teachers and other students respectfully, any action that fosters a sense of respect is eligible for a St Mary's Star nomination.

### **Brain Gym Program**

At St Mary's we recognise and value the importance of Brain Gym in supporting children's academic and emotional wellbeing. Our Wellbeing Support Officers regularly visit classrooms teaching students and teachers Brain Gym movements. Brain Gym movements are an easy set of exercises to improve whole brain integration.

### **Breakfast Club**

Every morning at St Mary's we run a breakfast club from the canteen, for bus travellers and students that may have missed breakfast or those who require extra breakfast. This program relies on support from parents and donations of honey, jam and vegemite can be left at the office. If you can help from 8:40 till 9:10 am please contact the office.

### **Community Groups**

Once a term, children are put into vertical groups (Foundation to Year 6) and spend time with a different teacher participating in activities related to our Social and Emotional Learning focus. This is a great opportunity for children to make new friends and to get to know other children in the school.

### **Lego Club**

This runs every lunchtime in a designated area for children who love to construct and make amazing creations and enjoy the company of other children at the same time. Lego club is a great social network for all students.

### **Colouring Club**

This runs every day in a designated area for children who love to colour in, draw and socialise while creating their artistic pieces.

### **PALS**

The Year 6 children meet regularly with our Foundation children and participate in a joint activity promoting fun and building relationships. This gives the Year 6 children a level of responsibility and the Foundation children a sense of security and of being connected.

### **Play Room**

Each day a variety of great activities are set up in the Play Room, a designated space for our younger and not so young children to play with during recess and lunch. Our wellbeing team spends each recesses and lunch times in this area interacting with children. The benefits are enormous as many children are learning socialisation skills under their wonderful guidance. It is also a lovely way of giving children who struggle to build and maintain friendships a safe and enjoyable place to play.

Quiet reading in the Library, meditation & yoga run daily while and dance club is a weekly highlight.

### **Seasons for Growth Program**

This program caters for children who may have suffered grief and loss due to a death in the family or a family separation. Our Student Support Officer works with a group of children working through a specialised program over a period of eight weeks.

### **Peaceful Kids**

The 'Peaceful Kids' program is a Mindfulness and Positive Psychology based program to lessen anxiety and stress

and increase resilience in children. This program helps children to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them.

### Wellbeing Room/Sensory Rooms

We have a designated wellbeing and sensory rooms that is set up to cater for the differing needs of children. Our wellbeing team work from these rooms which have wonderful resources to support the sensory needs of children. Programs to support children who need extra support for social and emotional reasons are also set up in these rooms. LSOs are also trained to support the wellbeing needs of our students.

### POD Squad

A new feature at St Mary's. The POD squad is a shed on out senior oval full of building materials and outdoor play items that are suitable for playground, games, construction and imaginative play.



## INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

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### Acceptable Use and Cybersafety Agreement (Parents and Students)

St Mary's supports the rights of all members of the school community to be provided with and engage in a safe, inclusive and supportive learning environment. This extends to the use of digital tools and online communities and is underpinned by our expectation of safe and responsible behaviour of all members of the school community. The school is committed to the pursuit of excellence in learning and teaching, integrating technology as an effective tool to achieve this goal. Please refer to our website for a copy of the Digital Technology Policy.

***Each family will be provided with a copy of the Acceptable Use and Cyber Safety Agreement via PAM and we ask that parents read, discuss and ensure that their child has an understanding of the above policy as appropriate for their age and that they accept to abide by its terms.***

### Chromebooks (Year 3-6)

In keeping with our efforts to provide all students with the best possible Technology learning opportunities, St Mary's enables our Year 3-6 students to have 1:1 access to a personal Chromebook. This is paid for through the school fees at an approximate cost of \$460. Parents and students are given a handbook explaining the use of Chromebooks at St Mary's and are required to sign a Chromebook agreement to ensure the device is used safely and appropriately. The device is issued to the students in Year 3 and is used until the end of Year 6. The Chromebook stays at school each day and over the holiday periods. At the end of Year 6, the Chromebook will be digitally wiped, removed from the school administration system and will be yours to keep.



## Student Mobile Phone & Wearable Device Policy

If a parent/caregiver wishes for their child to bring a personal device to school, they must request and fill in the Student Mobile Phone & Wearable Device Parent Consent Form through the School Office. If this form is not filled in, students must not bring a Mobile Phone or Wearable Device to school.

Where students bring a mobile phone/wearable device to school, St. Mary's Primary School will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At St Mary's Primary School students are required to hand their mobile phone/wearable device to the classroom teacher on arrival at school. The device will be stored securely by the teacher during the school day and returned prior to travel home.

## PAM (Parent Access Module) <http://pam.smswanhill.catholic.edu.au>

Our school uses a web based system to make communication between home and school more efficient and effective. Each family will receive a PAM login which can be used to access PAM via your computer, on your smart phone or android device. Once logged onto PAM you will be able to see details about your child, their class timetable, attendance information, school reports and medical information. Access will also be available to Parent information, booking of School Interviews, general school links and the school calendar. You can also lodge bus passes and absences, all permission slips for camps and excursion as well as accessing the newsletter and alerts via PAM.



## CDF Pay

CDF Pay is a payment program for a number of aspects of schooling. This is fully secured by our bankers the NAB (National Australia Bank). This allows parents to order and make payments for canteen, book fair and other special events throughout the year. If you have any queries please don't hesitate to contact the office. See below for how to set up your CDF Pay account.

How to Register:

1. Search 'CDFpay' on the App Store (Apple) or Google Play store, download the app, then click 'Sign up now'.  
Alternatively, enter the following link in your web browser: <https://user.cdfpay.flexischools.com.au/register>
2. Enter and confirm your email address, then click 'Sign up'.
3. Check your email inbox and follow the prompts to complete your account registration (check junk/spam if lost).

**After you have registered and entered your child's details, you can:**

- Top up your parent wallet
- To avoid card surcharges, top up \$50 or more using a debit card or bank transfer any value.
- Order and pay in seconds!



## Facebook

St. Mary's Primary School Swan Hill has a Facebook Page.  
"LIKE" us on Facebook to keep up to date with social events and things happening around the school!



## Instagram

St. Mary's Primary School Swan Hill has an Instagram Page  
"FOLLOW" us on Instagram #stmarysswanhill



## School Based Apps

**A number of applications are used in the classrooms including:**

Foundation - Phonics Heroes & Sunshine Books Online  
Year One - Reading Eggs, Sunshine Books Online & Mathseeds  
Year Two - Sunshine Online, Mathletics & CARS & STARS online  
Year Three - Sunshine Online, Mathletics & CARS & STARS online  
Year Four – Mathletics, Epic Reading & CARS & STARS online  
Year Five - Herald Sun, Kids News, Mathletics & CARS & STARS online  
Year Six – E-Smart, Herald Sun, Kids News, Mathletics & CARS & STARS online



## Seesaw

This online digital learning journal has been introduced as a new way to instantly share student work with their family. This online platform allows the students to showcase their assessment tasks and any other work conducted in the classroom through a secure and private network. Families will be sent an invitation to join their child's Digital Journal where they will only be able to see their own child's work. Parents will have the opportunity to 'like' or comment on the student work.



## St Mary's School Website and Newsletter

The school website at [www.smswanhill.catholic.edu.au](http://www.smswanhill.catholic.edu.au) provides great information about our school and school activities. The weekly school Newsletter is sent out to parents and families each Monday via PAM in the format of a downloadable link <https://smswanhill.schoolzineplus.com/> and is also available on our school website.



## LIBRARY



### Book Fairs

Book Fairs are held once or twice a year and provide additional funds for purchasing Library resources.

### Library Bags

Students from Foundation to Year 2 must bring their library bag on Library days and use them to transport books from school to home. Replacement bags are available from the library and the cost will be charged to your account.

### Loans

Students are encouraged to borrow for both recreational and study purposes. The library is open on various days throughout the week from 8.30am to 9.00am and 1.00pm to 1.30pm. Books may be borrowed for 2 weeks and renewed if necessary. There are no fines for late returns. Books may be borrowed in Library lessons or at any time the Library is open. All year levels may borrow up to four books at a time.

### Repairs

Thank you for **NOT MENDING** our Library books. No matter what the problem it is best if you just bring the damage to the attention of the Library. We prefer to use our own special glues and tapes for book repairs.

## CAMPS AND EXCURSIONS

Camps play an important part in the curriculum and all children are encouraged to attend.

Year 6	Melbourne Camp	31 <sup>st</sup> August – 3 <sup>rd</sup> September 2026
Year 5	Creswick	19 <sup>th</sup> – 21 <sup>st</sup> October 2026
Year 4	Billabong Ranch	6 <sup>th</sup> – 7 <sup>th</sup> October 2026
Year 3	Camp Kookaburra	14 <sup>th</sup> – 15 <sup>th</sup> October 2026
Year 2	Swan Hill	10 <sup>th</sup> September 2026
Year 1	Swan Hill	16 <sup>th</sup> October 2026
Foundation	Swan Hill	6 <sup>th</sup> November 2026



## PARENT INVOLVEMENT

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### Canteen

The School Canteen is managed by Mrs Trudy Travaglia and assisted by Mrs Molly Cutri along with parent volunteers. The canteen is available for students and staff to purchase recess and/or lunch via CDF Pay. We require as many helpers as possible to assist Trudy in the canteen. If all families could provide a helper at least once per term the roster can be filled. Roster times are 11.30am to 1.30pm. If however, you are only able to offer an hour we would be more than happy to accommodate you. It is vital that we have some commitment from our parents or family members to help run the canteen. If you are helping out, sign in and out at the office and make sure you have your VIC WWCC. You must hold a valid food handlers certificate which you can obtain via the following link: <https://dofoodsafely.health.vic.gov.au/index.php/en/> and also complete the St Mary's Volunteer Induction which can be accessed via the following link: <https://smswanhill.catholic.edu.au/volunteer-induction/>. A canteen list will be provided early in 2026, with any amendments to prices being placed in the newsletter as required.

### Parents & Friends

Parents and Friends are a very important part of our school community. They provide an opportunity to take an active part in school activities. These activities are predominantly social and fundraising, but there are also opportunities for information, making suggestions and contributing to the maintenance of the school. The money raised by Parents & Friends enables the school to purchase equipment that makes our school a better place for learning and play. When Parents & Friends meet the dates will be advertised in the school newsletter.

**Please give some thought to playing an active part in our Parents & Friends.**



### St. Mary's School Advisory Council (SAC)

Parents are represented on the St Mary's School Advisory Council, which meets at 6.00 pm at school once per term.

The Council is an advisory body which provides a structure for discussion and policy making regarding education in our school. You are encouraged to contact Council Members if you have something you would like to contribute about the School or if you are interested in joining the SAC. Current School Advisory Council members are:

Chairperson – Jess Merrett

Principal - Kate Quin

Parish Priest - Fr. James Kerr

Parent Representatives - Craige Kennedy, Renee Hirst, Luciana Briganti, Amy Cadd, Marina Conrad, Megan Leahy

Staff Representative - Archana Patney

Ex Officio member -Jason Perry

## TRAVEL AND SUPERVISION ARRANGEMENTS

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### Bus Buddies

All Foundation bus travellers have a 'bus buddy'. The bus buddy is an older student who travels on the same bus to ensure the Foundation child goes to the correct bus line and gets on the bus with minimal fuss. The buddy also helps those who have to tackle the interchange at Swan Hill Secondary College and board their new bus. The interchange is only for country bus travellers.

### Bus Travel

Children who reside outside Swan Hill are entitled to free bus travel provided by the government. Application forms for travel are provided at the school office. For children living in Swan Hill a Town Bus service is run by the school (cost is \$410.00 per family per annum). If you have any queries or concerns regarding bus travel please do not hesitate to contact the office.

## Car Pick Up and Drop Off

The front carpark is available for parents dropping off or picking up their children. The front carpark has entry and exit off Murlong Street and enables sufficient parking for all parents to park safely. When dropping off or collecting children in the carpark please pull into a parking bay and ensure that your child proceeds along the paths and crossing provided until they reach your car. Movement from the front carpark to the school grounds is closed between 3.15 and 3.25 to enable the buses full access. Each night three staff members are allocated the job of ensuring the carpark is used in a safe way by parents and students. In the afternoon children with surname A-L are

collected from the front carpark and those with the surname M-Z from the gym carpark.

It is imperative that parents, grandparents or family friends exercise legal road safety requirements when dropping off or collecting children. It is the family's responsibility to reinforce safety procedures with their children in using the carpark.

## Changes to Bus Travel - Bus Passes / Not on Bus

If, on certain occasions, you wish your child to travel on a bus or travel on a bus other than their normal bus you must contact the office via one of the following methods:

- PAM (Parent Access Module) – Preferred method, cut off time is 2.30pm
- Email ([office@smswanhill.catholic.edu.au](mailto:office@smswanhill.catholic.edu.au))
- Contact the school office (50332541)

If you require bus passes for several children eg. for a child's birthday party please contact the office to ensure that there is sufficient space on the bus to accommodate the extra children. Please note this is only available for town buses, not country buses.

**If the bus pass is for a town bus please send in \$3.00 (per family per trip) to cover the cost.**

BUS PASS		NOT ON BUS	
Name:	Room:	Name:	Room:
Date:		Date:	
Country Bus No: _____		Country Bus No: _____	
Town Bus No: _____		Town Bus No: _____	

## Supervision

Supervision is provided between 8.30 am and 3.30 pm for all students and for bus travellers. Supervision is also provided by our staff at Swan Hill Secondary College until all buses have departed.

Children are under the care of class teachers during actual school hours and teacher supervision is provided for recess, lunch and bus duty on a roster system.

**Our gates open at 8.30am. Please ensure that your children do not arrive at school before 8.30am, as there are no teachers on duty until our gates are unlocked. Children are picked up after school at 3.25pm.**

## OSHC

For families who require care before school, please contact the office to find out about our before school program which operates between 7.00am to 8:30am daily.





### **Town Bus Service**

St Mary's is happy to be offering town bus runs for families in need of this service. The service is a non profit making venture. The cost in 2026 is \$410.00 per family per annum. We have six town runs operating. Please call into the office to view the maps to ascertain which run is most appropriate for your needs. The maps can also be found on the St Mary's Primary School website. The stops on the runs can alter throughout the year depending on the needs of families.

### **Country Bus**

Children needing to travel on a Country Bus that they are not registered on must contact the office for an Adhoc Travel form, this must be signed by a parent/guardian and returned to the school office. If the bus pass is for permitted travel it will be endorsed, given to student who must show it to the bus driver. Bus Passes are only issued for extreme cases such as emergency care, no Bus Passes will be issued for sports or social events.

## **COMMUNICATION BETWEEN SCHOOL AND HOME**

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### **Absences**

If your child will not be attending school you must contact the school **by 9:30 am** on any given day that your child is absent. This can be done via:

- PAM – preferred method
- Email ([office@smswanhill.catholic.edu.au](mailto:office@smswanhill.catholic.edu.au))
- SMS the school office 0409968162
- Contact the school office (50332541)

After 9:30am, any children that are absent without notification will be lodged on our SMS list. An SMS message will be sent to parents requesting a reason for their absence. This is a government requirement and your assistance in notifying the school of absences will be appreciated.



### **Appointments**

Parents should not hesitate to meet with their child's teacher if they have any concerns about any area of their child's development. However, this is best done by arranging a mutually agreeable time. This avoids the disappointment of the teacher not having time there and then to discuss the issue at hand, due to being in charge of their class or attending after school meetings.

In turn, teachers will contact parents if discussions are necessary in regards to a child's progress. It is also reassuring for teachers to hear positive feedback on each child's attitude and general progress.

Parents are invited to contact the office to make appointments to see the Principal if they have a concern with their child's progress or a problem of any kind. 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, safety and wellbeing of the child. Any private information is held in strictest confidence.

### **Attendance Passes**

If your child has an appointment during the day – please call via the office for a "Leave Pass". This leave is recorded on the computer. Parents are asked to go to the classroom to collect their child and present the "Pass" to the teacher. On returning to school the child must come back through the office where the leave will be completed on the computer. A "Returning from Leave Pass" will be given to the student which is then passed on to the teacher.

### Early Pass

Parents who wish to collect their children early from school (before 3.25 pm) are asked to go to the front office to collect an Early Pass and then proceed to the classroom for pick up. This is recorded on the computer.

### Late Pass

If your child is going to be late for class, please enter this via PAM or phone the office to inform the school with the estimated time of arrival. When arriving at school please call into the office for the "Late Pass" which is to be given to the teacher. The office will record the arrival time on the computer.

## A-Z OF GENERAL INFORMATION

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### After School Sports Program

In collaboration with St Mary MacKillop College and Sporting Schools Australia, St Mary's offers the opportunity for interested students to participate in a five week After School Sports program. This program is run by St Mary's MacKillop College students under the supervision of a St Mary's staff member. The program operates between 3.30pm and 4.30pm of selected day and weeks of Term 2 and Term 3. Due to program requirements, each session has limited spaces available. In the event that program sessions are filled, students are placed on a waiting list and parents/families will be contacted if a position to participate becomes available.

### Allergies

If a student suffers from mild allergies then an Action Plan for Allergic Reactions will need to be supplied along with the appropriate medication to be kept in Sick Bay. ASCIA Action Plans have been developed as medical documents and must be completed, signed and dated by the patient's medical doctor.

The above action plan is available from the ASCIA website:

<https://www.allergy.org.au/hp/ascia-plans-action-and-treatment#r1>

### Anaphylaxis

If a student suffers from severe allergies and has been prescribed an Epipen or Anapen then an Anaphylaxis Action Plan will need to be supplied along with an Epipen or Anapen to be kept in Sick Bay, located in the school office. This is usually completed at the time of enrolment. The Anaphylaxis Action Plan will need to be reviewed and updated on the advice of your child's specialist. An ASCIA Action Plan should be completed by the student's parents/guardians in consultation with the student's medical practitioner and a copy provided to the school. The plan must outline the student's known severe allergies and the emergency procedures to be taken in the event of an allergic reaction.

The above action plan is available from the ASCIA website:

<https://www.allergy.org.au/hp/ascia-plans-action-and-treatment#r1>

**Individual Anaphylaxis Management Plans:** An Individual Anaphylaxis Management Plans (IAMP) is developed, in consultation with the student's parents/carers. **The IAMP must be put in place as soon as practicable after the student enrolls or is diagnosed. It will include information about the student's medical condition including the type of allergy or allergies (based on a written diagnosis from a medical practitioner)**

### Asthma

If a student suffers from asthma, an Asthma Management form will need to be supplied. Parents must provide the school with a Victorian School Asthma Action Plan completed by the student's medical practitioner. (Asthma Australia in consultation with the Department of Education, Catholic Schools and Independent Schools, released a set of Asthma Action Plans for Victorian Schools to achieve consistency and eliminate confusion for teachers by having multiple looking plans presented to schools). The plan must outline the students known triggers and the emergency procedures to be taken in the event of an asthma flare-up or attack. Any medication (eg. Ventolin) that is required will be kept in the child's bag or Sick Bay. It is recommended that the Asthma Management Plan will need to be updated annually and these are available from the school office or can be downloaded from;

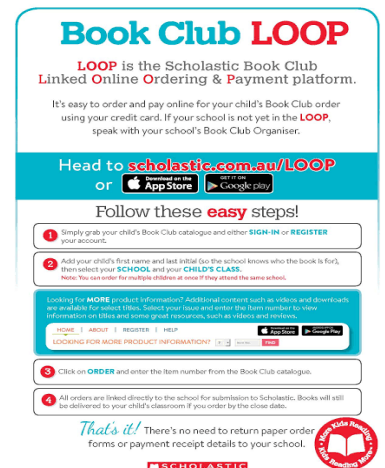
<http://www.nationalasthma.org.au/living-with-asthma/asthma-action-plans>

**Student Health Support Plan – Asthma Management Plan:** This plan outlines how the school will support the student's health care needs, based on health advice received from the student's medical practitioner. This form

must be completed for each student with an identified health care needs (excluding Anaphylaxis as this information is captured via an Individual Anaphylaxis Management Plan). This Plan is to be completed in consultation with the parent/carer and the student.

### Book Club

St Mary's participate in a Book Club Loop with 'Scholastic'. Materials are distributed approximately 4 times per year and are grouped according to year level. The preferred method of ordering is online at <http://www.scholastic.com.au/schools/bookclub/> which is the Linked Online Ordering & Payments (LOOP) for Parents. Simply register by selecting Book Club Loop, enter your details, add children and select our school (St. Marys SWAN HILL) Alternatively, orders can still be made from the catalogue. Orders are sent to the Office and payment can be made via cheque made payable to 'SCHOLASTIC AUSTRALIA,' by Credit Card by completing the appropriate slip located on the order form or by cash (correct money only).



### Child Safe

At St Mary's School, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (VCEA Commitment Statement to Child Safety). [VCEA Commitment Statement to Child Safety](#)  
Mr Chris Prockter is our Child Safety Officer.

Our expectation is that anyone visiting the school will abide by the DOBCEL Safeguarding Children & Young People – Safeguarding Children. Please refer to our website for a copy of the code.

### Classroom Notes

Individual notes to parents from classes will come home when needed.

### Clothing Pool

The school has a Clothing Pool located at the office which provides opportunities for obtaining school uniforms of the "preloved" kind (gold coin donation). Unwanted uniforms can be donated to the clothing pool for re-distribution and purchase.

### Emergency Management Drills

As part of our Health and Safety procedure, our school is required to conduct fire, evacuation & containment drills, several times a year to be sure everyone knows what to do should a situation arise. The school holds these drills without staff and students prior knowledge so they can be carried out effectively. An email via PAM will alert parents on the day we have any drills.

### Foundation Attendance

Foundation children will attend four days a week and are not required at school on Wednesday's until after the long weekend in March. From Wednesday March 12<sup>th</sup> 2026, classes will run five days a week but you can determine if your child is up to five full days. If your child is tired then you can continue to keep them home on Wednesdays until the end of first term, however you will need to advise the office of your child's absence.

### Head Lice

Parents are advised to regularly check children's hair as cases of 'head lice' or 'nits' are discovered from time to time. It is vital that you inform the school should your child have head lice, so that possible spreading of the problem can be minimized. From time to time it may be necessary for a staff member to check children's heads to ascertain if Head Lice are present. If the child presents with live lice they shall be excluded until the day after appropriate treatment has commenced. A child can be treated one evening and return to school the next day, even if there are still some eggs present. Several types of treatments are available. Your local chemist can assist you on available treatments. The following website offers resources and further information, [www.health.vic.gov.au/headlice](http://www.health.vic.gov.au/headlice)

## Holy Family Catholic Parish North East Mallee

Holy Family Parish warmly welcomes members of our school community. Fr James Kerr is the Parish Priest. For enquires, please call 50324144.



### Information

For school records and emergency situations it is necessary for us to have up-to-date information on home addresses, phone numbers - work and home and any change of email address.

It is also necessary for you to supply us with the name/names of relatives or friend that could be contacted in an emergency such as an illness or accident if we were unable to contact yourself.

For the School to be able to maintain contact with you these changes are kept up to date by parents and guardians via PAM.

### Lost Property

All unclaimed articles are placed in the Lost Property Bin. The lost property bin is sorted each Friday and named items returned to children via the classroom basket. Periodically this bin is emptied and unclaimed articles are sent either to the Clothing Pool or to St. Vincent de Paul. **Please name all your children's uniforms, lunch boxes and bags.**

### Medication

If a student requires medication to be administered it is preferable this be done outside school hours. For example if antibiotics need to be given three times a day then these can be administered before school, after school and before bed. Hayfever medication can be given at home as it lasts for up to 12 hours. In some circumstances it may be necessary for the school to administer medication and the school office will need to be notified. This can be done by completing a Prescribed Medication Authority Form which is available from the school office. This form along with the prescribed medication with a pharmacy label attached needs to be handed into the office, not your child's teacher.

### Meet the Teacher Chats

Staff spend time at the start of the year getting to know the strengths and interests of each child in their class. An important aspect of getting to know children is the "Meet the Teacher Chat" which is scheduled at the start of the school year. These meetings provide 10 minutes of dedicated 1:1 time for parents and teachers to meet and for you to share your child's strengths, passions, concerns, aspirations, and anything you think will help your child have a successful year at school. We will send home some question prompts to families prior to these chats to help guide the conversation.

Families are provided with information about how to book online. In 2026 the Meet the Teacher Chats will be held on Wednesday January 29<sup>th</sup> and Tuesday February 4<sup>th</sup>.

### Notes To School

Notes concerning lunches or uniform should be forwarded to the class teacher.

### Nut Free Zone

St Mary's encourages a **"NUT FREE ZONE"** as much as is possible as we do have children with severe allergies. Please do not send any sandwiches that contain nut spreads, nuts of any variety or bars that contain nuts to school.

### Out of School Hours Care Program - @ 2 Murlong

The Out of School Hours Care Program, @ 2 Murlong, is operating out of the gym hub and provides before and after school care for school age children. Please express your interest via the following link; <https://prodadmin.myxplor.com/enrollment/index/dHdBOThsSW9JeHUxYTEwaHNxZIMrdz0> or call the school office on 50332541.



## Privacy Policy

Please refer to our website to view this policy [www.smswanhill.catholic.edu.au](http://www.smswanhill.catholic.edu.au)

Current Parents > Newsletters, Policies & Documents

## Shamrock Park Preschool

St Mary's has an autonomous 3 year old and 4 year old preschool operating onsite known as Shine Bright Shamrock Park Kindergarten. For details and enrolment information, call Shine Bright on 03 54431229.

## Sick Children

Please do not send sick children to school. If the 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.

There are government guidelines in relation to students attending school if they have certain infectious diseases, these are outlined below:

**Chickenpox-** Child will be excluded from school until all blisters have dried. This is usually at least 5 days. Remaining dried scabs are not an indication of continued exclusion.

**Cold Sores-** If a child is unable to comply with good hygiene practices they will be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.

**Conjunctivitis-** A child will be excluded until discharge from eyes has ceased.

**COVID-19-** Our school is continuing to promote and implement Covid-safe behaviours and practices across our school community. For more information visit <https://www.dhhs.vic.gov.au/coronavirus>

**Gastroenteritis (Gastro)-** A child will be excluded until there has been no vomiting or a loose bowel motion for 48 hours.

**German Measles (Rubella)-** A child will be excluded until fully recovered or for at least four days after the onset of rash.

**Hand, Foot and Mouth disease-** A child shall be excluded until all blisters have dried.

**Impetigo (School Sores) -** A child will be excluded until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.

**Influenza and influenza like illnesses-** A child can return to school when they feel well.

**Measles-** A child will be excluded for at least 4 days after onset of rash.

**Mumps-** A child will be excluded for 5 days or until swelling goes down (whichever is sooner).

**Parvovirus (Slapped Face)-** A child will be excluded until they have received antibiotic treatment for at least 24 hours and the child feels well.

**Ringworm, Scabies, Headlice-** A child will be excluded until the day after appropriate treatment has commenced.

**Whooping Cough-** A child is to be excluded for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment.

## Standard Collection Notice

Please refer to our website to view this policy [www.smswanhill.catholic.edu.au](http://www.smswanhill.catholic.edu.au)

Current Parents > Newsletters, Policies & Documents

### **Student Led Conferences, 3 Way Conferences and Parent Teacher Interviews**

At St Mary's School, we aim to give the learner responsibility and ownership for their learning so they can develop into independent, life-long learners. Student Led Conferences are held in the Year 5 and 6 area and 3 Way Conferences in the Year 1-4 area. This means that instead of a traditional parent teacher interview, our Year 1-6 students participate in a ten minute discussion with their family member/s and their teacher and be part of the discussion group about their learning success, challenges and future learning goals. Please note that if there are some matters that parents particularly want to discuss without their child's presence, interviews have been scheduled to allow a five minute chat at the conclusion of the student led component if required.

#### **Schedule:**

**Term 1:** Parent teacher interview (F), 3 Way Conference (1-4) Student Led (5-6) near the end of Term 1

**Term 2:** Written reports at the end of Term 2

**Term3:** Parent teacher interview (F), 3 Way Conference (1-4) Student-Led (5-6) near the end of Term 3

**Term 4:** Written reports at end of Term 4



### **Sunsmart**

St Mary's fully supports the Anti-Cancer campaign of "Sunsmart" and "Slip, Slop, Slap". School hats stay at school and are worn in Term One & Four at all times whilst outdoors. In Terms Two & Three they are worn at the discretion of staff depending on weather conditions. Children are encouraged during hot weather to apply sunscreen before going out to play. Children who are not wearing their school hats will remain in a designated, shaded area during recess and lunchtimes. The use of wrap-around sunglasses that meet Australian Standard 1067 (Sunglasses – Category 2,3 or 4) is encouraged.



### **Visitors To School**

Any visitors (including parents) that comes to the school either to help in the classrooms, do canteen duty or just to visit children must sign in at the front office, and on departure are required to sign out at the front office.

### **Whole School Assembly**

Our whole school assembly takes place at 12:25pm each Friday in the school gymnasium. Student of the week awards are presented at this assembly and each week a class leads an assembly prayer. You are most welcome to join us and stay for a shared lunch with your child/children on this day. If you are attending assembly you will need sign in out the front of the Gym.

### **Working With Children Checks**

Parents who will be assisting at school on a voluntary basis are required to have a Working With Children Check.

Applications can be completed online by visiting the following website: <http://www.workingwithchildren.vic.gov.au/>. When you receive your card, please bring it into the office for us to scan to our records.



## DRESS CODE

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School uniform is compulsory and students at all levels are expected to take pride in their appearance and grooming. If a student is not in full uniform a note of explanation must be sent to the classroom teacher. Our school uniform is available at Clark's store in Campbell Street.

**Note: "School" items mean they have the schools logo embroidered on them.**

**All students have the option of wearing their PE uniform daily as an alternative to dresses, skirts or culottes.**

### Boys & Girls

Choice of the following shoe which can be worn all year round

All black shoe (lace up, velcro, buckle)

All black leather/synthetic runner

Socks maybe short or long but must be "above ankle"

Summer-"School" bucket hat

Choice of one or more of the following which can be worn in cooler weather

"School" windcheater, full zip vest or full zip jacket

### Non compulsory items

"School" Beanie for winter (available for purchase on CDF Pay)

Explorer "school" bag (can have child's name embroidered for easy identification)

"School" Jacket



### Girls - Summer

St. Mary's check dress

Navy blue PE shorts or navy blue culotte shorts with a "school" polo top (short sleeve)

White socks with black shoes or black runners

### Girls - Winter

Maroon check skirt with "school" polo top (short or long sleeve) with navy blue socks (short or long) or navy blue tights

Navy blue track pant or navy blue shorts with "school" polo top (short or long sleeve) with white socks with black shoes or black runners

### Boys - Summer

Navy blue shorts with "school" polo top (short sleeve)

White socks with black shoes or black runners

### Boys - Winter

Navy blue shorts with "school" polo top (short or long sleeve)

Navy blue trackpant with "school" polo top (short sleeve)

White socks with black shoes or black runners

## PE UNIFORM

### Girls & Boys - Summer

Navy blue shorts or navy blue track pant with "school" Polo Top (short sleeve)

White socks & runners

## **PE UNIFORM**

### **Girls & Boys - Winter**

Navy blue fleecy straight or elastic leg or track and field fabric track pants (no stripes or logos)

“School” Polo Top (short or long sleeve) with white socks & runners

**Please label all items of clothing – iron on labels are a great option.**

### **Cosmetics**

Neither cosmetics nor nail polish are permitted

### **Hairstyles**

Hair should always be neat and tidy, with long hair (shoulder length) to be tied back.

Hair Bands/Ribbons/Scrunchies—Navy, Blue or Maroon.

Pictures, logos or words are not permitted to be shaved or cut into the hair.

Unconventional hair cuts are not permitted (eg. Mowhawks).

Shaving the head is not permitted.

Bright or unnatural coloured hair (eg. bright red, green or purple or peroxide blonde) is not permitted.

### **Jewellery**

No neck, wrist or finger jewellery; wrist watches are worn at the owner’s risk.

Earrings must be sleeper or stud, with only one earring worn in each ear. No body piercing.





# IMPORTANT DATES 2026

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## Victorian 2026 Term Dates

Term 1: 27<sup>th</sup> January 2026 – 2<sup>nd</sup> April 2026

Term 2: 20<sup>th</sup> April 2026 – 26<sup>th</sup> June 2026

Term 3: 13<sup>th</sup> July 2026 – 18<sup>th</sup> September 2026

Term 4: 5<sup>th</sup> October 2026 – 18<sup>th</sup> December 2026

### January

Tuesday 27<sup>th</sup>: Term 1 Commences, Staff PD

Wednesday 28<sup>th</sup>: First day for all students Years 1-6, Foundation Meet the Teacher Chats

Thursday 29<sup>th</sup>: First day for Foundation students

### February

Tuesday 3<sup>rd</sup>: School Photo Day

Wednesday 4<sup>th</sup>: Years 1 – 6 Meet the Teacher Chats

Monday 23<sup>rd</sup> February: Pupil Free Day Staff PD

### March

Monday March 9<sup>th</sup>: Public Holiday (Labour Day)

### April

Friday 3<sup>rd</sup>: End of Term 1

Monday 20<sup>th</sup>: Start of Term 2

### May

Monday 18<sup>th</sup>: Pupil Free Day Staff PD (Data Analysis)

Tuesday 19<sup>th</sup>: Pupil Free Day (Wellbeing PD)

### June

Monday 8<sup>th</sup>: Public Holiday (King's Birthday)

Friday 26<sup>th</sup>: End of Term 2

### July

Monday 13<sup>th</sup> : Start of Term 3

Friday 31<sup>st</sup>: Pupil Free Day

### August

Monday 31<sup>st</sup> – Thursday 3<sup>rd</sup> September: Year 6 Camp

### September

Wednesday 10<sup>th</sup>: Year 2 Camp

Friday 18<sup>th</sup>: End of Term 3

### October

Monday 5<sup>th</sup>: Start of Term 4

Tuesday 6<sup>th</sup> – Wednesday 7<sup>th</sup>: Year 4 Camp

Wednesday 14<sup>th</sup> – Thursday 15<sup>th</sup>: Year 3 Camp

Friday 16<sup>th</sup>: Year 1 Camp

Monday 19<sup>th</sup> – Wednesday 21<sup>st</sup>: Year 5 Camp

Friday 23<sup>rd</sup>: Pupil Free Day (RE PD)

Friday 30<sup>th</sup>: Grandparents & Friends Day

### November

Monday 2<sup>nd</sup>: Pupil Free Day Staff PD (Data Analysis)

Tuesday 3<sup>rd</sup>: Public Holiday (Melbourne Cup)

Friday 6<sup>th</sup>: Foundation Camp

### December

Tuesday 8<sup>th</sup>: Orientation Day

Thursday 17<sup>th</sup>: Last Day for Students

Friday 18<sup>th</sup>: End of Term 4



## TEACHING STAFFING 2026

<i>Room</i>	<i>Class</i>	<i>Teacher</i>
	<i>Principal</i>	<i>Kate Quin</i>
	<i>Deputy Principal/ Technology Leader</i>	<i>Jason Perry</i>
	<i>Learning Diversity</i>	<i>Kyle Doran &amp; Mads Nalder</i>
	<i>Religious Education Leader</i>	<i>Belinda Davies</i>
	<i>Curriculum Leader</i>	<i>Mardi Hall</i>
	<i>Boost &amp; Intervention Staff</i>	<i>Janine Dow, Sonia Kelly, Jo Foott</i>
	<i>Coaching Staff</i>	<i>Mardi Hall, Mads Nalder</i>
	<i>Classroom Support</i>	<i>Deanne Dacey, Arren Smith, Carla Gorman</i>
<i>ITALIAN</i>	<i>Italian</i>	<i>Melita Sartori, Megan Bett</i>
<i>GYM</i>	<i>PE</i>	<i>Sarah Clark</i>
<i>MUSIC</i>	<i>Music &amp; Drama</i>	<i>Natasha Gerakis, Renita Holyoak</i>
<i>ART</i>	<i>Art</i>	<i>Felicity Miller, Stacey Hanns</i>
<i>STEM</i>	<i>Science/Technology</i>	<i>Gemma Harrower</i>
<i>O</i>	<i>Year 6</i>	<i>Arren Smith/Belinda Crowe</i>
<i>N</i>	<i>Year 6</i>	<i>Jacob Cleeland</i>
<i>P</i>	<i>Year 6</i>	<i>Christine Free</i>
<i>D</i>	<i>Year 5</i>	<i>Zoe Morris/Gemma Stewart</i>
<i>C</i>	<i>Year 5</i>	<i>Corey Daniels</i>
<i>B</i>	<i>Year 5</i>	<i>Mark Bonney</i>
<i>I</i>	<i>Year 4</i>	<i>Wes Harrison</i>
<i>J</i>	<i>Year 4</i>	<i>Nikita Wade</i>
<i>K</i>	<i>Year 4</i>	<i>Archana Patney</i>
<i>L</i>	<i>Year 4</i>	<i>Ebony McLean</i>
<i>M</i>	<i>Year 4</i>	<i>Karen Jobling/Tarsha Ward</i>

<i>E</i>	<i>Year 3</i>	<i>Jaime Bailey</i>
<i>F</i>	<i>Year 3</i>	<i>Belinda Davies/Teagan Lawry</i>
<i>G</i>	<i>Year 3</i>	<i>Lauren Martin</i>
<i>H</i>	<i>Year 3</i>	<i>Daniel Cruickshank</i>
<i>R</i>	<i>Year 2</i>	<i>Janelle Hogan</i>
<i>S</i>	<i>Year 2</i>	<i>Sarah Skinner/Codie Brown</i>
<i>V</i>	<i>Year 2</i>	<i>Brady Davidson</i>
<i>W</i>	<i>Year 2</i>	<i>Toni-Mia Scalora</i>
<i>T</i>	<i>Year 1</i>	<i>Charles Talboys</i>
<i>U</i>	<i>Year 1</i>	<i>Renee Hirst/Jo Foott</i>
<i>X</i>	<i>Year 1</i>	<i>Alexia Mase</i>
<i>Y</i>	<i>Year 1</i>	<i>Andrea Woodburn</i>
<i>YELLOW</i>	<i>Foundation</i>	<i>Beth Caruso/Stacey Hanns</i>
<i>PURPLE</i>	<i>Foundation</i>	<i>Dallas Sloan</i>
<i>ORANGE</i>	<i>Foundation</i>	<i>Sophie Reed</i>
<i>GREEN</i>	<i>Foundation</i>	<i>Jenna Jenkins</i>
<i>BLUE</i>	<i>Foundation</i>	<i>Rachael Smith</i>
	<i>Wellbeing</i>	<i>Krishell Wilson, Brooklan Caruso, Anthony Rullo, Malia Codling</i>





## St Mary's Primary School Complaints Handling Policy

St Mary's Primary School operates with the consent of the Bishop of the Catholic Diocese of Ballarat and is owned, operated and governed by Diocese of Ballarat Catholic Education Limited (DOBCEL).

### Rationale

St Mary's Primary School Swan Hill is committed to ensuring that the school is a community of faith, hope and love where communication takes place in an environment of transparency, respect, compassion and inclusion in the interests of all.

Catholic teaching emphasises the primacy of families, caregivers and guardians as the first teachers of their children. Within all schools, there are times when misunderstandings and concerns arise. In addressing these matters, St Mary's Swan Hill, seeks to model the love of Christ and the teachings of the Catholic Church. The dignity of each person, belief in the common good and the Catholic Social Teaching principle of subsidiarity will inform the manner in which St Mary's Swan Hill, deals with stakeholders and school communities including the way complaints are managed.

This policy provides a framework for reporting, recording, investigating, finalising, reviewing and monitoring complaints and their outcomes. It provides surety and support for all stakeholders through what can be a difficult process.

Positive, clear and effective procedures and processes for resolving grievances between the school and community members can assist in the building of strong relationships, dispelling anxiety and ultimately providing children and young people with settled and happy learning environments.

The collection and analysis of data regarding complaints can be used to inform policy, practice and strategy for all DOBCEL schools.

The Complaints Handling Policy supports compliance with the *Ministerial Order MO 1359 Implementing the Child Safe Standards- Managing the Risk of Child Abuse in Schools and School Boarding Premises* by:

- outlining the process and procedures for managing complaints at the school
- ensuring that the school meets its obligations to respond to complaints in a fair, effective and efficient manner
- informing children and young people, families, caregivers and guardians how to make a complaint about the school in ways that are easy to read and child- focused
- outlining the school's procedures and escalation points in complaints handling
- outlining the procedures to be followed by Catholic Education Ballarat when a matter has been referred from a DOBCEL school for investigation

The Policy does not relate to critical incidents, emergency management, criminal offences or the conduct of those in religious ministry.

## Policy Statement

St Mary's Primary School strives to provide positive, clear and effective processes for resolving grievances between the school and parents, caregivers and guardians or children and young people. This can assist in building strong relationships, dispelling anxiety and ultimately provide a settled and harmonious learning environment. The Complaints Handling Policy seeks to restore fair and respectful relationships.

St Mary's, endeavor's to ensure that complaints are managed and resolved fairly and in a timely manner. This policy and procedures have been developed in accordance with the Diocese of Ballarat Catholic Education Limited (DOBCEL) Complaints Management Policy.

Complaints of a school-based nature are best received and managed at the local school level, with the parties involved are expected to act in good faith and work together with respect and openness to achieve an outcome acceptable to all parties.

Unresolved complaints about DOBCEL schools can be referred to DOBCEL's Catholic Education Ballarat office.

Any concerns regarding a perceived breach of the Minimum Standards for Victorian Registrations and Qualifications Authority (VRQA) school registration can be referred to DOBCEL's Catholic Education Ballarat office. If these concerns are unable to be resolved, the Victorian Catholic Education Authority (VCEA) acts in accordance with the Memorandum of Understanding with the Victorian VRQA to investigate alleged breaches of the Minimum Standards in accordance with Sections 4.2.2 and 4.2.3 of the Act.

Anonymous complaints will be reviewed, as appropriate. In some situations, complaints may not be able to be fully addressed if they are made anonymously or without sufficient detail provided to enable a fair review or resolution of the matter.

A record will be kept of all formal complaints. A written record of complaints which relate to the Child Information Sharing Scheme (CISS) and the Family Violence Information Sharing Scheme (FVISS) will also be kept.

## Standards

In receiving and responding to complaints, the following standards will inform and direct DOBCEL's actions:

- Complainants can expect their concern or complaint to be taken seriously, to be dealt with in a way that is culturally safe, and to be responded to in a respectful, thorough and timely manner
- The best interests of the school community together with the interests of the individual will be considered
- Complaints of a school-based nature are best received and managed at the school level, with the parties involved expected to act in good faith and work together with respect and openness to achieve an outcome acceptable to all parties. Complaints that are unable to be resolved at the local level will be escalated to DOBCEL's Catholic Education Ballarat office
- Complaints are received and managed in a way that is culturally safe and sensitive to the diverse circumstances of children and young people, their families, caregivers and guardians, as well as providing support to vulnerable children and young people and their families, caregivers or guardians
- Schools, staff members and volunteers will be informed of formal complaints that are made about them

- Complainants and the person(s) against whom the complaint is made have the right to be heard and to expect that procedural fairness will be observed
- Confidentiality, protection of privacy, respect, access, dignity and impartiality will form the basis of the complaints resolution process which includes an opportunity for a person to be able to respond to a complaint about them
- The complaints resolution process will seek to achieve the restoration of good and respectful relationships
- Recordkeeping, reporting, privacy and employment obligations will be complied with when receiving and handling complaints.

This policy should be read in conjunction with the St. Mary's School Swan Hill Complaints Handling Procedure.

## Definitions

**Complainant:** the person(s) lodging the complaint. A complainant can be a parent, caregiver or guardian; a child or young person or a member of the school community.

**Complaint:** An expression of dissatisfaction related to our programs or activities, the actions of staff, or the complaint handling process.

**Minimum Standards for School Registration:** are the requirements/standards specified for all schools in the *Education and Training Reform Act 2006 (the Act)* and the Education and Training Reform Regulations 2017.

**Parent/Caregiver/Guardian:** the parent, care giver or legal guardian of a student enrolled in a DOBCEL School.

**Procedural Fairness:** procedural fairness or the rules of natural justice are observed as follows:

1. A complainant is given a genuine opportunity to make a complaint, and the complaint will be taken seriously and acted upon in accordance with the terms of the *DOBCEL Complaint Procedure*
2. A respondent is given sufficient information about the complaint to allow them to respond to the complaint before a decision affecting their interests is made
3. The decision-maker must be impartial and not pre-judge an outcome. The Decision-Maker will decide on the balance of probabilities considering the available evidence to determine what is most likely to have occurred.

**Respondent:** the person against whom the complaint has been raised.

**School:** means a Catholic primary or secondary school operating under the governance of DOBCEL.

**Serious complaint** a serious complaint is one requiring urgent action or which could have profound consequences for the parties concerned or others, resulting from a serious breach of legislation, school policy or procedure. The complaint may be in relation to issues about child safety, student behaviour management, bullying or harassment, drug or alcohol use, damage or loss of personal or school property, student wellbeing or the requirement for adjustment to learning for children and young people. Serious complaints may be complex or of a whole school nature.

**Student:** a child or young person enrolled in a DOBCEL school.

**Support Person** may accompany the complainant to meetings. The support person's role is to listen. They may make notes and may occasionally speak to the complainant to clarify what they are saying. The support person does not speak on behalf of the complainant.

## Related Policies

- St Mary's Enrolment Policy and Procedures
- St Mary's Positive Behaviour Policy and Procedures
- St Mary's Bullying Prevention (including Cyberbullying) Policy
- PROTECT: Reportable Conduct Scheme Policy [DOBCEL]

## Policy Review and Approval

This policy will be reviewed as part of the school's two-year review cycle of its child safety practices.





## Australian Democratic Principles

Australian society is defined, among other aspects, by a belief in elected Government; by a commitment to the rule of law, to equal rights for all before the law; and by a belief in freedom of religion, freedom of speech and freedom of association. Our society is also tolerant of a range of religious, political, social and cultural beliefs and values in the context of the fundamental principle of our democracy.

The *Education and Reform Act 2006* requires all education providers to operate in a manner consistent with this set of Australian democratic principles.

In accordance with the Act, St Mary's School delivers curriculum programs and learning and teaching in a manner that supports and promotes the principles and practice of Australian democracy. This includes a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

### Promotion and Communication of the Democratic Principles

St Mary's School promotes and communicates the principles and practice of Australian democracy by the following strategies:

1. The Vision and Mission of the school expresses its Catholic orientation in the midst of diversity across all aspects of life. The school shares in the mission of the Catholic Church and its Vision and Mission expresses this relationship. Similarly, the inspirational nature of the Vision and Mission informs and invites all members of the school community into relationship in the life-giving work of the school. In dialogue, we learn from each other and flourish together. The Vision and Mission Statements are developed through dialogue that is representative of the school community.
2. The curriculum program is based on the *Victorian Curriculum F-10* (which incorporates the requirements of the Australian Curriculum) and *Awakenings* (CEOB) and develops in students:
  - o a lifelong sense of belonging to, and engagement with, civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
  - o knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
  - o skills necessary to investigate contemporary civics and citizenship issues, and foster responsible participation in Australia's democracy
  - o knowledge, skills and capacities and dispositions to participate in the civic life of their nation at a local, regional and global level ( Victorian Curriculum and Assessment Authority, 2016).
3. The school's *Australian Democratic Principles Statement* and *Vision and Mission Statement* are available on the school website.
4. As part of the induction process, staff are made aware of the integration of the democratic principles into the curriculum and the life of the school.
5. Parents/guardians and students are provided with a handbook that outlines the curriculum and learning and teaching for each year level.