



# ENROLMENT BOOKLET



*Honesty*

*Respect*

*Service*



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## FROM PAUL DULLARD– PRINCIPAL

Dear Parents

A very warm welcome to the Holy Rosary Primary School community. We are a welcoming, supportive community which aims to provide the very best learning experiences for all students.

Our school is a faith community, which includes our Parish Priest Father Antony Joseph, parents, grandparents, staff, students and others who service us.

Our school community is based on the teachings of Jesus Christ and Christian values permeate every aspect of school life.

Holy Rosary prides itself on quality teaching and learning, relationship building, community partnerships and living in light of the Gospel.

Your position as parents in the vital role as educators of your children is understood and respected by our staff. In response to this, staff strive at all times to work collaboratively with families to build on the life learning that happens in the home environment in order to create a better learning environment and better teaching practice in the classroom. The staff of Holy Rosary invite you to work in partnership with us in nurturing your child's development. Through this partnership we will guide, support and assist your child in every possible way and take a genuine interest in your child's welfare.

We welcome your active involvement and participation in the life of the school and the educational programs we offer. Your children and our school need this engagement to enable us, as a school community, to make a just and appropriate educational response to every student entrusted to our care.

Holy Rosary Primary School is committed to providing the best Learning and Teaching environment possible so that all students become life long learners and reach their full potential: spiritually, socially, emotionally, physically and intellectually. We look forward to sharing your child's journey.

Holy Rosary Primary School – Honesty, Respect and Service

Yours sincerely

Mr Paul Dullard  
Principal



## FROM FR ANTONY – PARISH PRIEST

With extreme joy and great enthusiasm, our parish school community welcomes you to the new scholastic year. Thank you and congratulations to you for supporting Holy Rosary School and placing an emphasis on the faith and spiritual development of your child.

This school is based on Christian values and principles, with an emphasis on the teachings of the Catholic church. You can be proud of your child, that he/she will take Jesus Christ as a role model in this modern world when he/she graduates from Holy Rosary School.

Your child will grow in a liturgy centered life at Holy Rosary School where class based Eucharistic celebrations will enrich your child's growth in faith and prayer life.

The examples you give at home are supported at school where our teachers strive to make Jesus present to the children.

There is a wise saying:

*If wealth is lost, nothing is lost.*

*If health is lost, half is lost*

*If character is lost, everything is lost.*

The priority of Holy Rosary School is the character formation of all children which occurs in every interaction, through the relationships they develop, through lessons in class and through faith development.

Holy Rosary School and the parish are not two entities but one, and the same under the umbrella of Catholic faith. Both have enjoyed the reputation of being a close and caring community over many years.

I trust that each of you will be open to the friendship, trust and mutual support we offer each other and that your time at Holy Rosary School provides a firm start to the journey in Catholic Education.

Yours forever in Jesus Christ

Fr Antony Joseph



## OUR VISION

We believe that Holy Rosary is a school in which:-	Because we believe firmly in our Vision Statements we are committed to:-
<i>Community members experience the Gospel values of love, forgiveness, patience, compassion, tolerance and justice.</i>	<ul style="list-style-type: none"> <li>• developing a positive knowledge and understanding of Jesus Christ in the Gospel</li> <li>• teaching, living and celebrating the Catholic faith.</li> <li>• integrating faith and life.</li> <li>• a personal interest in and concern for each child</li> <li>• promoting a sense of hope and worth.</li> <li>• fostering an atmosphere of prayer and providing meaningful liturgical experiences.</li> </ul>
<i>A strong sense of "community" exists</i>	<ul style="list-style-type: none"> <li>• establishing a spirit of working together</li> <li>• embracing a partnership between school, home, parish and the wider community.</li> <li>• establishing a climate which is welcoming, affirming and reconciling</li> <li>• genuine openness, caring, support and responsibility</li> <li>• providing a sense of belonging by participating in community activities</li> <li>• encouraging parents to become actively involved in school life.</li> <li>• nurturing friendships</li> <li>• fostering inter-school relationships</li> <li>• acknowledging the skills and talents of self and others.</li> </ul>
<i>Progressive Programs, Policies and Quality teaching exist in order to recognise and develop the individual in all aspects; spiritual, academic, social, emotional and physical.</i>	<ul style="list-style-type: none"> <li>• regularly evaluating and developing programs, procedures, and policies.</li> <li>• being up-to-date with current initiatives, trends and practices in education.</li> <li>• providing opportunities for continued learning for teachers, students and parents</li> <li>• providing appropriate resources, facilities and equipment</li> <li>• offering a wide range of learning experiences</li> <li>• maintaining a safe working environment for all</li> <li>• providing an environment that provides for self motivation, opportunities for creativity,</li> <li>• development of physical skills, leadership, co-operation, faith development, personal growth and the acquisition and application of skills.</li> <li>• empowering children for life-long learning.</li> <li>• providing opportunities for students to experience success, extend themselves, and to be risk-takers as part of their learning.</li> <li>• encouraging participation and perseverance.</li> </ul>
<i>Respect for ourselves, others, environment, heritage and Church is developed and deepened, regardless of gender, class, ethnicity, disability or religion.</i>	<ul style="list-style-type: none"> <li>• developing an appreciation and understanding of cultural heritage and differences in the community</li> <li>• promoting the development of self esteem and social skills to ensure we acknowledge and value the contribution of self and others</li> <li>• empowering individuals to create a just, harmonious society, encouraging all to respect and care for the environment</li> <li>• encouraging all members of our community to play an active part in roles in the life of the school, parish and wider community</li> <li>• development of mutual respect, courtesy and respect for the rights of others.</li> </ul>



# HOLY ROSARY STAFF 2016

Principal – Paul Dullard  
Leader of Learning – Lauren Mitchell  
Religious Education Coordinator – Liz Tobin

Foundation/1 – Tania Malavisi  
Gr 1/2 – Kellie Scott  
Gr 3/4 – Mikayla Hogan  
Gr 3/4 – Lauren Mitchell  
Gr 3/4 – Kyrewyn O’Kane  
Gr 5/6 – Oliver Geary

Reading Recovery/Special Needs - Liz Tobin  
Chaplain - Jess Dawson  
Learning Support - Genene Fisher, Ariana Te Arihi, David Price,  
Sophie Rehburg, Eamon Dullard, Bonnie Pridham  
L.O.T.E – Beth McKinnel  
Library – Prue Harris  
Music – Claire Sexton  
Administration - Kate Hamilton, Liarna Bradley  
ICT - James Graco



# SCHOOL ORGANISATION & CURRICULUM

## INTRODUCTION

Our school offers a comprehensive Curriculum covering all Key Learning areas. Holy Rosary School prides itself on providing a caring, enjoyable and safe environment with a strong emphasis on meeting individual students' needs both pastorally and educationally. Parents of our school are encouraged to be involved and always support our school in all facets of education.

## SPECIAL PROGRAMS

Some of the Special Programs which our school undertakes to assist in the total development of the children are: Reading Recovery, Liturgical Celebrations, Parish Based Sacramental Program, Music (includes: class lessons, opportunities for choir), Life Relationships Program, Interschool Sport, Transition with Pre-Schools and Secondary Colleges, Integration Program, Visiting Speakers, Library, Indonesian and Chaplaincy.

## LEARNING PROGRAMS

Learning Programs at Holy Rosary School support the children in their growth and development - preparing them with life long skills that will help them to believe in themselves and their abilities and to be able to contribute positively to their world. We promote the development and education of all children by working in partnership with their parents.

## RELIGIOUS EDUCATION

We believe that all children are talented and gifted and are treated as such. Every child has the right to live happily and achieve fullness of life with God - and to grow and learn in a community where Christian values are taught and modelled daily. We endeavour to foster and continue the development of the formation of faith begun at home. This program has some basic beliefs and understandings:

- To develop a relationship with a loving, caring and forgiving God who is with us throughout our life.
- To develop opportunities for children to actively participate in meaningful prayer, liturgical and other celebrations.
- To help children identify the consequences and importance of all God's creations.

It is expected that parents become involved in their child's preparation for Reconciliation, Confirmation and Eucharist. The school has a formal Religious Education Coordinator.

- Lessons in Religious Education are given on a regular basis. The minimum time for these lessons is one and a half hours per week.
- The children have regular contact with our Parish Priest, Fr. Antony Joseph. This provides them with the opportunity for formal instruction and informal conversation. Our priest and teachers work closely together planning Masses and Para-liturgies.
- The Liturgy is celebrated regularly in the school with class Mass in the chapel at least once a term, and whole school Mass on the first Friday, Holy Days of Obligation and Special Feast Days.

## **SACRAMENTAL PROGRAM**

The year 2005 saw the introduction of our Parish Based Sacrament Program which is as follows: A child who has been baptised in the Catholic Church would normally commence preparation for the Sacrament of Reconciliation, Confirmation and Eucharist in Year 3. This is up to the parents' discretion to indicate their child's readiness to the Parish Sacramental Coordinator. For a child who has been Baptised in another faith denomination such as Uniting, Anglican etc. it is strongly encouraged that the child continue to receive their sacraments in their chosen faith. The Parish based Sacramental Program will be supported at school level by children undertaking parallel units of study. The Sacramental program is conducted every odd year.

## **LEARNING DOMAINS - MATHEMATICS**

Through Mathematics children develop concepts, skills, applications and processes, which allow them to participate meaningfully in society. Mathematics can be viewed as an abstract discipline, but it must also relate to every day situations and be integrated with other curriculum areas. Through our Mathematics program we would like children to gain a knowledge and understanding of mathematical processes, with the ability to apply these effectively within and outside the classroom environment.

The three areas taught are:

- Number and Algebra
- Measurement and Geometry
- Statistics and probability

## **LEARNING DOMAINS - ENGLISH**

The AusVELS Curriculum:

English Foundation (Foundation) to Level 10 (which includes Levels A to D for Students with Disabilities) is organised into Reading and Viewing, Writing, and Speaking and listening.

The three strands, Language, Literature and Literacy, are interrelated and support students'; growing understanding and use of Standard Australian English (English).

Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

At Holy Rosary School we devise our English Program based on the AusVELS curriculum while supporting our learning and teaching practices with the Western Australian (WA) First Steps Program.

This program has some basic Beliefs and Understandings:

- All students can achieve high standards of literacy given sufficient time and support.
- All teachers can teach to high standards given the right conditions and assistance.
- High expectations and early intervention are essential.

Reading Recovery will also be offered to those Year 1 children most in need of literacy support. Our aim, through our Language and Literacy programs, is that our students will be able to:

1. Use language effectively in different contexts with a wide range of audiences for a wide range of purposes.
2. Think, speak, listen, read, comprehend and write in all areas of the curriculum.
3. Become confident, competent, enthusiastic and discriminating users of Language and Literacy.
4. Promote the habit of reading for information, recreation and life-long learning

## **READING RECOVERY**

Reading Recovery is an early intervention program for children in Grade 1 who, after one year at school, are having difficulties with reading and writing. Reading Recovery is an intense 30 minute program of daily instruction, which supplements the regular class instruction activities. Each child's program is individually designed and individually delivered with the aim of assisting the child to develop strategies and skills, which will enable him/her to progress satisfactorily in the school's instructional program.

## **LIBRARY PROGRAM**

Foundation - Grade 6 children participate in a Library Program that aims to foster a life-long love of literature! Through borrowing from a range of fiction and non-fiction books, we hope to engage children in a way that will enrich their learning.

## **L.O.T.E. - INDONESIAN**

Our specialist LOTE Indonesian program provides a broad introduction to both the language and culture of Indonesia in visual, spoken and written form. The children learn to communicate in a Language Other Than English and gain intercultural knowledge and language awareness by listening, speaking, reading, writing and watching. This results in the children being able to speak and write with confidence through the means of basic geographical orientation, correct pronunciation and the practice of simple conversational phrases in dialogues and role play.

## **TECHNOLOGY**

All Grade 5 and 6 students participate in a 1:1 Laptop Program. This is an exciting initiative that the school has embraced to meet the needs of the 21st century learner. At Holy Rosary we believe that today's students think, connect and communicate differently to students who were at school even a few years ago. We are aware that our students live in a world where information can be accessed and shared quickly over the Internet, where they can communicate with peers and create new knowledge. As a school we are keen to inspire and engage this new generation of learner with today's tools and assist them in reaching their full potential in all areas of the curriculum. At Holy Rosary we want our students to strive for excellence through a Personalised Learning Program that integrates the curriculum and fully exploits the use of Information and Communication Technology (ICT). To support the learning of our students from Foundation –Year 2 work with i-pads whilst our Year 3 & 4 classes use 20 laptops assembled as "COWS" – Computers on Wheels. These movable computer labs allow an extraordinary flexibility with our teaching and learning. Other digital hardware includes class smart boards and TV's, digital cameras, digital video cameras, scanners and iPods.

## HEALTH & PHYSICAL EDUCATION

This domain covers Outdoor Education, Physical Education, and Health Education.

This program aims to:-

- Develop understanding and appreciation of the outdoors,
- Provide opportunities for students to develop problem solving skills,
- Inspire an attitude of health and fitness in the daily life of each child,
- Facilitate a wide variety of sporting experiences,
- Participate in intra/inter school sporting activities,
- Promote attitude and behaviour which contributes to personal and community well being.

Lessons are taken by class teachers and occasionally by visiting specialists. The emphasis is always on maximum participation and all children take part unless medically unfit. If children cannot participate an explanatory note must be sent.

## BLUEARTH DISCOVERY SCHOOL EXPERIENCE

All children participate in the Bluearth Discovery School Experience. This unique program aims to use fun physical activities and movement to enhance self-esteem and the general health of school aged children. This program seeks to provide a foundation for children to have a long and active life in the sport or physical activity of their choice. Several teachers in our school are trained and accredited to lead the Bluearth Discovery School Experience.

## SWIMMING PROGRAM

Holy Rosary operates a well structured swimming program during Term 4 in preparation for summer time swimming. The Foundation – Grade 6 Program is conducted at the Heathcote Pool. Austswim trained staff conduct the lessons.



# PARENTAL INVOLVEMENT

## SCHOOL BOARD

- The Board is an advisory body to assist the Canonical Administrator and Principal.
- The Canonical Administrator, as manager of the school, is responsible for the legal and canonical obligations associated with the running of the school.
- The Principal, whose appointment is authorized by the Canonical Administrator, is delegated the responsibility for the day-to-day educational and administrative functions of the school.

The School Board offers informed advice to the Canonical Administrator and Principal. School Board Responsibilities include:

- Planning for the future and ensuring that the Parish School can accommodate future enrolments.
- Assisting in the formulation of School Policy.
- Assisting in the preparation of the school budget and the supervision of the school's financial operation
- Supporting the Parish School in practical ways, such as ensuring that the school facilities and equipment are maintained
- Assisting in the selection of a new school Principal when such an appointment is being made.
- Working in collaboration with school parent groups.
- Developing school/community relationships and encouraging home/school interaction.
- Facilitating the integration of parents and children new to the school.
- Developing strategies for the local promotion of Catholic Education.
- Making information from annual reports available to the school community.
- Assisting the Canonical Administrator and Principal in facilitating faith development in the School Community.

## PARENTS & FRIENDS ASSOCIATION

The Parents and Friends Association (P&F) aims to:-

- Provide a forum for social interaction of parents, teachers and friends of the school.
- Facilitate the integration of new families to the school
- Encourage the voluntary assistance of parents' expertise to support the school.
- Raise funds for:
  - General expenditure as detailed by the Catholic Education Office
  - Projects as decided by the Association in consultation with the School Board.

**Membership:** A member of the Parents and Friends Association is defined as the Parish Priest, the School Principal, any parent or guardian of any child presently enrolled at the school, any teacher presently employed by the school, or any friend of the school that the current executive committee determines has a bona fide interest in the maintenance and advancement of the school.



# PARENT/TEACHER COMMUNICATION

## LEARNING CONVERSATIONS

Teachers are not available for interviews during teaching periods.

If a parent wishes to speak briefly to a teacher then he/she is asked to do so before 8.45 am. or after 3.30 pm. If a longer time is required then an appointment should be made at a time mutually agreeable to both teacher and parent.

Learning Conversations will be held at the end of Term 1, 2 and 3.

Reports will be given out at the end of Terms 2 and 4. Parents may contact teachers if they have queries or concerns regarding reports.

## QUERIES & CONCERNS

If you have any queries or concerns about what is happening in the classrooms or the school, please contact the class teacher concerned (outside teaching hours) or the principal.

The classroom teacher should always be the first contact for questions regarding your child's education and wellbeing

We value suggestions from parents and welcome you to make an appointment and share these with us

## PARENT NEWSLETTER

Each week (Thursday) the school emails out a School Newsletter containing school news and happenings and important dates and messages. The newsletter is also available on our website and skoolbag app, or on request at the school office.

Please ensure you read the newsletter as it is the most important area of communication between the school and parents.

Any School Board and/or Parents and Friends Associations news is also contained in this newsletter.

Please feel free to forward any educational articles which may be of interest for others. These can be included in the newsletter. All articles are to be handed in at the office on the Tuesday.



# UNIFORM SHOP

The school community has the right to expect students to maintain high standards of personal appearance. Students and parents therefore have the responsibility to abide by the school's regulations regarding correct uniform and grooming.

- All students should wear full school uniform at all times unless directed otherwise
- Children with pierced ears should only wear studs or sleepers to school
- No other visible form of jewellery, except a wrist watch, may be worn
- Children should wear school shoes unless it is a designated sports day
- Girls hair accessories should be royal blue
- Hair longer than shoulder length should be tied back at all times

Parents are asked to ensure children are in correct uniform and if, for any reason, this is not to occur, a note is sent to school outlining the reason and duration the child will be out of uniform.

## ***ALL PROPERTY AND CLOTHING MUST BE LABELLED CLEARLY WITH CHILD'S NAME***

All uniform items are available at the Uniform Shop (with the exception of netball skirts) which is situated on the ground floor of the O'Dee building. Opening times will be announced in the newsletter at the commencement of the school year.

There is also a limited stock of second-hand uniforms. Most items are in very good condition. Second hand uniform items are only a Gold coin donation!

### **BOYS UNIFORM**

#### **Summer:**

School polo shirt  
School windcheater  
Grey shorts (NO CARGO)  
Black shoes or sandals (must have a closed toe)  
Grey ankle socks  
School hat

#### **Winter:**

School polo shirt  
School windcheater  
Long grey trousers (NO CARGO)  
Black shoes  
Grey socks

### **GIRLS UNIFORM**

#### **Summer:**

Blue and white check dress  
School windcheater  
Black shoes or sandals (must have a closed toe)  
White ankle socks  
School hat

#### **Winter:**

School polo shirt  
School windcheater  
Grey pinafore or trousers (NO CARGO)  
Black shoes  
Grey ankle socks or grey tights

**Note:** Both boys and girls are permitted to wear long trousers with school polo top in summer if weather is cool.

### **SPORTS UNIFORM**

#### **Summer & Winter:**

School polo shirt  
School windcheater  
Royal Blue Shorts (NO CARGO) or Track pants

White socks  
Runners

**Girls:** as above or royal blue netball skirt (with royal blue or black sports undies) or royal blue skirt.



## TUCKSHOP

Tuckshop operates once a week on a Friday. The cost of these lunches varies, up to approximately \$3 per serving. Menu for the next week is advertised in the school newsletter.

## BREAKFAST CLUB

Our Breakfast Club is held between 8am – 8.30am Friday's during school terms (excluding 1<sup>st</sup> and last weeks of each term). Breakfast of cereals, toast and special alternate menus are available.

## SCHOOL BUS

At present, school buses operate on two routes: - North of Heathcote & South of Heathcote

Children travelling on both routes are picked up from Holy Rosary.

It is the parent's responsibility to notify the driver if their children will not be on the bus at any time. Permission for students to travel on a school bus is obtained from the Principal at the Heathcote Primary School. A teacher is rostered on a daily basis to supervise the crossing and the boarding of buses after school.





## TIMETABLE FOR FOUNDATION – TERM 1 2017

### WEEK 1

Tuesday 31<sup>st</sup> February – Wednesday 1<sup>st</sup> March  
Thursday 2<sup>nd</sup> – Friday 3<sup>rd</sup> March -

Testing – Students only to attend during allocated time  
8.45am – 12.00noon

### WEEK 2 – WEEK 6

Monday 6<sup>th</sup> – Friday 10<sup>th</sup> March -

8.45am – 3.15pm  
Monday, Tuesday, Thursday, Friday (no school Wednesday)

### WEEK 7 ONWARDS

Monday 13<sup>th</sup> March - Ongoing

8.45am – 3.15pm  
Monday – Friday

## SCHOOL TIMES

The timetable for the school day is as follows:

<b>Class time</b>	8.45am	–	10.45am
<b>Recess</b>	10.45am	–	11.30am
<b>Class time</b>	11.30am	–	1.30pm
<b>Lunch</b>	1.30pm	–	2.15pm
<b>Class time</b>	2.15pm	–	3.15pm

## SCHOOL TERMS 2017

### TERM 1

Tuesday 31<sup>st</sup> January – Friday 31<sup>st</sup> March  
(Teachers begin Monday 30<sup>th</sup> January)

\*\*Please note: Student testing occurs during the first two days of term. Students only attend for their allocated time during these days. \*\*

### TERM 2

Tuesday 18<sup>th</sup> April – Friday 28<sup>th</sup> June

### TERM 3

Monday 15<sup>th</sup> July – Friday 20<sup>th</sup> September

### TERM 4

Monday 7<sup>th</sup> October – Friday 20<sup>th</sup> December

(The last day for students in term 4 is yet to be determined. Parents will be notified in the newsletter in term 4)

## STARTING FOUNDATION YEAR

Starting school is an important step in a young child's life and "Is my child ready for school?" is a question asked by many parents.

Children develop at different rates and learn skills in different ways. It is the school's task to respond to the needs, learning styles and rates of progress of individual students. Holy Rosary School plans learning experiences based on the skills students bring to school.

As parents you are your child's first teachers. Before children start school you watch and encourage them to learn such things as crawling, walking and talking. You can continue your valuable role by sharing in the learning and teaching that is now going on at school.

Think about when your children learnt to walk. They progressed in bursts, reaching milestones in their own good time. Perhaps they crawled, and then pulled themselves up on the furniture, trying hard to stand. Then they tried taking their first steps.

Likewise, at school, children progress in their own way. Some children pick up some things quickly, but need more time for other things. When learning new skills children need the conditions to be right, and they have to be ready. Remember the average child exists only in statistics. Your child will develop mentally and socially at a different rate to other children in the class, and until they mature to a particular stage, certain tasks and behaviours are just not possible for them.

Trying to force children beyond their developmental limit may cause damage. If your five year old were one kilogram under the average weight for five year olds, I'm sure you wouldn't force-feed them.

If your child was a few centimetres shorter than the "Wilson's" three-year-old, you wouldn't put them on the rack to stretch them.

Please apply to children's learning rates the same calm, sensible attitude we take with physical growth rates. They both proceed in spurts, anyway, not a nice steady even process. Children might be in one of the non-growth patches. Please remember we all want the same thing for your child - happy growth towards their full potential in every respect. We can only help if we have your full confidence and co-operation.

In each classroom, teachers create a safe and happy environment where children are valued, praised and encouraged to 'have a go'. Learning at school is related to real-life learning. Children are encouraged to make sense of the world around them through real-life experiences. In classrooms in the early years of schooling, play is an important part of the curriculum.

Remember that specialist advice and support are available to parents of children with learning difficulties and/or disabilities. Talk to the school as early as possible if you believe you need access to these services.

## HOW WILL I KNOW WHEN MY CHILD IS READY FOR SCHOOL?

Here is a sample of skills suitable for most children starting their Foundation year and starting school may be just a little easier if they have these skills.

Encourage your child to attempt the things mentioned below, however don't worry if your child cannot do all of them. If you feel unsure, talk to the Principal, Foundation teacher, or other school staff and together you can support and assist your child's learning to ensure they are ready for their first day.

### Language

- Can talk to others about familiar objects and events
- Can answer and ask simple questions
- Makes needs known
- Is able to follow simple instructions
- Identifies pictures in books, magazines, on television or video
- Joins in singing familiar songs
- Is able to read (or recognise) their own name for identification of work, belongings, etc.

### Mathematics

- Recognises that numbers can be used to count
- Uses words like many, a lot, more, less
- Identifies things in a group that are different
- Sees differences in shapes
- Differentiates between opposites - up and down, under and over, in front and behind, day and night

### Personal/Social Skills

- Uses the toilet independently and washes hands after use
- Can say own name
- Plays cooperatively with other children – is able to share and take turns
- Can sit still to listen to a story for a few minutes
- Is curious about the world
- Can share an adult's attention with several other children
- Participates in imaginative play

### Physical Skills

- Enjoys a variety of indoor and outdoor play
- Can put on and take off jumpers, shoes, socks independently

## WHAT CAN YOU DO TO HELP PREPARE YOUR CHILD FOR SCHOOL?

- Visit our school with your child
- Be positive about school and learning
- Talk with your child about school
- Use your local library
- Read to your child daily
- Share many different experiences - Provide a variety of play materials water, mud, sand, paper, pens, paint, balls
- Encourage your child's curiosity by asking questions and by encouraging questions in return

## HELPING YOUR CHILD TO LEARN

- Make a regular time to read together.
- Introduce a new book to your child. Look at the pictures and discuss what it could be about, then read it together.
- Write lists for shopping. Encourage your child to write one in their own way too.
- Check the lists as you shop.
- Read and follow some directions together such as a recipe or the method for making something.
- Have your child read the print found on cereal packets, food and drink cans, shop signs, street names and so on.
- Play games like "I spy" or similar
  - "a word that begins with ..."
  - "something that rhymes with ..."
  - "something that ends with ...."
- Have your child find words in magazines that start with the same letter as their name. Paste these words into a scrapbook and have your child draw some pictures.
- Encourage your child to call letters by their name and to pronounce some of the sounds they can make, for example the 'a' sound in again/cat/ball.
- Together, draw a plan of your home and label the rooms.
- Have a calculator readily available for family use.
- Provide objects such as coins, buttons and bottle tops that can be sorted into groups according to size, shape or colour.
- Play card games that involve matching and sorting.
- Keep a calendar for the recording of family birthdays and special events.
- Encourage your children to speak clearly in "sentences" without baby talk. Remember to speak clearly yourself as children imitate what they hear.
- Teach them lots of nursery rhymes - they are excellent both for speech and pre-reading.
- Teach children to be independent by allowing them to play freely and amuse themselves.
- Provide time for them to "mess around" - painting, constructing, modelling, etc.

## Spiritual Development

The religion topics covered in Foundation are designed to help the children to develop an awareness and appreciation of themselves, others around them, their family, and the talents they have been given by God. Through this awareness we develop a relationship of trust with God by talking to Him or praying.

The best way you can help your children with their spiritual development is to be living examples of what you want for them. Through this example you will be building the framework of experiences that our teachers will reinforce and build on.

Some of the greatest preparation is done by attending Mass with your child, sitting where your child can see and enabling your child to see your involvement and commitment to your FAITH.

Through the mass the children learn:

- To join their hands - a special sign we are going to talk to God.
- The sign of the cross - begins and ends any special prayer.
- Encourage them to say part of the "Our Father".
- How to kneel and stand for prayers and Church conduct.
- Genuflecting.

## DURING THE FIRST WEEKS

Remember you can assist to make commencing school a happy experience.

- During the first weeks it is not abnormal for children to cry and not want to come to school. Sometimes they may even wet the bed or they may be extremely tired. These behaviours usually demonstrate that they lack confidence and are finding the break from home quite difficult.
- Please let us know and also help children to realise their capabilities, and encourage them to become independent. We do our best to make sure children's school life is a happy time, but we need your co-operation. Independent and self-reliant children are best able to overcome problems they are sure to meet. The sooner children stand on their own two feet, the sooner they will gain confidence in themselves and those around them.
- It is important to inform us as soon as possible of any problems that may affect your child's progress.
- Please label all clothing and belongings clearly using something that will remain permanent where possible. Use marking pens or machine labels as these do not fade or wear off.
- Children will need to bring playlunch ("snack") to school each day. A healthy snack and lunch is recommended rather than "junk food". Wrap playlunch and lunch separately. Be sure that children know the difference between the two. A plastic drink water bottle is also recommended.
- Please make sure that you do not provide too much lunch for children. Ask children to bring home uneaten lunch and you will soon discover their eating needs.
- We ask that toys, particularly expensive ones are not brought to school. We cannot be held responsible for broken or lost articles. Please note that violent toys are prohibited.
- Try to be on time to collect children from their classroom after school. Children experience fear and are upset if they are not collected on time or are last to leave.
- If parents have a special appointment for their children during school time it would be appreciated if a note is sent to the teacher on such days. Should children need to be picked up during the day the "Sign In/Out Book" must be filled in at the school office.
- Please notify the school as soon as possible of any change of address, work or emergency contact numbers or of any change in arrangements for picking up children after school.
- Class activities commence promptly at 8.45am with quiet reading, so please ensure children are at school in plenty of time. Coming to school after the bell can make it hard for a child to settle in to their day.

## HEALTH & HYGIENE

- The importance of a regular bedtime and a good night's sleep cannot be over-emphasised. Plan a daily routine so that children get ample rest, without an afternoon sleep. A much earlier bedtime, 7.00pm is often needed during the first year at school.
- A nutritious breakfast eaten unhurriedly in a relaxed atmosphere makes for a good start to the day.
- Help your child to acquire the habit of being early to school, but not prior to 8.30am. A nutritious playlunch and lunch helps children through the day.
- Encouraging children to develop general pride in their appearance and especially in their cleanliness is extremely important. Children who are not clean might develop social problems as a consequence that can be avoided if they are taught to take care of personal hygiene and cleanliness.
- Have your child develop the habit of carrying a handkerchief or tissue. Some children seem unaware that their noses need blowing. For health reasons, it is important that parents remind children when noses need blowing and show them the correct use of a tissue/handkerchief.
- If you have any doubts at all about your child's eyesight or hearing, have your doctor check him/her over as soon as possible.
- It is important to have a record, throughout school life, of the date of the child's last anti- tetanus inoculation (full date, not just the year).
- Continue your teaching of basic safety habits. Don't overlook the dangerous practice many young children have of putting "foreign bodies" in their mouths, nostrils and ears.





# ENROLMENT

## ENROLMENT POLICY

Holy Rosary Catholic School is a community where all are welcomed with reverence and educated in love in the spirit of the Presentation Sisters.

### Rationale

The Catholic Church establishes schools because it 'has in a special way the duty and right of educating, for it has a divine mission of helping all to arrive at the fullness of Christian life.' (Can.794 §1)

Holy Rosary School aims to provide 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)

Holy Rosary School 'participates in the evangelising mission of the Church and is 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 inculturation, 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)

Catholic education is intrinsic to the mission of the Church. It is one means by which the Church fulfills its role in assisting people to discover and embrace the fullness of life in Christ. The first priority of a Catholic school is the provision of a Catholic education for Catholic children.

This Policy is written with respect to the Policy Guidelines of the Catholic Education Commission of Victoria.

The Catholic Education Commission of Victoria encourages all Catholic parents to seek a place in a Catholic School for their children. In accordance with their duty to do so, Holy Rosary Primary School is particularly concerned with providing Catholic education to those whose material and spiritual needs are the greatest.

### Aim

At Holy Rosary School we:

- strive to be a school that is authentically Catholic and faithful to the mission of the Church (SSEB Enrolment Policy & Guidelines, 2013).
- commit to implementing an efficient process of enrolment which complies with Catholic Education Policies and Government (VRQA) legislation.

## Policy

- Students with Disabilities and Impairments will be enrolled along with all other eligible children. The enrolment of students with special needs should be considered in the light of the relevant laws and the policies, guidelines and protocols of the Catholic Education Commission of Victoria and the S.S.E.B.
- The enrolment of any student must be entered into with the due regard to the capacity of the school to meet their physical, intellectual and emotional needs.
- Children must be legally admitted to school if their fifth birthday is before April 30th.
- The enrolment policy for Holy Rosary Primary School in regard to class sizes will be strictly in accordance with that which has been agreed to by the parties to the current Industrial Agreement.
- All families of children enrolled at Holy Rosary will adhere to:
  - The Vision and Mission of the school
  - All school policy documents in conjunction with Catholic Education Commission of Victoria, and Catholic Education Sandhurst policies.
- Holy Rosary is a Catholic School and priority is given to Catholic children in enrolment.
- Enrolment of non-Catholic children may take place only when their enrolment would not exclude Catholic children from the school.
- Students of other faiths or of no apparent faith may be enrolled at Holy Rosary on condition that the parents of such students applying for enrolment are aware of the Catholicity and ethos of the school and undertake that the nature, life and identity of the school will be respected, and that the student will participate fully in all aspects of Religious Education and faith programs presented by the school.
- Siblings of enrolled non-catholic students will have priority of entry after all catholic students seeking entry are enrolled.
- In regards to those families where there are financial difficulties, discussion will take place with the Parish Priest and Principal regarding enrolment in line with the current Sandhurst Schools Education Board Guidelines Policy.
- Children wishing to transfer from local Primary Schools will be at the discretion of the Principal and on a case-by-case basis

## PROCEDURE

Upon enquiry for enrolment at Holy Rosary, the parent/caregiver will be given an enrolment pack, containing the school's Parent Information Booklet, school information and procedures and relevant forms.

Upon application for enrolment:

- An interview will be arranged with the Principal prior to final confirmation of student acceptance by the school.
- Parents are to bring any outstanding forms and the information booklet to the interview with the Principal and questions by both parties can lead to finalisation of enrolment of the child/children.
  - The Canonical Administrator is also available to answer any questions prior to parents making a decision on enrolment.
- Parents will be notified of any Orientation programs and procedures that offer support to their child in their transition process to Holy Rosary.

## **BIRTH CERTIFICATE**

All enrolments, regardless of grade level, require presentation of an original birth certificate. The certificate will be copied and returned. A birth extract is not acceptable.

For those born outside of Australia, an overseas birth certificate must be presented along with the child's passport and visa/citizenship details.

## **SCHOOL ENTRY IMMUNISATION CERTIFICATE**

All children enrolling at the Foundation level are required to present an immunisation certificate.

This certificate, obtainable from the Health Department of Local Councils, will indicate the Immunisation status of each.

This does not mean that immunisation is compulsory. Children, who for medical reasons, cannot be Immunised, will require a certificate indicating that they are not fully immunised.

Parents who conscientiously object to their child being immunised may make a Statutory Declaration to that effect. However, in the event of an outbreak, all children who are not immunised against the particular disease will be excluded from school for the recommended period of time.

## **BAPTISM CERTIFICATE**

If your child has been baptised, the baptismal certificate should be included with their enrolment.