



St John's School Euroa

2022 Enrolment Information Booklet



WELCOME – Mrs. Libby Hamilton

Dear Parents,

Welcome to St. John's School, Euroa. On behalf of Fr. Tony Hill, the School Board and the entire school community I would like to extend a warm welcome to you and your family.

Our school is a Catholic school and is grounded in the rich traditions of the Mercy Sisters. We seek to model Christian values in everything we do and endeavor to live out our faith in the relationships we form with each other.

Our focus is on the development of the whole child – spiritual, emotional, physical, social and intellectual. We provide an exceptional environment that cultivates each child's natural creativity, skills and abilities.

At St. John's we are committed to providing a quality learning and teaching environment in our new 'open plan' learning centres where each child is able to realise their full potential.

We hope you feel welcome and come to experience a great sense of belonging. We encourage you to develop a relationship with your child's teacher and to establish a solid partnership that is based on honesty and sound communication.

May your association with us be a positive, faith-filled and enjoyable one.

Yours sincerely,

Libby Hamilton
Principal





Commitment to Child Safety

All students enrolled, and any child visiting, have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

Our Child Safe Policies can be viewed on our website.





ST. JOHN'S SCHOOL EUROA



Identity Statement

St. John's Catholic School is a community inspired by truth, love and service, that challenges and supports each person to be the best they can be.



Vision Statements

St. John's School strives to be a community where...

Students build a relationship with God, and Jesus' teachings are modeled and lived.

The total development of each person is nurtured:
cultivating mind, spirit, body, character and imagination.

Home, school and parish work in partnership to create a vibrant learning community.

Difference is valued, risk-taking is encouraged and achievements are celebrated within a safe and supportive environment.

Our environment is Child Safe and all children are respected and protected from harm.



Graduate Outcomes

St. John's School endeavours to educate students to be...

People of faith.

Life-long learners, open to change, adaptable and willing to question.

Capable learners with strong foundations and competencies in literacy and numeracy.

Creative, engaged and collaborative.

Responsible for their own learning.

Compassionate, caring and responsive to social justice issues.

Happy, optimistic and hope-filled.



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If you require any further information, please do not hesitate to contact the School Office on 57952937.

Our Story

In 1916, the local Parish community saw the need for a Catholic school and started to plan, raise funds and acquire land for this purpose. The foundation stone was laid in 1920 and the building completed in 1921. The Euroa Advertiser dated April 15th 1921, reported:

“The official blessing and opening of the Convent and School took place on Thursday April 14th 1921 by His Lordship Bishop McCarthy of Sandhurst and there was a large and enthusiastic gathering representative of all parts of the district and many visitors from further afield. The school was a very fine building and a credit to Fr. Tobin. The nuns who were coming to Euroa were a distinguished order – The Sisters of Mercy – with very successful teaching records.”

Mother Celestine Coyle, Sisters Kieran Fitzgerald, Anthony Callinan and Christina McIntyre arrived from the Convent of Mercy in Ascot Vale and formed the first teaching staff. From 1921, pupils were taught up to grade 8. In 1930, some students remained at St. John's to continue their secondary education. Due to staff shortages, some lessons were taught before and after normal school hours and on Saturdays.

From 1950, a series of extensions, renovations and refurbishments have transformed the original St. John's School. These included a new shelter shed, infant room, two classrooms and library (1960's), Science room, staff, administration and resource room and new classroom (1994), administration block and a multipurpose building which includes a game/entertainment area, art room, interview room, Reading Recovery room, storeroom and a catering standard kitchen (Mercy Centre 1997). Two classrooms were refurbished and made into an open plan classroom and the Resource Room was added on (2011) and the old library/PE storeroom was refurbished and reopened as a classroom (2013).

Most of these developments were made possible through the efforts and finances of the local school and parish communities. St. John's is proud of its spirit of cooperation and generosity at fundraising and social activities, working bees and supportive committees. Parents designed a garden for the 75th birthday celebrations at St. John's, (1995). This garden was dedicated to Sr. Evarista who was in Euroa from 1931 until her death on the 24th of March 1995, the very weekend of the celebrations. This garden area has twice won a regional prize in the School Garden Competition. Another area is paved with the names of the families, staff and Sisters who had been at St. John's until 1995. Work continues on landscaping, grounds

improvements, classroom refurbishments and the acquisition of new resources.



From the firm foundation of the Mercy Sisters the school is now entirely staffed by lay people since the Sisters departed from St. John's at the end of 2002. Their Charism continues on in the school through the vision statements, policy development, school logo (Mercy Cross) and the naming of the Mercy Centre. The school celebrates its foundation on or around the 4th of June each year.

Our Parish and Diocese

ST. JOHN'S PARISH

The traditional owners of the land on which the Parish of Euroa is situated were the Taungurung people of the Kullin nation.

The Parish was formed in 1906, taking in areas from the Parishes of Benalla, Shepparton and Nagambie.

Fr. Tony Hill was appointed Parish Priest of Euroa in June 2009. Fr. Tony is the faith leader and Canonical Administrator of St. John's School Euroa and St. Joseph's School, Nagambie.

DIOCESE OF SANDHURST

St. John's Primary School is part of the Primary and Secondary Schools in the Diocese of Sandhurst.

The Diocese covers an area of Victoria which includes Bendigo, Echuca, Kerang, Shepparton, Benalla, Wangaratta, Yarrawonga, Wodonga and Myrtleford. The Director of Catholic Education in the Sandhurst Diocese is Mr Paul Desmond.

There are forty-three Catholic Primary Schools, thirteen Secondary Schools, including three Specialist setting schools in the Diocese.

The Diocese is divided into three Deaneries, the Western, Goulburn and North Eastern Deaneries. St. John's is part of the North Eastern Deanery.

The Diocese, through the Sandhurst Catholic Education Office, supports St. John's in all areas of its renewal and development.



St. John's School Structure for 2021

St. John's Primary School has approximately 180 students and 28 staff.

The school Leadership Team consists of:

Principal	Libby Hamilton
Deputy Principal	Louise Frewen
Catholic Identity Leader	Louise Frewen
Learning Diversity Leader	Sally Redfern
Learning and Teaching Leader	Briony Clarke
Digital Technologies Leader	Katherine King
Child Safe Leader	Libby Hamilton

Classroom structures are as follows:

Foundation	Sally Redfern
Year 1	Thomasina Ramsden
Year 2	Lucy Hamill/Rachel Timperley
Year 3	Megan Shiner
Year 4	Linc McKernan & Karissa Wilson
Year 5	Katherine King
Year 6	Louise Frewen

The school operates in three units: Junior, Middle and Senior.

Coordinators and Specialists:

Literacy "Plus One"	Briony Clarke
Reading Recovery	Briony Clarke
Numeracy Leader	Megan Shiner
Physical Education/Art	Melinda Watson
Music	Kathy Allen
Japanese	Ayako Mizushima
Science	Rachel Timperley
Student Tutor	Holly O'Dea
Library Assistant	Dee Hinss & Briony Clarke
Digital Technologies	Katherine King
ICT Technician	Brenton Noye

Office Administration:

Andrea Penman	Karen Malloch (Wednesdays)
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Classroom Assistants:

Dee Hinss, Kerry Mason, Damien Saxon, Lisa Crowe, Ruby Bennett, Nicholas Asquith

Uniform shop

Sally Kubeil

Cleaners and Maintenance Officer

Michael Dowell, Noreen Dowell



The Culture of the Catholic School

At the heart of St. John's Catholic School is a Christ centred ethos that permeates all aspects of school life.

As a Catholic school St. John's is committed to fostering a Christian community that is centred on the person of Jesus and guided by Gospel values. Within this community we are committed to:

- Fostering the holistic development of each student
- Assisting students to integrate and celebrate faith and life
- Pursuing opportunities to promote social justice, reconciliation and environmental responsibility locally and globally

Religious Education

Religious Education and Faith development is a lifelong process. St. John's school contributes to this by:

- Fostering within students a growing understanding of their relationship with God
- Helping students to understand their Catholic Faith tradition
- Helping students appreciate different faith traditions
- Enabling students to participate in the life of the Catholic community through liturgical celebrations and active service and support to others

The 'Source of Life' is the curriculum framework and is used by all Catholic schools, both primary and secondary, in the Diocese of Sandhurst. The content of the Source of Life curriculum framework is organised into the following strands: God, Jesus Christ, Church, Christian Prayer, Scripture, Christian Life, Sacraments and Religion and Society.

St. John's School is explicit in modeling the Gospel values of acceptance, understanding, forgiveness and the dignity of each person in the community through its culture, relationships and curriculum.

St. John's believes that parents are the primary educators in faith of their children, and work with parents in partnership, to foster growth by word and example in faith and Christian living.

Non-Catholic families who enrol their children in St. John's School need to understand the distinctive nature, identity and purpose of a Catholic School and support the vision and mission of St. John's School.



Enrolment Procedure

What is the Enrolment Procedure at St. John's School?

Families are invited to contact the school and book an enrolment tour of our school. This is an opportunity for families to find out about our culture and programs, see our facilities, ask questions and collect an enrolment package.

1) Parents Submit Enrolment Application

Parents interested in enrolling their child at St. John's complete relevant forms within the enrolment package and return all forms to the school office by the due date.

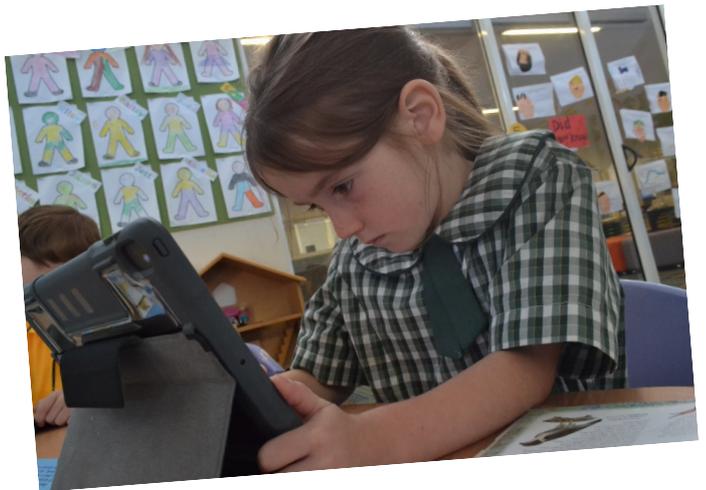
2) Enrolment Interviews

If you request an interview with the Principal, Libby is happy to meet with you to discuss your child's specific needs.

3) Transition days

Foundation staff and students visit the kindergartens in Term 3 each year to read stories, sing songs and talk to the children about St. John's and starting school.

Transition days are held in Term 4 each year, for children who are enrolled for the following year. This is an opportunity for your child to experience school life. Parents are notified of the dates and times when they receive their acceptance letter.



Kinder to School Transition Program

St. John's comprehensive Transition Program for children beginning school also includes:

- Meetings with Pre-School teachers to learn about the children
- A letter from each child's Foundation teacher welcoming them to St. John's
- A school information handbook, this can be found on our website.
- A Year 6 buddy who meets them on their Transition days and supports them during their Foundation year.

Beginning School

Children beginning school come from a variety of experiences and backgrounds as well as different stages of growth and development. As a result, they will have different strengths and areas of difficulty.

At the commencement of their schooling, all Foundation students are reviewed in all areas of their learning. This information assists the teachers in their planning for the individual learning needs of each child.

Parent Communication

The School Newsletter is emailed out to families each Tuesday. St. John's also have a Facebook Page and our own School App, which is updated regularly with information and events happening at school. We prefer to use these platforms over printed notes. Please make sure you can access these modes of communication.

The Bluearth Program

Physical activity plays an important role in health, and has major positive effects on human growth and development. It has been shown to greatly impact positive mental health, reduce anxiety and depression, and increase enjoyment and a sense of wellbeing.

The Bluearth program aims to use fun, physical activities and movement to enhance the self-esteem and general health of school-aged children. Rather than an emphasis on winning and losing, the program concentrates on individuals reaching their own potential and working within a team. Our Bluearth Coach is Jimmy Ivill, who visits us each fortnight.

The Bluearth Program promotes:

- Self-Awareness
- Self-Acceptance
- Purposefulness
- Self-Responsibility



Pastoral Care & Wellbeing

St. John's School, through our Catholic mission, endeavours to offer support to any family or student in need. Many of today's families experience social, emotional, physical or financial pressure. It is reassuring for families to know support is available within the school community in a variety of ways.

St. John's has connections with St. Vincent de Paul, Child First and Opening the Doors Foundation. St. John's also works in close relationship with paediatricians and local GPs within the region. Within St. John's community, the fostering of healthy relationships amongst students, staff and parents is a responsibility shared by everyone. The ways in which all members of the school community interact is vital to each person's sense of self-worth and belonging.

Pastoral Programs include:

- Seasons (a grief and loss program)
- Social Skills Programs
 - Playtime Activities
- Christian Meditation
- RRR Program
- Health & Personal Safety Programs
- Life Ed
- Casserole Bank
- Access to our visiting School Psychologist
- Bravehearts
- Life Relationships
- Life Skills Programs
- Year 6 Leadership Program



Curriculum

St. John's curriculum is planned using the Victorian Curriculum, developed by the Victorian Curriculum Assessment Authority.

Literacy

St. John's maintains a strong focus in the development of Literacy skills. A two-hour Literacy block scheduled each day provides quality focused learning time for literacy development.

St. John's provides varying levels of support to individual children to cater for all students in their literacy development, including Reading Recovery for at risk Year 1 students and a Plus One Model of Literacy that enables an extra teacher in the classrooms during key learning time. It is our belief that all students can learn to read and write given sufficient time and support.

Numeracy

St. John's is committed to providing quality teaching and learning in all areas of Numeracy development.

Children are organised into flexible learning groups according to their needs and understandings of individual concepts. Our Numeracy Leader ensures staff plan and implement the curriculum effectively. Senior students incorporate the Math Pathways program into their curriculum.

Digital Technology

Our use of technology in teaching and learning aims to expand the learning environment beyond the walls of the classroom, to give students the capability to collaborate, share information and experiences and take control of their learning in ways not previously possible.

The 1:1 Digital Technology Program provides every student with access to a school iPad in a wireless environment. This provision allows students to access a myriad of learning programs and information in a controlled environment. Learning initiatives involving technology have gained momentum worldwide and are increasingly seen as a key to transforming education and better preparing students to succeed in a global world.

Classrooms use Google Classrooms, a portal that allows access to learning from the home. All classrooms are equipped Apple TVs to enhance learning.

Languages - Japanese

St. John's offers Japanese as a second language for students from Foundation to Year 6. This includes many cultural experiences as well as the study of the Japanese language. Each year students partake in a variety of events such as the Japanese speech competition.

Physical Education

In addition to Blueearth, St. John's has a qualified Physical Education teacher.

The Physical Education Program includes skill development in all areas, games, dance and opportunities to compete in Inter-School sport and athletic competitions. Students are exposed to a wide variety of sports and participate in a swimming program at the end of each year.

All programs emphasise participation, persistence and good sportsmanship.



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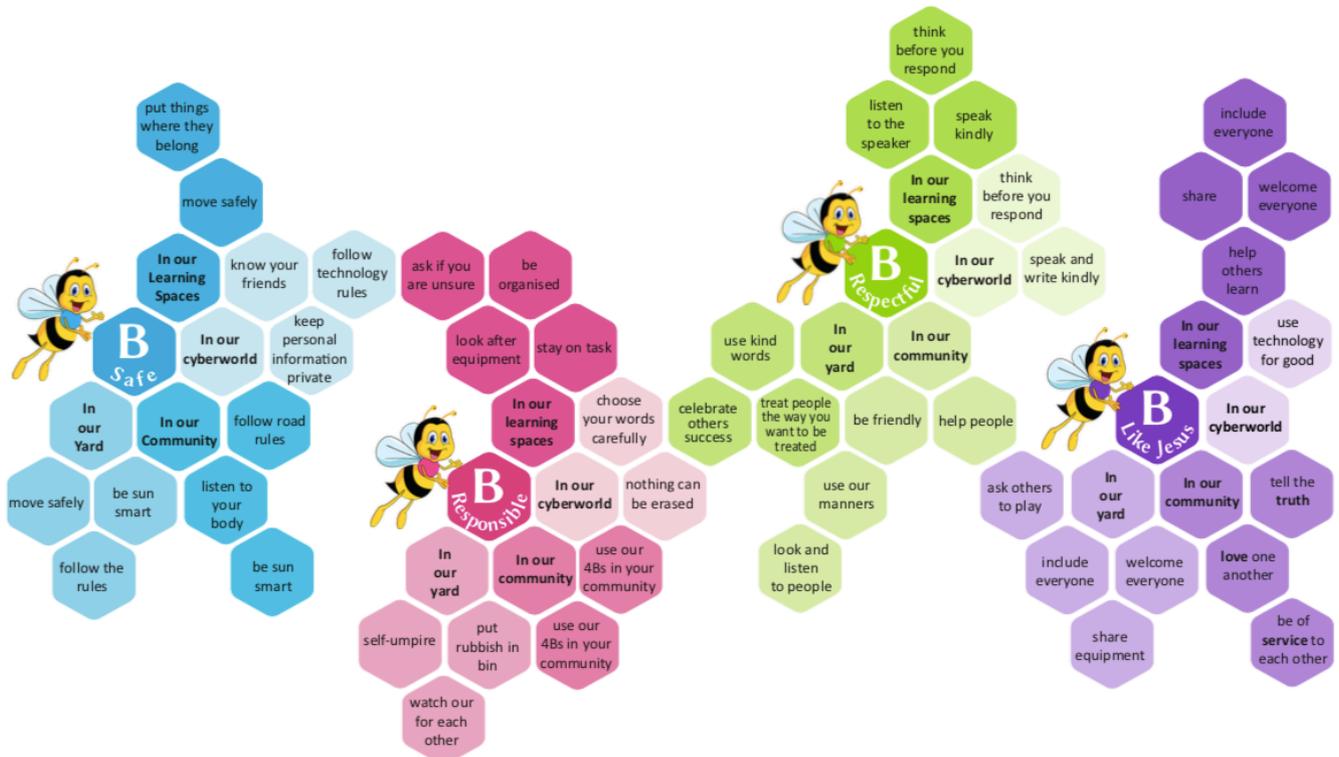
Safe | Responsible | Respectful | Like Jesus

What is PBIS?

PBIS is a framework that assists the teaching of social and behavioural skills in the aim to enhance learning and teaching. Schools have a responsibility to provide an education to students in safe and predictable environments. Establishing a positive, proactive, preventative school wide set of behavioural expectations is a necessary first step for enabling our school to achieve our goals and responsibilities.

At St. John's we believe that explicitly teaching social and behavioural skills will enhance learning and teaching; both in and outside the classroom. Known as our 4B's; Be Safe, Be Responsible, Be Respectful, Be Like Jesus, these are the expectations that we value within our learning area, our yard, in the community and in the cyber world.

Behaviour Vision Statement - At St. John's learning occurs when staff, students and parents maintain relationships of trust, kindness and respect. We model and teach behaviour to support student learning and wellbeing.



Visual & Performing Arts

St. John's offers weekly Music/Performing Arts and Art lessons incorporating Singing groups, Festival of the Sacred, Arts on Show and the Mary McKillop Art Show. Students attend a specialist lesson for an hour each week for a semester.

Camps and Excursions

Camps and Excursions are planned as part of the learning and teaching program and have a clear educational purpose. Excursions provide opportunities that extend children's knowledge about a particular key learning area.

Camps and Excursions provide opportunities that encourage and support friendships, develop leadership skills and build independence as well as enhance learning.

Learning Diversity

St. John's offers a number of avenues and programs to support students with particular needs. These needs may include medical, physical or learning difficulties. Students who require additional support in these areas have a Personal Learning Plan (PLPs) developed to support their learning and parents and staff meet on a regular basis to monitor and review the student's progress. St. John's has access to a number of Allied Care professionals whose services we obtain when required.

Playtime Activities

Students are able to participate in non-sport playtime activities in either the library or outside on the deck. Support staff supervise these activities. The Library is open once a week and we have regular games sessions for those students who prefer to be indoors at break times.

Assessment & Reporting

At St. John's we believe that Assessment and Reporting:

- must be meaningful, purposeful and relevant to the parents, students and teachers
- should reflect the uniqueness and giftedness of the whole person
- is a continual and developmental process

At St. John's we aim to Ensure that Assessment and Reporting:

- is part of the planning of Learning and Teaching
- is relevant to children's learning
- that the parents and where appropriate, the student understand the reporting of student learning

Term 1

- Parent / Teacher Interviews are held early in the term to enable parents to inform teachers about their child's strengths and challenges.

Term 2

- Mid-Year Reports are accessible on the school platform known as PAM (Parent Access Module) and can be accessed prior to the end of the term
- Parent/Teacher Interviews at the end of Term 2 after reports have been released to parents.

Term 4

- End of Year Reports are accessible on the school platform known as PAM and can be opened at the end of the term



School Assemblies

Each **Friday at 2.45pm** the school community gathers in the Mercy Centre for Assembly. This is a student led assembly with an opportunity to pray together, share our class news, and reward students in a variety of fields. All parents, friends and extended family are all welcome to attend.



Student Leadership

At St. John's we believe that all students should have opportunities to develop leadership qualities. These include:

- Confidence
- Resilience
- Initiative
- Communication Skills
- Problem Solving Skills
- Organisational Skills
- Persistence
- Responsibility
- Independence
- Interdependence
- Empathy
- Ability to get along with others
- Respect for Self, Others and the Environment



St. John's believes that Leadership is about service to others. St. John's School provides many leadership opportunities for all students throughout the school year. Senior Students specifically experience responsibilities as Foundation Buddies, Assembly Leaders, Yard Duty and Sports Monitors.

Tuition Fees

St. John's School offers a comprehensive education at a reasonable cost. Government funding does not cover the full educational cost; therefore, fees are a necessary part of funding Catholic schools. All fees, levies, leases, and excursion costs at St. John's are **compulsory**.

2022 School Fees **\$1,010 per Family**

School fees can be paid weekly, fortnightly, monthly or each term.

2022 Student Levy **\$210 per Student**

A student levy is charged each year. This levy covers the costs for items such as student and classroom supplies, sports equipment, photocopying, library books, performing arts and all curriculum areas. This levy must be paid at the commencement of the school year.

2022 Capital Maintenance Fee **\$110 per Family**

This fee goes to the ongoing upkeep of buildings and facilities at St. John's school.

2022 Fundraising Levy **\$80 per Family**

2022 Technology Levy **\$100 per student from Foundation to Year 4** **\$130 per student per year in Years 5 & 6 (includes keyboard and Apple Pencil)**

THESE FEES ARE SUBJECT TO VARIATIONS FOR THE 2022 SCHOOL YEAR

Excursions and Camps

Most Excursion and Camp costs are itemised in the first account sent out in Term One. Occasionally events arise throughout the year that incur a fee not listed on the initial account.

Direct Debit

Fees can be paid by Direct Debit. These payments are made fortnightly and are an effective way of ensuring your account balance is kept manageable. Direct Debit forms are available from the office.



Internet Banking

School fees can also be paid via the Internet for families who prefer Internet banking. All banking details are listed on the accounts.

Fee Relief

Fee Relief is available for those families who from time to time experience difficulties in meeting their school fee obligations. Fee Relief is granted at the discretion of the Principal.

FIRE Carriers – Friends Igniting Reconciliation through Education

St. John's is a FIRE Carrier school, promoting reconciliation with Aboriginal communities, through acknowledgement, education and action. Student's participate in the FIRE Carriers initiative to broaden their understanding of our country's rich history.



St. John's School Advisory Board

St. John's School Board exists as a body to promote and support St. John's School in the provision of Catholic Education. In doing so, the Board:

- Recognises the role of the school in the overall mission of the Parish and seeks to foster the relationship between school and the parish community.
- Acknowledges the legitimate authority and responsibility of the Parish Priest and the Principal and works with them in a 'Shared Wisdom' model of decision-making and discernment.

The Scope of St. John's School Board is:

- To lead school renewal and development in a process of managed change
- To provide leadership in strategic planning for future school improvement and development in the areas of:
 - Catholic identity
 - Leadership
 - Learning and Teaching (Curriculum)
 - Pastoral Wellbeing
 - Stewardship of Resources (Finance and Resources)

Membership

The School Board consists of ex-officio members as well a selected representative member. Executive of the Board (Ex-Officio members) are:

The Parish Priest, The Principal, Deputy Principal, Nominated Chair of the Board – (Elected from the Board) and the School Officer – Secretary (non-voting rights)

Frequency of Meetings

- Full School Board Meetings are held twice a term;
- Sub committee meetings are held in between each Board Meeting or as required;
- The Annual General Meeting is held during Semester One.

Parental Assistance

Parents are welcomed and encouraged to volunteer within the school community. Some of the areas you can contribute to supporting the school community are: Classroom helpers, Library Helpers, Gardening, Fund raising, Excursions, School sports, Social activities and Reading. We are indeed grateful to all parents who offer to assist our school. Please note that you must provide the school with a current Working with Children Check and have signed a Child Safe Code of Conduct.

Bullying Prevention and Response Policy

We believe that every child at St. John's needs to be safe and feel safe all the time.

St. John's School does not tolerate bullying in any form. Our Positive Behaviour Support (PBIS) school wide expectations which we call our 4Bs guide all our behaviour in all our school settings. They apply to all members of the school community. Our school wide expectations are:

- ✓ Be responsible
- ✓ Be safe
- ✓ Be respectful
- ✓ Be like Jesus

Our students are taught to be responsible, safe, respectful and like Jesus. They are affirmed when they display these behaviours and corrected when they do not. All our behaviour needs to be respectful ensuring a safe and caring environment where every person's dignity is held in the highest esteem.

Bullying is based on threat and fear. It can take many forms:

Physical Bullying: hitting, punching, pushing or spitting on others, making rude gestures, taking or damaging something which belongs to someone else, or forcing someone to do something they don't want to. **Verbal Bullying:** name calling, teasing, threatening, and making fun of someone because of his or her appearance, physical characteristics or cultural background.

Indirect Bullying: excluding others or spreading untrue stories about others, inappropriate emails or letters. An initial desire to hurt- the bully wishes to inflict pain on the targeted child.

The following elements must be present for bullying to occur;

1. The bully acts on this desire.
2. The action is hurtful.
3. There is an imbalance of power-The bully is stronger and more powerful than the targeted child either physically or psychologically.
4. There is no justification for such actions-The targeted child has done nothing to deserve such treatment.
5. It is persistent and this is the element, which causes so much damage. (often long term damage)
6. The bully derives enjoyment from hurting the targeted child.
7. Bullying can have devastating effects on students and the school community in general. Students may experience
 - Feeling frightened, unsafe, isolated, angry or embarrassed.
 - Fear of coming to school
 - Lack of sleep
 - Poor health

- Poor school performance
- Withdrawal from class participation
- Low self-esteem/depression

From a preventative standpoint, our students are taught a Bullying Prevention Procedure based on Positive Behaviour Support (PBIS) principles. This procedure helps students recognise bullying and to know what to communicate to identify and stop it. This understanding is given to all students so whether they are the bullied, the bystander/s or the bully they know what to do to stop the bullying. This explicitly taught preventative procedure is supported by related topics in our Social and Emotional Learning (SEL) curriculum, especially those which focus on respectful relationships.

Our commitment to the practice of Active Supervision (scan, monitor, interact) ensures that students are supervised at all times, and that staff are observant of signs of distress or suspected incidents of bullying.

All incidents of bullying are recorded, and students who are identified as involved in bullying are provided with extra support. All incidents of bullying or suspected bullying are responded to as a matter of priority. Bullying data is monitored on a regular basis. A Bully audit is conducted twice yearly. Student surveys seek information about bullying.

If the bullying persists or the incident is of a serious nature the most common, and best practice approach, is 'Method of Shared Concern' (Rigby, 1996). Depending on the assessment of the situation, there are a number of intervention and support methods that are available to staff if 'Method of Shared Concern' was deemed not appropriate. If the bullying persists or is serious parents will be asked to meet with the Principal to resolve the issue. This may also involve referral to a community service for specialist support.

Parents are encouraged to watch for signs that their child may be bullying, being bullied or involved in some way, e.g. bystander or witness. Parents need to encourage their child/ren to tell them if they know of bullying occurring. Furthermore, parents need to speak with their classroom teacher or a member of School Leadership as soon as possible if they suspect or know of a bullying incident.



Student Uniform Policy

Rationale

St John's School uniform is compulsory. The Uniform Policy exists to clearly inform the school community of expectations regarding the wearing of St John's School Uniform.

Beliefs

At St John's, we believe that a uniform:

- Creates a sense of belonging
- Creates a sense of unity
- Presents an identity to the wider community
- Relieves economic pressure on parents
- Should where possible, be appropriate to the climate and school activities
- Should be worn correctly

Aims

Therefore at St John's, we aim to:

- Provide access to uniforms for all families
- Have each student show pride in the school uniform
- Have each student in appropriate school uniform at all times
- Provide a suitable uniform that is comfortable, safe and durable for the various activities in which students participate.

Uniform Implementation & Standards

Uniforms are to be kept clean and in good repair at all times.

When wearing our uniform, regardless of the location and time, students represent St John's school and therefore are expected to conduct themselves in a safe, respectful and responsible manner at all times.

Students are to supply a note of explanation from their parent / guardian if they are not in the appropriate uniform.

Uniform Shop

St. John's has a Uniform Shop, which sells new uniform items. The uniform shop is manned by a uniform coordinator. Orders are made on-line through <https://sjeuroa.cdfpay.org.au> These orders are filled weekly.

Free Dress Days

There are a number of days during the year when students are invited to wear casual or dress up clothes.

Casual or dress up clothes must be sun-safe including wearing a sun-safe hat during hat times. Logos, prints and styles of casual wear must be of an appropriate nature for a primary school environment.

Footwear must have closed toe and heel. Staps or spikes are not permitted.

Medical Conditions

The Principal will take specialized clothing or accessories worn for medical conditions that require alterations to the school uniform, into consideration.

Financial Hardship

Uniforms may be supplied to families at the discretion of the Principal.

GIRLS UNIFORM

Summer

St. John's summer dress or St John's green skort and gold polo top with logo
 Green socks
 Standard black polishable school shoes with closed heels and toes
 St. John's Sun- safe school hat - compulsory for Term 1 and Term 4.
 St John's School Bag

Winter

Tartan tunic and or bootleg pants
 St. John's gold polo shirt with logo - long or short sleeve
 St. John's green polar fleece
 Plain green socks or green tights
 Standard black polishable school shoes with closed heels and toes
 St. John's Sun- safe school hat - compulsory for Term 1 and Term 4.
 St John's School Bag

BOYS UNIFORM

Summer

St. John's gold short sleeve shirt with logo
 Standard green school shorts
 Green socks
 Standard black polishable school shoes with closed heels and toes or elastic sided black school boots

Winter

St. John's gold polo shirt with logo - long or short sleeved
 St. John's green polar fleece
 Standard long green school cargo trousers
 Green socks
 Standard black polishable school shoes with closed heels and toes or elastic sided black school boots

NB. Due to the unpredictability of weather conditions, students may wear parts of the summer and winter uniforms.

Variation: Year 6 students may wear their Leadership shirt and hoodie throughout the year.

SPORTS UNIFORM - ALL STUDENTS

St. John's gold polo shirt with logo - short or long sleeved
 Plain green shorts (summer)
 Plain green tracksuit pants
 Plain green sports skort
 Plain white sport socks- with no visible branding.
 Sports shoes with sport safe sole and support. 'Skate' shoes are not acceptable

Accessories:

Green or gold ribbons or scrunchies (school colours only)
 Undecorated clips such as bobby pins or flat snap clips
 Black, brown, yellow or green elastic hair ties.
 A wristwatch
 Earrings - single plain gold or silver stud in each lobe, not sleeper earrings
 Short, clean, unadorned fingernails
 Plain green scarf and beanies
 No visible body art
 Shoulder length hair or longer must be tied back.
 Extreme colours or styles are not permitted (Allocated dress up days are the exception)



Out of Uniform Notice

The following steps will be taken if a student is regularly out of uniform:

- Discussion with student
- Out of Uniform Notice will be issued
- Discussion with parent and staff member
- Discussion with parent and Principal

Evaluation

The Uniform Policy and Guidelines will be evaluated on a cyclical basis.

If any aspect of the uniform requires change, the Principal and the School Advisory Council will work in consultation to make appropriate and financially sustainable alterations.

Reviewed March 2021

Next reviewed March 2023



Student Discipline Policy

Source of Obligation

The Victorian Registration Standards (s 4.3.1(6)) (CECV Guidelines ref 4.5) require that our policies relating to the discipline of students are based on principles of procedural fairness and must not permit corporal punishment.

Discipline Policy

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity. Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

This Student Discipline Policy is communicated to staff, students, parents and guardians and the School community through the St John's School Website, Enrolment Book & Parent Handbook.

Prohibition of Corporal Punishment

It is our policy that corporal punishment is prohibited.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Behaviour Management

St John's School Euroa seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- Clearly setting expectations with respect to student behaviour
- establishing specific teaching and learning programs
- communicating expectations with the wider school community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards through School Wide Positive Behaviour Strategies In School Program (SWPBIS).
- maintaining records on SiMON with respect to student behaviour.

St John's School Euroa has developed a policy which is consistent with the CEM Policy Pastoral Care of Students which encompasses the above strategies.

Procedural Fairness

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decision.

The principles of procedural fairness include the right to:

- know what the rules are, and what behaviour is expected of students
- have decisions determined by a reasonable and unbiased person
- know the allegations that have been made, and to respond to them
- be heard before a decision is made
- to have a decision reviewed (but not so as to delay an immediate punishment).

St John's School Euroa is committed to ensuring procedural fairness when disciplining a student.

The Rules and the Expected Standard of Behaviour

Students are expected to abide by the rules of the School, and the directions of teachers and staff.

Consequences

There are a range of consequences that students will face if they breach School rules, or are disobedient. These include:

- Warnings or reprimands (verbal and written)
- time outs
- clean up duties
- cancellation of privileges
- withdrawal from school activities
- lunch time detentions
- after school detentions
- Saturday detentions
- suspension
- expulsion
- exclusion.

A decision to suspend or expel a student may only be made by the Deputy Principal or the Principal.

Procedures for Suspension, Expulsion and Exclusion

St John's School Euroa has developed specific procedures that must be followed when considering the suspension or expulsion of a student.

Individual Behaviour Management Plan

Individual behaviour management plans may be made in certain circumstances.

Behaviour Management Plans will be negotiated between school staff, students and parents/guardians, and will consider the student's:

- age
- developmental needs
- behavioural context.

Desired behaviour/goals of the student will be clearly described. The plan will outline changes required to the learning environment to support the student to modify their behaviour. The School will refer the student to other support available and review, assess, change and modify the plan as needed.



Implementation

This Policy is implemented by:

- staff training and professional development opportunities in behaviour management
- communicating this policy to the School community
- monitoring the effectiveness of the policy
- reviewing and evaluating the policy annually.

This Policy and other behaviour management policies and procedures including steps for managing suspensions and expulsions are communicated to staff, students, guardians, parents and the School community through:

- the Parent Access Module
- St John's School Euroa website
- Enrolment Handbook
- Staff Handbook
- Student Handbook
- announcements in the weekly newsletter.

St John's School Euroa has set up a series of compliance tasks in CompliSpace Assurance, to ensure that key obligations under the Victorian Registration Standards and CECV Guidelines are managed effectively.

Reviewed: March 2021

Next Review: June 2023





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