



Friday, 14th March 2025



Newsletter Items:

- St Patricks Day
- Harmony Day
- Principal's Letter To Families
- Lenten Offering Attendees At Mass
- Nominate A Teacher
- Athletics
- Social Media Use By Primary School Students
- Melbourne Zoo Excursion – Year 5's
- This Week In S.T.E.M.
- Student of The Week Awards
- Student Behaviour Policy



Melbourne Archdiocese
Catholic Schools

Next Monday we celebrate Catholic Education Week. We invite our students and staff to wear some green over their uniform to mark this special occasion.

In recognising our Catholic faith and traditions as a vital part of the learning environment at St Catherines, we ask that students bring a non-perishable item of food to be placed in our Lenten Offering Baskets located throughout the school.



March 17th
Wear Green for
St. Patrick's Day



On Friday the 21st of March, in Week 8, we will be celebrating Harmony Day at school. Harmony Day is a celebration of Australia's cultural diversity. It is about respecting and embracing people for who they are, where they've come from and creating a sense of belonging for everyone.

To celebrate Harmony Day, we will be having a **free dress day** that reflects the uniqueness of every child.

If your child chooses to wear free dress on this day, we are asking that they **please bring an Easter themed item** to be used in this year's Easter Egg Raffle to be drawn at the end of this term.

Easter themed items are easter eggs, easter art activities or even books that tell of the Easter story.

If you would like any further information on Harmony Day and how it is celebrated in Australia, visit this website - <https://www.harmony.gov.au/>.

Marita M, Nazar G, Ngong A, Kelsey B (Year 6 Intercultural Captains) and Mrs Mandy May

Harmony
DAY 21
MARCH



www.harmony.gov.au

Dear Parents, Carers Students and Friends,

Next week we celebrate Catholic Education Week.

I would normally write about this as the main newsletter focus for the coming week, however, due to continued concerns regarding the appropriate use of social media outside of school hours and lateness of over 30 to 50 students each day, I feel it is necessary to address these concerns as a priority. I am also taking the opportunity to publish the school's behaviour policy that outlines how behaviour is managed at St Catherine's in line with our PBL Behavioural Flow Chart that has now been endorsed and implemented at St Catherine's. You will note that lateness is mentioned as a behaviour issue in both documents.

In most cases, primary school children rely on parents and carers to get them to school. In reviewing our attendance data, **we are observing between 30 to 50 students, daily, being late to class at the start of the day.**

The definition of being late for a primary student at St Catherine of Siena is that they are not in attendance when the roll is taken at 8.45am.

The disruption created by students entering classes when the teacher is trying to provide explicit instruction regarding the learning task is both detrimental to not only the child who is late but for everyone else trying to get on with their learning.

Can I please stress to the families who habitually cause their child to be late to school, this is not only impacting on the learning of your child/ren but everyone else in the classroom. Please ensure your child arrives at school and can be in their classroom no later than 8.40am. We want our students to be able to achieve the best learning results possible. Commencing the day knowing what you need to do makes a huge difference. Learning commences at 8.45am sharp.

The second concern is in regard to the use of social media by primary school aged students and the impact it has when misused. There's no escaping this one, as in Australia today, 4 out of 5 children aged 4 are using the internet, and 30% of these children have access to their own device. Half of children have their own device by the age of 12. ([Australian Centre to Counter Child Exploitation \(ACCCE\)](#)).

At St Catherine's, our students, when using their school devices, are being constantly monitored, not just by the classroom teacher, but the technology we installed early last year to ensure that our children are able to learn and be safe in an on-line cyber environment. However, what happens out of school is out of the school's control.

I have taken the opportunity to provide further information regarding the use of social media on school aged children further in this newsletter. I

implore families to please take the opportunity to read it and take the time to check in on your child's interaction when using devices at home. If you notice that they have flicked from one tab to another when you're approaching, there's a good chance that they may not want you to see what they are looking at. Check it out. Open conversation about internet usage, on-line behaviour, security protocols and their digital footprint go a long way to helping them stay safe.

Catholic Education Week.

So now for Catholic Education Week. The choice made by families to send a child to St Catherine of Siena is many and varied. My personal hope, when interviewing families who are seeking a placement for their child at our school is that the decision is made on the basis of faith.

A Catholic education is unique in its holistic approach to nurturing the mind, body, and spirit of a child. Founded and nourished in the teachings of Jesus Christ and the traditions of the Catholic Church, it emphasizes not only academic excellence but also moral and spiritual development.

At St Catherine of Siena, students are encouraged to grow in faith, virtue (yes virtue), and service, fostering a deep sense of purpose and responsibility toward others. This integration of faith and learning creates an environment where education is seen as a means to understand God's creation, and to contribute positively to society.

The combination of intellectual, spiritual, and moral formation supports our students in not only being knowledgeable but also committed to living out their faith in service to others.

Last week I invited families to nominate, through the **Schools Plus Teaching Awards**, teachers who continue to make an outstanding contribution to the learning and teaching of our students.

It gives me great pleasure in receiving an email earlier this week advising me that **Mrs Sharni Thomas** has received a nomination. I look forward to seeing many others on our staff being nominated because so many deserve recognition for the passion and care shown through their love of their students and teaching.

During this season of Lent, may we together focus our attention, not only on the academic development of our children, but that of their moral and spiritual formation.

With kindest regards,

Des Noack
Principal

LENTEN OFFERING

Thank you to the students and families listed below that have offered to attend the following Mass times this weekend and to present our weekly Lenten Offerings.

Sunday, 16th March – 9:00am Mass

Ebony B – 2C	Isabelle B – 5B
Ryan A – 2C	Oliver B – Prep A
Mateo L – 3B	Bryce P – Prep A
Radha L – 4B	James L – Prep C
Christian L – 5	Chloe A – 5A

Sunday, 16th March – 11:00am Mass

Valentina G – Prep B	Luwayne S – 2A
Achol M – Prep C	Daniel W – 2A
Athena A – Prep C	Chloe M – 2B
Imani M – 1C	Charlotte K – 3C
Anthony G – 2A	Anthony M – 4B
Romeo W – 2A	Elizabeth W – 5A
Marita M – 6B	Alfred W – 5C



Week 8

Catholic Education Week

Monday 17/03

- Solemnity of Saint Patrick (Dress In Green)
- Saint Gertrude

Tuesday 18/03

- Saint Cyril of Jerusalem
- Parent Advisory Committee 7.00pm
- Staff Meeting 3.30pm - 4:30pm

Wednesday 19/03

- Saint Joseph, Spouse of the Blessed Virgin Mary
- Year 3 Attending Parish Mass @ 9:15am
- Whole School Assembly 2.15pm – Yr 5 presenting Stations of the Cross (part 1)

Thursday 20/03

- Staff Meeting 3.30pm - 4:30pm

Friday 21/03

- Harmony Day – Free dress bring an Easter themed donation
- Mass of Saint Patrick for Schools – School Captains and Faith & Life Captains to attend

Saturday 22/03

- Saint Turibius de Mogrovejo (commemoration)

Sunday 23/03

- 3rd Sunday of Lent-VIOLET

Week 9

Tuesday 25/03

- The Solemnity of the Annunciation of the Lord
- Summer Sport Lightning Prem
- Staff Meeting 3.30pm - 4:30pm

Wednesday 26/03

- Year 1 Attending Parish Mass @ 9:15am
- Whole School Assembly 2.15pm – Yr 5 presenting Stations of the Cross (part 2)

Sunday 30/03

- 4th Sunday of Lent-VIOLET

Week 10

Tuesday 01/04

- Staff Meeting 3.30pm - 4:30pm

Wednesday 02/04

- Last day of Term 1
- Saint Francis of Paola
- Whole School Assembly 2.15pm – Easter Raffle Drawn and Yr 5 presenting Stations of the Cross (part 3)
- Student Dismissal 3.15pm

Thursday 03/04

- School Closure Day - Staff PD

Friday 04/04

- School Closure Day - Staff PD

Mathletics

What an amazing start to the year! The students at St Catherine of Siena have been utilising their home learning time to use Mathletics and completing the set tasks given by their teacher.

Whilst completing these tasks students are collecting points that are going towards receiving a certificate. Last week I was fortunate enough to go into classrooms and deliver 92 certificates across the school. This is an amazing achievement in such a short space of time.

A big congratulations to our Year 5's who received the most awards across the school achieving 40/92 awards.

Below is the information on how to earn points and achieve a certificate.

How to get a certificate

The students will be able to earn certificates by:
Bronze Certificate – 1000 points earned in a week
Silver Certificate – 5 × bronze certificates
Gold Certificate – 4 × silver certificates (20 weeks of sustained effort!)

It is good to note that only one certificate can be earned each week – this encourages consistent participation.

How to earn points

Points are awarded across Mathletics in a number of ways:

- 1 point per correct answer in Live Mathletics
- 2 points per correct answer within the student's bonus level of Live Mathletics
- 10 points per correct answer within individual Mathletics curriculum activities
- 20 points per correct answer within a curriculum Topic Test
- 10 points for every correct answer in Skill Quests activities.

I look forward to handing out more certificates next week.

Matt Galea
Numeracy Leader



Social Media Use By Primary School Aged Students

It may come as a surprise to many families that new legislation has passed through Parliament, setting a minimum age limit for social media platforms including Snapchat, TikTok, Facebook, Instagram and X.

The Online Safety Amendment (Social Media Minimum Age) Bill 2024 amends the Online Safety Act 2021 and requires 'age-restricted social media platforms' to take reasonable steps to prevent Australians under 16 years from having accounts on their platforms.

Social media platforms operating in Australia have 12 months to develop and roll out systems to enforce the age restrictions, which are expected to be in place by the end of 2025.

It is important that parents evaluate the sites on which their child wishes to participate to be sure that the site is appropriate for that child's age. For sites without age stipulations, however, there is room for negotiation, and parents should evaluate the situation via active conversation with their preadolescents and adolescents.

In general, if a Web site specifies a minimum age for use in its terms of service, we strongly encourage that the age restriction be respected. Falsifying age has become common practice by some preadolescents and some parents. Parents must be thoughtful about this practice as it can be seen as sending mixed messages about lying and that online safety is always the main message being emphasized.

Risks Of Our Children Using Social Media

Using social media becomes a risk to adolescents more often than most adults realize.

Most risks fall into the following categories: peer-to-peer; inappropriate content; lack of understanding of online privacy issues; and outside influences of third-party advertising groups.

Cyberbullying and Online Harassment

Cyberbullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person. It is the most common online risk for all teens and is a peer-to-peer risk.

Although "online harassment" is often used interchangeably with the term "cyberbullying," it is actually a different entity. Current data suggest that online harassment is not as common as offline harassment, and participation in social networking sites does not put most children at risk of online harassment. On the other hand, cyberbullying is quite common, can occur to any young person online, and can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and, tragically, suicide.

Sexting

Sexting can be defined as "sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices." Many of these images become distributed rapidly via cell phones or the Internet. This phenomenon does occur among the teen population; a recent survey revealed that 20% of teens have sent or posted nude or seminude photographs or videos of themselves.

Social Media Depression

Researchers have proposed a new phenomenon called "social media depression," defined as depression that develops when preteens and teens spend a great deal of time on social media sites, such as Tik-Tok, SnapChat and Instagram, to name a few, and then begin to exhibit classic symptoms of depression.

Acceptance by and contact with peers is an important element of adolescent life. The intensity of the online world is thought to be a factor that may trigger depression in some adolescents. As with offline depression, preadolescents and adolescents who suffer from Facebook depression are at risk for social isolation and sometimes turn to risky Internet sites and blogs for "help" that may promote substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviors.

Privacy Concerns And The Digital Footprint

The main risk to preadolescents and adolescents online today are risks from each other, risks of improper use of technology, lack of privacy, sharing too much information, or posting false information about themselves or others. These types of behavior put their privacy at risk.

When Internet users visit various Web sites, they can leave behind evidence of which sites they have visited. This collective, ongoing record of one's Web activity is called the "digital footprint." One of the

biggest threats to young people on social media sites is to their digital footprint and future reputations.

Preadolescents and adolescents who lack an awareness of privacy issues often post inappropriate messages, pictures, and videos without understanding that "what goes online stays online." As a result, future jobs and college acceptance may be put into jeopardy by inexperienced and rash clicks of the mouse.

Nominate a great teacher!

Nominations are open for the Schools Plus Teaching Awards supported by Commonwealth Bank.

Because great teachers change children's lives – Teaching Awards nominations open from 3 March to 8 April 2025.

Nominations for the **2025 Schools Plus Teaching Awards supported by Commonwealth Bank** are now open!

Each year, national education non-profit Schools Plus with the support of some of Australia's leading philanthropists chaired by David Gonski AC, and in partnership with Commonwealth Bank celebrates inspirational teachers who are making a transformative impact on children and school communities around Australia.

Twelve outstanding teachers or school leaders receive a prestigious \$20,000 Teaching Fellowship, including \$10,000 for their school and participation in a unique 12-month professional learning program.

The program features a 1.5-day collaboration workshop, master classes, and networking opportunities to expand their leadership capabilities. They will also attend the 2025 Teaching Awards ceremony at Parliament House in Canberra and join our growing alumni network of over 120 educators driving positive change in schools across Australia.

From new teachers to experienced educators making a real difference in the lives of our children, we want to recognise and celebrate them. Nominate an outstanding teacher or apply yourself from **3 March to 8 April 2025**.

Visit schoolsplus.org.au/awards.

MELBOURNE ZOO

Last week on Tuesday the 4th March the Year 5's went to the Melbourne Zoo. At school we had been learning about adaptations in Inquiry. Adaptations are special body parts or behaviours that help living things survive in an environment. When we got to the zoo we headed straight in to talk about adaptations with a zookeeper named Rachael. She explained how different animals have different adaptations. We got to observe the adaptations of Lemurs and get up close to them. After we saw the Lemurs we got to explore the rest of the zoo. We saw many animals including Orangutans, Tigers, Reptiles and many more. At lunch we sat and ate by the seals. It was very hot but we had an amazing time at the zoo!

By Kaileen S



Last week on the 4th of March, all of the grade fives went to the Melbourne Zoo for an excursion to learn about adaptation.

When we first arrived we met our instructor and our class got into small groups. We were given different skulls of animals (they were real) to observe.

We got to look at them, figure out what animal it was and what adaptations it had. My group had a mountain lion skull. We looked at the teeth and the shape of the skull and guessed that it was a leopard. Our instructor talked about what adaptations they had. Next we got to go to the Lemur enclosure, where they roamed around. An adaptation we learnt about lemurs was that they

have a gross scent that comes out of their wrists that they rub on their tail to scare away predators.

By Aaliyah



On Tuesday the 4th of March the Grade fives went on an excursion to Melbourne Zoo. We were all there by 10.00am and our first session started. We all had the chance to see a zoo keeper and talk with them. After some talking we got to see skulls of real zoo animals, some of the skulls were animals that were at the zoo previously and had passed away.

There were various types of animals, some of the animals were bears, wild pigs, giraffes and seals. We had our snack and we proceeded to tour the zoo. First we went to look at the ring-tailed lemurs and we got to see them eat, also we found out that they had exactly 13 stripes on their tail. We went to the aquarium part of the zoo and we saw stingrays, jellyfish, seahorse and many other types of marine animals. After we went to see the seals, we arrived at the bottom of the big tank where we could see the seals underwater, then after looking at them we went to the deck of the seals and saw the seals but they were above the water. Finally we went into a bamboo forest and looked at monkeys fighting and orangutans sleeping. Overall, I think all the grade fives had an excellent time and will be glad to come again.

By Oneli R

STEM

In the past week, STEM lessons across the school were filled with hands-on activities that sparked curiosity and exploration. The whole school experiment was the glass of water with an arrow. As light refracted through the water, the arrow appeared flipped, giving students a hands-on demonstration of light's behavior.



The Year 5/6 students dove into the world of programming by learning how to use block coding to control a Micro:Bit. This gave them a practical introduction to coding concepts in a fun, interactive way by displaying words and emojis on the Micro:Bit.



The Year 1/2 students focused on investigating absorbency, testing various materials to see how much liquid they could hold. This experiment helped them learn about the properties of materials and how different substances react to liquids.



Meanwhile, the Year 3/4 students explored the fascinating concept of weight distribution. They tested how balloons underneath a flipped table could help balance weight, gaining a better understanding of physics and forces in action.



For the Prep students, the focus was on the characteristics of Lego bricks. They were tasked with building towers, encouraging creativity and problem-solving while developing an understanding of basic engineering concepts.

TERM 2

Week 1

Monday 21/04

- **EASTER MONDAY**

Tuesday 22/04

- **Students Return Today**
- Earth Day
- Staff Meeting 3.30pm - 4:30pm

Wednesday 23/04

- Saint George
- Saint Adalbert
- **YEAR 6 and Prep ATTENDING PARISH MASS @ 9:15am**
- **Whole School Assembly 2:15pm**

Thursday 24/04

- *Saint Fidelis of Sigmaringen*
- Staff Meeting 3.30pm - 4:30pm

Friday 25/04

- **ANZAC DAY (Public Holiday)**
- *Saint Mark*

Sunday 27/04

- 2nd Sunday of Easter- WHITE

Week 2

Monday 28/04

- *Saint Louis Grignion de Montfort*
- *Saint Peter Chanel*
- Parent Support Group Meetings

Tuesday 29/04

- **Saint Catherine of Siena Feast Day**
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

Wednesday 30/04

- *Saint Pius V*
- **Whole School Mass – St Catherine of Siena Feast Day @ 9:15am**
- Whole School Assembly 2.15pm
- Parent Support Group Meetings

Thursday 01/05

- ONWZ Principal Network
- *Saint Joseph the Worker*
- International Workers Day
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

Friday 02/05

- *Saint Athanasius*
- Parent Support Group Meetings

Saturday 03/05

- *Saints Philip and James*

Sunday 04/05

- 3rd Sunday of Easter-WHITE

Week 3

ONLINE CYBERSAFETY SESSION FOR YEAR 1-6 THIS WEEK

Monday 05/05

- Parent Support Group Meetings

Tuesday 06/05

- **Parent Advisory Committee 7:00pm**
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

Wednesday 07/05

- **Mother's Day Mass 9:15am (Whole School) & Morning Tea**
- Parent Support Group Meetings
- Whole School Assembly 2.15pm

Thursday 08/05

- **Mother's Day Stall**
- Staff Meeting 3.30pm - 4:30pm
- Parent Support Group Meetings

Friday 09/05

- Parent Support Group Meetings
- Year 3 Excursion - Art Centre

Saturday 10/05

- *Saint John Avila*

Sunday 11/05

- **Mother's Day**
- 4th Sunday of Easter: WHITE
- World Day of Prayer for Vocations

Week 4

ONLINE CYBERSAFETY SESSION FOR YEAR 1-6 THIS WEEK

Monday 12/05

- *Saints Nereus and Achilleus Saint Pancras*
- Yr 4 Excursion – Melbourne Museum
- Yr 2 Incursion – Metro Trains Awareness

Tuesday 13/05

- *Our Lady of Fatima*
- Staff Meeting 3.30pm - 4:30pm
- **Eucharist Family Night @ 6:30pm with Fr John Madden (tbc)**

Wednesday 14/05

- *Saint Matthias*
- Whole School Assembly 2.15pm
- **YEAR 5 ATTENDING PARISH MASS @ 9:15am**

Thursday 15/05

- International Day of Families
- Staff Meeting 3.30pm - 4:30pm

Friday 16/05

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Saturday 17/05

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Sunday 18/05

- *Saint John I*
- 5th Sunday of Easter - White

Week 5

ONLINE CYBERSAFETY SESSION FOR PREP THIS WEEK

Monday 19/05

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Tuesday 20/05

- **Mary, Mother of the Church**
- *Saint Bernadine of Siena*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 21/05

- *Saints Christopher Magallenes and companions*
- **Staff Flu Vaccination Program**
- Whole School Assembly 2.15pm
- **YEAR 4 ATTENDING PARISH MASS @ 9:15am**

Thursday 22/05

- *Saint Rita of Cascia*
- Staff Meeting 3.30pm - 4:30pm

Friday 23/05

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Saturday 24/05

- *Our Lady, Help of Christians*
- **First Eucharist Presentation and Commitment Mass @6pm**

Sunday 25/05

- *Saint Gregory VII*
- *Saint Mary Magdalene de Pazzi*
- *Saint Bede*
- 6th Sunday of Easter-WHITE



Week 6

National Reconciliation Week

Monday 26/05

- *Saint Philip Neri*
- **National Sorry Day**

Tuesday 27/05

- *Saint Augustine of Canterbury*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 28/05

- **YEAR 3 ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2.15pm

Thursday 29/05

- *Saint Paul VI*
- LSO Meeting 2:15 - 3pm
- Staff Meeting 3.30pm - 4:30pm

Saturday 31/05

- **The Visitation of the Blessed Virgin Mary**
- **First Eucharist for SCS and SD @11am (SD Choir) and 1pm(SCS Choir)**
- **Sunday 01/06**
- The Ascension of the Lord-WHITE
- Jesus commissions the eleven, ascends to heaven-Luke 24: 46-53

Week 7

Monday 02/06

- *Saints Marcellinus and Peter*

Tuesday 03/06

- *Saint Charles Lwanga and companions*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 04/06

- **YEAR 2 ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2.15pm
- **Interrelate Human Development Family Night - Tricky Talks 6:30 - 8:00pm**

Thursday 05/06

- *Saint Boniface*
- LSO Meeting 2:15 - 3pm
- Staff Meeting 3.30pm - 4:30pm
- Inform and Empower Parent session

Friday 06/06

- **School Closure Day**
- *Saint Norbert*
- *Saint Marcellin Champagnat*

Saturday 07/06

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Sunday 08/06

- **Feast of the Immaculate Heart of Mary**
- **PENTECOST SUNDAY-RED**

Week 8

Monday 09/06

- **King's Birthday – Public Holiday**
- *Mary, Mother of the Church*

Tuesday 10/06

- **Parent Advisory Committee 7:00pm**
- Staff Meeting 3.30pm - 4:30pm

Wednesday 11/06

- *Saint Barnabas*
- **YEAR 1 ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2:15pm

Thursday 12/06

- LSO Meeting 2:15pm - 3pm
- Staff Meeting 3.30pm - 4:30pm

Friday 13/6

- *Saint Anthony of Padua*
- Instalment 2 - Family Fee Payment Due

Sunday 15/06

- SOLEMNITY OF THE MOST HOLY TRINITY-WHITE

Week 9

Tuesday 17/06

- Staff Meeting 3.30pm - 4:30pm

Wednesday 18/06

- **Year 5 Talent Show**
- **YEAR 6 and Prep ATTENDING PARISH MASS @ 9:15am**
- Whole School Assembly 2.15pm

Thursday 19/06

- *Feast of Corpus Christi*
- *Saint Romuald*
- Staff Meeting 3.30pm - 4:30pm

Friday 20/06

- Saturday 21/06
- *Saint Aloysius Gonzaga*

Sunday 22/06

- *Saints John Fisher and Thomas More*
- SOLEMNITY OF THE MOST HOLY BODY AND BLOOD OF CHRIST (Corpus Christi)-WHITE

Week 10

Monday 23/06

- Saint Paulinus of Nola

Tuesday 24/06

- THE NATIVITY OF SAINT JOHN THE BAPTIST
- Staff Meeting 3.30pm - 4:30pm

Wednesday 25/06

- Saint Romuald
- **2026 Prep Enrolments Close**
- **Whole school mass for the Feast of the Sacred Heart @ 9:15am**
- Whole School Assembly 2.15pm

Thursday 26/06

- Staff Meeting 3.30pm - 4:30pm

Friday 27/06

- Saint Cyril of Alexandria
- Solemnity of the Most Sacred Heart of Jesus
- **Semester 1 Student Reports Sent Home**

Saturday 28/06

- Saint Irenaeus
- The Most Immaculate Heart of Mary

Sunday 29/06

- Saints Peter And Paul -RED



Week 11

Monday 30/06

- The First Martyrs of the Holy Roman Church

Tuesday 01/07

- **Parent Teacher Learning Conversations 3.45pm to 7.15pm**

Wednesday 02/07

- **YEAR 5 ATTENDING PARISH MASS @ 9:15am**
- **Parent helper afternoon tea**
- Whole School Assembly 2:15pm

Thursday 03/07

- Saint Thomas
- **Parent Teacher Learning Conversations 3.45pm to 7.15pm**

Friday 04/07

- Saint Elizabeth of Portugal
- Last Day of Term 2
- **Dismissal Time 3.15pm**



This Weekend's Gospel

The Gospel according to Luke 9:28-36

As Jesus prayed, the aspect of his face was changed, and his clothing became brilliant as lightning.

Jesus took with him Peter and John and James and went up the mountain to pray. As he prayed, the aspect of his face was changed and his clothing became brilliant as lightning. Suddenly there were two men there talking to him; they were Moses and Elijah appearing in glory, and they were speaking of his passing which he was to accomplish in Jerusalem.

Peter and his companions were heavy with sleep, but they kept awake and saw his glory and the two men standing with him. As these were leaving him, Peter said to Jesus, 'Master, it is wonderful for us to be here; so let us make three tents, one for you, one for Moses and one for Elijah.' – He did not know what he was saying. As he spoke, a cloud came and covered them with shadow; and when they went into the cloud the disciples were afraid. And a voice came from the cloud saying, 'This is my Son, the Chosen One. Listen to him.' And after the voice had spoken, Jesus was found alone. The disciples kept silence and, at that time, told no one what they had seen.

Having exhausted all these ways of tempting him, the devil left him, to return at the appointed time.



Gospel Reflection

In all three versions of this Transfiguration event that appear in the gospels of Matthew, Mark and Luke, the context in which the event occurs is identical. That's a little unusual with these three gospel writers who like to put their own spin on events and often play with the chronology or settings of events. However, in this case, all three writers report the Transfiguration event as taking place immediately after a particular sequence of events. Jesus has asked the disciples who they think he is and Peter has made his confession of faith by declaring that Jesus is the Messiah. This declaration is followed by Jesus teaching about the demands of discipleship and then the account of the Transfiguration. Furthermore, all three versions are directly followed by an account of a man who brings his possessed son to Jesus for healing after the disciples have tried and failed to cast out the demon.

When all three of the synoptic gospels use the same story with little variation and all three retain the same context around the event then there are some pretty clear signals that this was a commonly accepted sequence of events and their sequence holds significance. The core message of this sequence of stories is about the faith of the disciples. Whilst Peter declares Jesus to be the Messiah, he and the others don't really yet know what this means. In the Transfiguration, they are given the clearest possible indication of Jesus' identity and yet they're half asleep and we're told Peter doesn't

know what he's saying when he starts talking about building tents. The following failure by the disciples to cast out a demon shows that they still haven't understood fully who and what Jesus is. What a great reading for the season of Lent!

Scriptural context – Gospel Parallels

The account of the Transfiguration appears in all three synoptic gospels (Matthew, Mark and Luke). The word, synoptic, means 'seen together' and these three gospels can be seen together because they have so much material in common. It is now accepted that the gospel of Mark was the first written as so much of it appears in the other two, while the gospels of Matthew and Luke both seem to have also drawn on another source of Jesus material (known as the 'Q' source). Despite the parallels, each writer uses the same story to convey the particular message of that gospel.

Living the Gospel – 'Listen to him!'

God's voice from the cloud claims Jesus as his Son, the Chosen One and then goes on to instruct those present – and we, the readers – to 'Listen to him!' For the disciples, this was a message not to get carried away with their own ideas about the Messiah but to listen to what Jesus was saying about the suffering he must endure and to what he was saying about true discipleship. Jesus tells us that to be a follower of his involves sacrifice, hardship and often unpopularity. It is this message we must listen to as much as the promise of salvation.

Gospel Focus – Asleep again?

It seems that at crucial points in the gospel where Jesus' true identity and mission are revealed, the disciples are falling asleep! The gospel of Luke is unique in suggesting that the disciples were sleepy at the Transfiguration. They managed to fight off sleep in this instance, but were fast asleep at the Mount of Olives as Jesus prayed in agony. The sleepiness of the disciples at these crucial times is indicative of limited grasp of what Jesus is on about. They are wearied by all that he asks of them, rather than energised by it, and consequently they're not ready to witness great events when they come along.





Prep A

Alayna P - For always showing confidence during class discussion and sharing your ideas. Keep it up!

Lyla A – For having a go at writing a sentence on your own to match your drawing about the book "The Winter Wind."

Prep B

Mason M - For being a knowledgeable learner during heggarty consistently trying to identify the initial sounds in words.

Luna R - For your excellent participation when identifying patterns during Maths. Amazing effort!

Prep C

Awek Y- For identifying the sounds in the beginning, middle and end of CVC words. Awesome work!

Stevie H- For your eagerness to learn and participate during our Heggerty lessons. Awesome work!

Year 1A

Jordan A - For trying his absolute best in all areas, and having a growth mindset to all learning tasks. Keep up the great learning Jordan.

Frazer A - For being an impeccable role model in our class. You're always showing our PBL values in the class and in the yard. Keep being a great PBL leader. You're a super star!

Year 1B

Rhylan S - For staying on task during the literacy block. Keep up the fantastic work!

Matilda C - For always being on task and listening to the teacher's instructions. Well done Matila!

Year 1C

Adoniyah T- For demonstrating our school values of respect and responsibility, through your excellent listening skills.

Jake - For consistently demonstrating our PBL values throughout all parts of the school day, you are a PBL star!

Year 2A

Ava F - For your fantastic spelling effort when attempting to write new words by using the spelling rules. Well done, Ava!

Luwayne S - For being a terrific role model by listening to and following instructions and always being ready to learn. Keep it up Luwayne!

Year 2B

Elijah J - For working hard to blend sounds to read words more fluently and trying your best in literacy. Keep up the great work!

Chloe M - For your outstanding leadership and commitment to helping others succeed. Your support as a fluency partner will make a lasting impact on your learning and the learning of those around you.

Year 2C

Akot R - For your hard work in spelling words and decoding words with an ar sound.

Zoey T - For your increased independence in reading quarter to and quarter past times on the analog clock.

Year 3A

Zakai T - For demonstrating outstanding listening skills in class and being a great role model to peers. Your attentiveness, respect, and kindness make a positive impact in our class.

Jacob T - For settling well into 3A and for showing the value of kindness by making new friends.

Year 3B

Sanaya D - For expanding sentences to include more detail about the who and the what to make them more interesting to read.

Zechariah B - For asking clarifying questions about the vocabulary in our class novel to strengthen your understanding and knowledge of the meaning of words.

Year 3C

Alexander Z - For being an excellent role model with PBL values, you always demonstrate how to transition in line correctly. Keep up the great work!

John H - For always completing work on time and with great accuracy. Your commitment to learning is inspiring. Keep up the amazing work!"

Year 4A

Tayla C - For your detailed investigation of Pope Francis and your meaningful reflection on how he inspires you. Well done!

Dinuli R - For representing the mixed numeral two and five eighths as a picture, improper fraction and showing on a numberline. Amazing!

Year 4B

Isaac K - For completing an excellent profile on Pope Francis in Religion.

Radha L - For completing an excellent profile on Pope Francis in Religion.

Year 4C

Bunny M - For demonstrating excellent presentation skills while sharing her partner's culture to the class. Your passion was amazing!

Patrick G - Representing the mixed numeral three and one quarter as a picture, improper fraction and showing on a numberline. Well done.

Year 5A

Dit P - For consistently engaging in class discussions and demonstrating a strong understanding and eagerness to learn.

Ella P - For demonstrating our school values through your actions and showing these in everything you do.

Year 5B

Jayden D - for consistently approaching every task with a positive mindset. You always give your best effort. Well done!

Year 6A

Josh N - For using his initiative and taking responsibility for his learning by taking the extra time to complete his work during Inquiry learning.

Aiden Q - For demonstrating a great understanding in prime, composite, squared and triangular numbers as shown in his post test. Well done!

Year 6B

Sebastian D - For showing outstanding growth in managing his emotions with maturity and patience.

You have done a fantastic job supporting and guiding your prep buddy, setting a wonderful example of kindness and leadership for your peers.

Zac F - For your eagerness to learn and your dedication to doing your best. You actively seek assistance when needed, showing great perseverance and a positive attitude toward learning.

Year 6C

Alana A - Consistently using class time effectively, completing tasks with excellence, and always being ready to lend a helping hand to classmates.

Kaiden F - Outstanding performance in the recent math unit, as demonstrated in the post-assessment results. Keep up the fantastic work!



The goal of the greedy pig dice game is to score the most points possible. Points are scored by rolling a single die. Each time the die is rolled, you must add the number on the die to the sum of your previous rolls. (This game provides students an awesome opportunity to practice their mental math skills.)

A player can roll the die as many times as they wish. However, if a 1 is rolled, the player's score goes to zero. If this happens, you become known as a "greedy pig." Whenever you are happy with your score, you may choose to stop. This game provides students with excellent, much-needed mental math practice, sparks many excellent conversations about probability, and makes for a fun learning experience even though they may not be aware that they are actually learning about addition and probability.

Variation of the Greedy Pig Dice Game

To begin, get the entire family to stand up. One family rolls the dice. Family members need to decide if they are happy with their score and sit down or continue playing in the hope that '1' is not rolled. If it is, the family members still standing receive the score of zero and are "greedy pigs."



Melbourne Archdiocese
Catholic Schools

St Catherine of Siena Primary School Student Behaviour Policy



St Catherine of Siena Primary School – Melton West is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

Purpose

This policy sets out the requirements to support students' behavioural, educational and emotional engagement to enable flourishing learners. This Policy should be read in conjunction with all school policies and the [CECV Positive Behaviour Guidelines 2018](#).

Scope

This policy applies to all students, families, and staff of St Catherine of Siena Primary School

Principles

St Catherine of Siena Primary School strives to build a safe and positive school environment that is guided by Gospel values and honours the dignity of the individual, the family, and the school.

At St Catherine of Siena Primary School we strive to provide an inclusive education which values equity and diversity and celebrates difference. Equity and diversity are enacted through a pedagogy of inclusion and a commitment to uphold the rights of all to be welcomed, valued, acknowledged, and actively engaged in education. Our learning community is committed to processes that support all students to make optimal progress and respect the rights of all students to learn in a positive and supportive environment. We seek to take a proactive and preventative approach to the successful participation of students using a multi-tiered system of support. This approach, aligned with the [CECV Intervention Framework Guidelines](#), looks to intervene as early as possible when students are not actively engaged in learning from a strengths-based perspective. Student behaviour is linked to the quality of the learning experiences. Purposeful, authentic, and relevant learning experiences that are of a sufficiently challenging yet achievable standard maximise positive behaviour.

As the faith community leader in the school, the principal endeavours to foster a safe and supportive environment that respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the school community to be safe. It is important that the school is made fully aware of each child's individual circumstances and the interaction with their physical, functional, emotional, or educational needs, particularly where the school is required to provide additional support to the child.

The development and promotion of high-quality relationships are responsibilities shared by all members of the school community. Teachers, students, families, parish members and the wider community contribute to and share in the responsibility to foster life-affirming relationships that recognise and support the inherent dignity and safety of each person.

This policy is intended to guide our school's actions. It has been developed in consultation with the school community and seeks to prioritise respectful relationships and safety in response to the rights and needs of all members of the school community.

Policy

St Catherine of Siena Primary School recognises the importance of providing clear guidance and expectations which are applicable to all members of the school community. Appendix 1 sets out the school's expectations for its students, parents/guardians/carers, and staff.

Attendance expectation

St Catherine of Siena Primary School has a legal requirement to ensure student attendance each day. This is also a shared expectation of students, parents/guardians/carers and the wider school community, focusing on positive and pro-social behaviours together with prevention and early intervention.

St Catherine of Siena Primary School recognises the importance of providing clear guidance on regular student attendance to all members of the school community. Student engagement, regular attendance and positive behaviours will be supported through respectful relationship-based whole-school practices, as well as targeted and individualised support when required. The focus on relational and engaging learning environments fosters meaningful and personalised approaches, increasing student connection, engagement, and wellbeing. Please refer to the Attendance Policy for attendance expectations.

Support for serious and unacceptable student behaviour

Effective student behaviour support is enhanced through internally-based school support structures, and externally-based family, education, community and interagency partnerships. The school will apply a range of supports and measures to address serious and unacceptable student behaviour, in line with CECV Intervention Framework.

Where a student acts in breach of the behaviour standards of our school community, the school will institute a staged response, in accordance with the [CECV Positive Behaviour Guidelines 2018](#).

Where applicable, an incident report will be completed and provided to the principal or relevant staff member, noting the templates provided in the CECV Positive Behaviour Guidelines. Appendix 2 sets out the school's strategies and support to reinforce accepted behaviour.

As every child's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the child, in consultation with parents/guardians/carers and the child's treating medical/allied health professionals, to assess:

- whether the additional assistance remains necessary and/or appropriate to the child's needs
- whether the additional assistance is having the anticipated positive effect on the child's ability to regulate, individual physical, functional, emotional or educational goals
- whether additional specialised assistance or further specialised advice is required
- whether it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

St Catherine of Siena Primary School will implement positive behaviour support strategies and undertake actions to prevent the need for the use of restraint or seclusion in accord with the CECV Positive Behaviour Guidelines 2018. If a student is placed in a separate room as a means of regulation support, staff will maintain active supervision of the student.

Parameters around Restraint or Seclusion Use

The use of restraint or seclusion does not form part of any of St Catherine of Siena Primary School's Behaviour Support Plans or Student Safety Plan. However, there are limited circumstances in which restraint or seclusion may be deemed appropriate.

In deciding to implement any form of restraint or seclusion, St Catherine of Siena Primary School's staff are aware that their actions may directly increase the risk of injury and trauma, both for the student and for the staff member themselves. Such decisions are usually made in times of high stress. Actions that may be considered reasonable will be made by the staff present and will depend on the individual circumstances of each case as a matter of professional judgment.

Restraint and seclusion will only be used in limited emergency situations, as outlined below:

1. The student's behaviour poses an imminent threat of physical harm or danger.
2. The action is reasonable in all the circumstances.
3. There is no less restrictive means of responding in the circumstances.

If restraint or seclusion is used, the least restrictive form of restraint/seclusion will be used for the minimum time possible. The restraint/seclusion will cease as soon as the immediate danger for the student or others is averted.

The clear priority when managing such an incident will be the safety of all concerned. St Catherine of Siena Primary School's staff involved in an incident of restraint or seclusion will immediately notify the principal and provide for the immediate care and safety of those concerned. The student's parents/guardians/carers will be contacted. A post-incident evaluation and report will be completed in accord with the templates and processes outlined in the CECV Positive Behaviour Guidelines 2018.

To assist the school to discharge its safety responsibilities, St Catherine of Siena Primary School will adhere to an occupational health and safety program through which potential safety hazards are identified and analysed in terms of the likelihood of an event occurring, and the potential consequences if the event was to occur.

The use of corporal punishment is expressly prohibited at St Catherine of Siena Primary School and under the *Education and Training Reform Act 2006 (Vic)*.

Breach of Student Code of Conduct

Students whose behaviour breaches the school policies, or the Student Code of Conduct may be sanctioned by the class teacher or school principal as deemed appropriate given the nature of the breach and the age of the student.

In cases of serious and/or persistent breaches of school policy or student code of conduct, the [CECV Positive Behaviour Guidelines 2018](#) outlines the process for managing and addressing student misbehaviour. The St Catherine of Siena Primary School's policies and procedures for the suspension, negotiated transfer of students, and expulsion of students outline the management of suspension and expulsion, and appeals processes.

A decision to suspend, transfer, or expel a student is determined only:

- on prescribed grounds
- in accordance with prescribed procedures outlined in the policy and guidelines
- if procedural fairness requirements are satisfied
- if the requirements of the school's Suspension Policy, Negotiated Transfer Policy or Expulsion Policy are met, where applicable.

In accordance with applicable legislation and the school's Child Safety and Wellbeing Policy, the police, Families and Children's Services within the Department of Families, Fairness and Housing (DFFH), Commission for Children and Young People (CCYP), and/or other relevant bodies will be informed of any unlawful breaches.

Complaints

St Catherine of Siena Primary School is required to maintain a fair, effective, and efficient complaints-handling process so that complaints about the school can be addressed. If a parent/guardian/carer of the student would like to make an appeal on student behaviour processes, parents/guardians/carers can raise the concerns with the principal or relevant person either in writing or by making an appointment.

Please ensure the relevant person/s is given a reasonable amount of time to take the steps required to resolve or address the concerns. Please refer to the school's complaints handling policy and/or guidelines for further information. If the matter cannot be resolved at the school level, or if the complaint is about the principal of the school, complainants are advised to contact the relevant MACS Regional Office. Alternatively, parents/guardians/carers may lodge a complaint online and read the MACS Complaint Handling policy at <https://www.macs.vic.edu.au/Contact-Us/Complaints.aspx>.

Roles, responsibilities, and reporting

Role	Responsibility	Reporting requirement (if applicable)
Principal	Ensure publication of the school's Student Behaviour policy and procedures	Annual attestation to the Executive Director
Principal	Monitor compliance with this policy	Complete an OHS online report for any incident

Procedures

School-based processes and guidelines

Definitions

Appropriate behaviour

Behaviour that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules, codes of conduct and behavioural expectations.

At risk behaviour

Any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional, or psychological harm or behaviour that significantly disrupts the educational program.

Behaviour

The way in which one acts or conducts oneself, especially towards others. In general terms, it can be anything we say or do.

Bullying

May generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual. Please refer to [Insert School Name]'s Anti-Bullying Policy for further details.

Catholic Education Commission of Victoria Ltd (CECV)

The overarching, strategic-planning and policy-making body for the Catholic school system in Victoria, including MACS schools.

Challenging behaviour

Behaviour that significantly challenges the day-to-day functioning of the school. The behaviour impacts on learning and interrupts students' and staff's capacity to feel safe or function in a safe and orderly environment

Criminal offences

Unacceptable behaviour that may be serious enough to constitute a criminal offence. If St Catherine of Siena Primary School becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.

Discriminatory conduct

Conduct whereby an individual is treated less favourably based on a relevant attribute, including their sex, race, sexual orientation, age, disability, religion, physical appearance or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.

Expulsion

Expulsion involves the termination of the contract entered into at the time of the enrolment by the parent/guardian/carer/relevant persons.

Inappropriate behaviour or unacceptable behaviour (including bullying, harassment, and victimisation)

May involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or e-mail communications or through social media or technology platforms.

Negotiated Transfer

Negotiated transfer involves a documented and mutually agreed move of a student to another school and occurs when all other pastoral and discipline measures, including suspension, have failed to resolve an issue of serious inappropriate student behaviour. A negotiated transfer ends the enrolment agreement with the first school and requires an enrolment in another school.

Physical restraint

The use of force to prevent, restrict or subdue the movement of a student's body or part of their body where the student is not free to move away. Restraint does not include protective physical interventions, which involve physical contact to block, deflect or redirect a student's actions, or disengage from a student's grip.

Seclusion

The solitary confinement of a person in a room or area from which their exit is prevented by a barrier or another person. Seclusion includes situations where a person is left alone in a room or area and reasonably believes that they cannot leave that room or area even if they may physically be able to (e.g., the door is not locked). In extreme circumstances, e.g., in response to behaviours that cause harm to self or others, teachers will respond by exiting the other students from the learning space to ensure their safety. Where the student continues to display threatening and dangerous behaviour (e.g., wielding a bat), staff will seek to limit harm to others by isolating the student for the minimum amount of time required for the student to calm. Seclusion does not include the use of a safe place, time out or chill-out rooms, being conditions that are set up to support the student and often included in Behaviour Support Plans.

Suspension

Suspension occurs when a student's attendance at school is temporarily withdrawn on the authority of the principal or their delegate, for a set period of time.

Withdrawing privileges

Withdrawing student privileges can act as a consequence of breaching classroom or school behavioural standards. Specific privileges withdrawn may vary between students based on the individual student's support plan, however they may include things such as representing the school at inter-school sports or attendance at a school event. This must be time-limited and the risk to the student's engagement should be taken into account. The student must be told why privileges are withdrawn, and how they should behave for privileges to be reinstated.

Withdrawal from class

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period. Schools have a duty of care to ensure that students are always supervised, including when they are removed from a class. Where appropriate, parents/guardians/carers will be informed of such withdrawals. Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

Related policies and documents

Supporting documents

Appendix 1: Shared Behaviour Expectations

Appendix 2: Strategies for Positive Reinforcement of Appropriate Behaviour

Related MACS policies and documents

Anti-Bullying Policy (including cyberbullying)

Attendance Policy

Complaints Handling Policy

Duty of Care Policy

Expulsion of Students Policy

Negotiated Transfer of Students Policy

Occupational Health and Safety Policy

Pastoral Care of Students Policy

Suspension of Students Policy

Legislation and standards

Education and Training Reform Act 2006 (Vic.)

Education and Training Reform Regulations 2017 (Vic.)

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education 2005 (Cth)

Equal Opportunity Act 2010 (Vic.)

Occupational Health and Safety Act 2004 (Vic.).

Policy information table

Responsible director	Director, Learning and Regional Services
Policy owner	General Manager, Learning Diversity
Approving authority	Executive Director
Assigned board committee	Child Safety and Risk Management
Approval date	October 2023
Risk rating	High
Date of next review	March 2025
Publication details	CEVN, school contextualised policy on school website

POLICY DATABASE INFORMATION	
Assigned framework	Care, safety and welfare of students
Supporting documents	Refer to the list of supporting documents above (appendices, procedures, forms, etc)
Superseded documents	Student Behaviour Policy – v2.0 – 2022 Student Behaviour Policy – v1.0 – 2022

Appendix 1: Shared Behaviour Expectations

The school recognises the importance of providing clear guidance and expectations which are applicable to all members of the school community.

The table below sets out our school's expectations for its students, parents/guardians/carers and staff.

Students are expected to:	Parents/guardians/carers are expected to:	Principal/teachers and staff will:
Take responsibility for their learning and have high expectations in themselves that they can learn	Have high expectations of their child's behaviour, understand, and support the implementation of the school's behavioural expectations	Promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
Model the school's core values of respect, safe, kind & responsible.	Openly communicate with the school regarding their child's circumstances	Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child focusing on pro-social behaviours
Take responsibility for their own behaviour and the impact of their behaviour on others	Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs	Employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues
Comply with this policy and work with teachers and parents in developing strategies to improve outcomes to: <ul style="list-style-type: none"> • obey all reasonable requests of staff • respect the rights of others to be safe and learn • respect the property of others. 	Provide complete, accurate and up to date information when completing an enrolment form and supply the school, prior to and during enrolment, with any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements	Consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances
	Comply with the school's behaviour aims and the school's Code of Conduct and to support the school in upholding prescribed standards of dress, appearance and behaviour, in accordance with the terms of your child's enrolment at the school.	Plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students, to understand the diverse circumstances of students and provide support to those who are vulnerable or who have special needs.
	Acknowledge and understand that unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian/carer and school, may result in suspension or termination of the child's enrolment.	Recognise that for some students (including vulnerable students or students with disabilities) additional support may be needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion

Appendix 2: Positive Reinforcement of Appropriate Behaviour

St Catherine of Siena Primary School will implement culturally inclusive strategies to reinforce appropriate behaviour which may include verbal recognition, individual or class rewards, communication with parents/wider school community, as appropriate.

Tier 1: School wide supports

St Catherine of Siena Primary School implements culturally inclusive, school-wide preventative and early intervention strategies and practices for all its students to support positive behaviours, including:

- establishing predictable, fair, and democratic classrooms and school environments
- providing physical environments that are conducive to positive behaviours and effective engagement in learning
- ensuring student participation in the development and implementation of whole school expectations
- empowering students by creating opportunities to take responsibility and be involved in decision making
- monitoring attendance and academic progress of students with the view to recognising students at risk and intervening early
- developing Personalised Learning Plans (PLP) in consultation with the Program Support Group (PSG) where appropriate for individual students.

Tier 2: Targeted supports

In addition to Tier 1 supports, some students may require targeted support or interventions to meet behavioural standards, including regular attendance. These students will be supported through a culturally appropriate staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- provision of consistent school and classroom environments
- scaffolding the student's learning program
- data collection and documentation of incidents relating to the management of student behaviours to inform decision making
- revision of the Personalised Learning Plan (PLP) and creation of a Behaviour Support Plan (BSP), Student Safety Plan (SSP) or Attendance Maximisation Plan (AMP) as appropriate
- parent consultation via phone, videoconference, or interview
- the design and implementation of support strategies that assist the student to self-calm such as a quiet space or designated alternative area that they can go to if they are feeling overwhelmed
- case conference with relevant medical or specialist providers or MACS consultants (this may include Aboriginal and Torres Strait Islander or EAL/New Arrival/Refugee Learning Consultants where culturally appropriate).

Tier 3: Intensive intervention

When Tier 1 and Tier 2 systems are in place, the foundation for implementing Tier 3 supports is established. Complex behaviours are targeted to remediate and prevent further escalations. Support provided to students at St Catherine of Siena Primary School will be aligned directly with the goals and targets set out in the students' Personalised Learning Plan (PLP), Behaviour Support Plan (BSP) and Student Safety Plan (SSP). Data systems provide school personnel with accurate, timely and practical information for making decisions about the fidelity and impact of individualised interventions that:

- value the student and support positive interaction
- have a clear data-informed strategy focused on preventing the occurrence of an identified behaviour by avoiding or adapting the circumstances that usually trigger this behaviour
- focus on building skills and developing alternative behaviours
- consider the motivation for or functions of behaviours
- use the student's strengths and interests to promote success.

St Catherine of Siena Primary School will implement more intensive intervention strategies for students presenting with complex and ongoing difficulties or extended school refusal. Development of plans will require support from parents/carers and will often require consent to access specialised services.

St Catherine of Siena Primary School will support students with complex behaviours of concern through a culturally appropriate staged response which will generally include:

- ongoing implementation of universal and Tier 2 strategies
- use of data to inform and monitor the implementation of evidence-based interventions
- regular Program Support Group meetings to review PLP, BSP, safety plans and/or Attendance Maximisation Plans
- consultations with mutually agreed specialised support services
- implementation of explicit, data informed strategies designed to support the student to display safe behaviours. The design of the individualised support will be informed by the identified function of the behaviour and the explicit teaching of skills and desired behaviours.

Consequences for student misbehaviour

St Catherine of Siena Primary School adopts a staged response to challenging behaviour and appropriate reinforcement of appropriate behaviour noting that an effective Behaviour Support Plan (BSP) is developed to support the student in learning skills required for positive social interaction, along with the ability to become a more effective and successful learner. Consequences for misbehaviour are also implemented which may take the form of:

- non-verbal warning – e.g. eye contact/hand movement/shake of head/teacher positioning to stand near misbehaving student/s
- verbal warning which identifies the misbehaviour and gives student the opportunity to change his/her behaviour
- moving student in the room to a less disrupting situation
- separating student from the class for a short period of time to provide an opportunity for the student to settle
- readmission to class activity based on student being de-escalated
- student required to stay in after class for set period of time
- student required to complete work during recess/lunchtime
- student engaged in restorative actions supervised by classroom teacher
- student re-entry meeting.

When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, St Catherine of Siena Primary School will implement a targeted response to identify and address the presenting issues and reinforce replacement behaviours. This may involve the following support strategies:

- convening a Program Support Group (PSG) meeting involving parents/guardians/carers, Learning Diversity/Wellbeing coordinator and the student where appropriate
- Developing/revising a Personalised Learning Plan (PLP) or attendance plan
- development/revision of a Behaviour Support Plan (BSP) and/or Safety Plan where appropriate for individual students
- referral to MACS or external health or allied health providers
- consultation with external professionals, paediatrician, psychologist specialist practitioner
- contact with the regional office.



St Catherine of Siena

POSITIVE BEHAVIOUR FOR LEARNING FLOWCHART

