Welcome to Mother Teresa Catholic Primary School.

This booklet will assist you in getting to know our school and all that it offers.

As the Principal of Mother Teresa Catholic Primary School Mt Ridley I look forward with excitement to the ongoing development of our learning community. Our school provides a wonderful opportunity for you to be involved in a learning community of the 21st Century.

As a community of inquiry and a culture of thinking, learners are empowered to seek understandings about our world through Faith and Life Inquiry. Learners are supported as they develop and learn to be; researchers, collaborators, communicators, self-managers and thinkers. Through the use of the flexible learning spaces, digital technologies and a Foundation to Year 6 approach learners are equipt for life long learning.

Our vision is to continue to develop a modern, contemporary and innovative approach to learning that is purposeful and relevant to the lives of children and families today. It is our dream to become a vibrant Catholic learning community that fosters reflective thinking and learning and displays this through authentic actions within the school and the wider community.
The fact that the school bears the name of one of the world's most well known saints of our time, Blessed Mother Teresa, challenges us to put our faith into action just as Mother Teresa did. We are called to be compassionate and understanding, extending assistance to all.

Please feel welcome to discuss with me any information in this booklet or any questions you have about the school.

Christopher Reed
Principal
Our Vision

We believe Mother Teresa Catholic Primary School is a place where:

We will embrace the values for which Mother Teresa herself was so famous:

- Caring and supporting every person, no matter who they are,
- Giving kindness and compassion at all times,
- Teaching and nurturing the Christian faith with enthusiasm,
- Emphasizing strong moral and ethical values and personal discipline.

We will live out these values through:

- Excellence in all that we do,
- Developing a modern, contemporary and innovative approach to learning,
- A commitment to personalised learning, allowing every child to learn and develop in a manner and at a pace best suited to them,
- An environment that both challenges and supports each individual child
Learning and Teaching

At Mother Teresa Catholic Primary School we have a deep commitment to nurturing children in the Catholic faith within our contemporary world.

Religious Education – Faith and Life Inquiry

Sending your child to Mother Teresa Catholic Primary School shows your commitment to his/her continuing faith development. Religious education and the development of faith involve a partnership between parents, the school and the parish. Whilst many aspects of the Catholic faith are taught and celebrated in the school as part of our daily life, participation in the life of Our Lady’s Parish further enhances faith development and a connectedness to both the local and wider church community.

Sacramental Preparation and Celebration

At Mother Teresa Catholic Primary School preparation for the celebration of the sacraments has a Prep to Six focus. Each Learning Studio is involved in inquiries, which explore the seven sacraments:

The sacraments of initiation: Baptism, Confirmation and Eucharist

The sacraments of healing: Reconciliation and Anointing of the sick, and

The sacraments of service: Marriage and Holy Orders
Children in Year 3 are invited to celebrate the sacrament of Reconciliation. Preparation for this sacrament takes place in both the school and the parish. Parents are required to participate in a school parent / child workshop. During this time of preparation our whole school will explore the sacrament of Reconciliation and its relevance in our lives and the life of the church. The celebration of the sacrament for the first time takes place at a number of 2nd rite celebrations in May.

Year 4 children are invited to celebrate the sacrament of Eucharist. Again preparations take place in the school and parish. This involves participation in a parent / child workshop and Sunday Parish Mass. The Eucharist celebrations take place in June.

Confirmation is celebrated in Year 6 and preparation involves participation in the school based program as well as participation in a parent / child workshop, a retreat day for all confirmation candidates and attendance at Sunday Parish Mass to present your child as a candidate for the sacrament. Participation in the life of the parish through weekly attendance at Sunday Parish Mass is strongly encouraged as children develop a greater understanding of the commitment to faith they are making. The Confirmation celebration takes place in August.
**Australian Curriculum/ Victorian Curriculum**

Mother Teresa Catholic Primary School offers a comprehensive curriculum in line with the implementation of Australian Curriculum and Victorian Curriculum.

School Curriculum planning follows these core documents which have been undated and available at:

- [www.australiancurriculum.edu.au](www.australiancurriculum.edu.au)

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The Victorian Curriculum is set out identifying Learning Areas and Capabilities.

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English
Health and Physical Education
The Humanities
  - Civics and Citizenship
  - Economics and Business
  - Geography
  - History
Languages Mathematics
Sciences
Technologies
  - Design and Technologies
  - Digital Technologies
Religious Education
Our Catholic Learning Community includes the key learning area of Religious Education, which is not outlined in the Victorian Curriculum.

At Mother Teresa Catholic Primary School our learning and teaching stems from the core document of the Victorian Curriculum and Religious Education Documents and is implemented through an inquiry approach to learning. Our Inquiry Approach ensures the connection of Learning Areas and Capabilities so that learning is seen and experienced in a holist way. As Culture of Thinking and a Community of Inquiry the process of learning and the attainment of a tool kit of learning assets such as being: a collaborator, self–manager, communicator, thinker and researcher are key to 21st century learners.
A Learning Space that inspires creative, productive and efficient learning

Mother Teresa Catholic Primary School is designed to maximise our children’s learning development. Planned on the innovative ‘Learning Street’ model our new school building actually contributes to an optimum educational environment.

Children engage in learning within flexible learning spaces. The children are grouped in multi-age groups Years F/1/2, Year 3/4 and Years 5/6 and are also engaged in learning tasks Year F - 6.

Access to contemporary tools and resources enhance learning opportunities. A commitment to personalised learning allows every child the opportunity to learn and develop in a manner and pace best suited to them.
Think for a moment about your friends. Most likely, they are people older and younger than you, whom you rely on for advice, guidance, inspiration, and support.

Friendships span a wide range of ages. The guiding principle behind the multi-age learning studio is not so different. When there is so much to be learned from a diversity of individuals why restrict children to groupings of peers their own age? Multi-age groups have children of different ages intentionally grouped to maximise learning.

Advocates of the multi-age philosophy believe that multi-aging is the most effective class organisational structure for teachers to meet the individual needs of children, creating individual learning pathways. Multi-age learning studios differ from composite or combination classes where students in each grade study a different curriculum.

The use of developmentally appropriate practices is essential to the success of a multi-age learning studio. Developmentally appropriate practices ensure every child is learning at his or her own rate. It involves focusing on children as individuals who are continually growing and developing on a continuum of learning.
What are the advantages of multi-aging?

Advantages for children:

- Multi-age groupings reflect the values and beliefs, which are important in society, including cooperation, tolerance and support.

- Multi-age groupings model family life where children have opportunities to learn from others of different ages.

- Children learn by modelling others. Nothing is more interesting to a child than another child who has the skills that he or she wants to acquire.

- Children are less competitive in a multi-age learning studio; the atmosphere is cooperative and collaborative.

- Multi-age learning studios create an environment that enables children to be respected for their individuality.

- Multi-age learning studios provide older children with the opportunity to develop responsibility, independence and nurturing skills.

- In multi-age learning studios children are encouraged to learn at their own pace.

- Multi-age learning studios enable children to spend several years with the one teacher giving them a sense of continuity.

Advantages for teachers:

- The additional time to facilitate learning with the same group of children allows the teacher to maximise each child’s learning and to establish a relationship with each child.

- Multi-age settings encourage teachers to focus on the individual, and to meet each child’s individual needs.
Opportunities for extension of children beyond the traditional year expectations.

Advantages for Parents:

- Children settle quickly into school.
- The nature of group learning in a multi-age learning studio provides opportunities for parents to readily participate in learning studio tasks.
- The effects of multi-age education are overwhelmingly positive. Research has shown that children who learn in multi-age environments have more positive attitudes towards school and better social skills than children in traditional graded systems.
Communication and Reporting about Learning and Teaching

At Mother Teresa Catholic Primary school we believe that as a professional learning community the involvement and participation by all within the community is essential to bring about the best possible learning outcomes.

Reporting is the sharing of information about students' learning - academically, physically, socially, emotionally and spiritually. The focus of our reporting is to communicate the learning and teaching that occurs at Mother Teresa Catholic Primary School so that children, teachers and parents can work together to improve student learning outcomes and achieve individual learning goals and standards. Our children gain encouragement, motivation and pride from sharing their learning with their families.

How we report:

In keeping with the reporting compliance of the Australian Government our written reports are formulated under the Strands, Domains and Dimensions of the Victorian Essential Learning Standards. These reports contain an A – E rating and provide comments related to what the child has achieved, areas for future learning or improvement, what the school will do to assist in future learning and what parents can do at home to assist with future learning. A scale related to behaviour and efforts are also included as well as the number of day’s absence.
Child/Parent/Teacher Interviews

A Child/Parent / Teacher chat is held in term 1. The purpose of this is for the child, parents to tell the teacher about their strengths, needs etc. At this chat the child, parents and teacher will dialogue about goals for the term. This is to encourage personalized learning and each child’s learning pathway. At the end of term 2 the child, parent and teacher interview take place.

Written report - mid year and end of the year

Written reports are sent home twice yearly at mid year and the end of the year. These reports are in accordance with Australian Government compliance requirements for non – government schools.

Faith and Life Inquiry learning documentations once a term

Throughout each term the Faith and Life Inquiry portfolios are forwarded to parents for review and /or comment. The Faith and Life Inquiry Portfolio contains student learning documentation about concepts being covered including big questions, inquiry pathways and understandings. It is reflective of the inquiry being pursued and enables the children to share with their parents the inquiry and learning related to this.

Program Support Group Meetings (PSG)

Program Support Group meetings, between parents and the school occur when it is necessary to discuss a specific issue related to student progress. These meetings determine actions required which are documented for ongoing review.
Integration Support Group Meetings (ISG)

Integration Support Group Meetings, between parents and the school can be scheduled anytime however they will occur at least once a term to discuss student progress in relation to the Personalized Learning Plan (PLP) developed, as part of the student’s learning needs and the Literacy, Numeracy and Special Learning Needs (Students with Disabilities) Australian Government funding requirements. The PLP is evaluated and adjusted accordingly at these meetings. Student Services personnel from the Catholic Education Office, Melbourne attend these meetings as required.

Information sessions

Curriculum Information sessions are held each year. An information session for new enrolments for the following year takes place in term 2 each year.

Sacramental Parent / Child Information nights

Parent/child information nights occur for families who have children receiving the Sacraments of Reconciliation, Eucharist and Confirmation for the first time.

Learning Studio & Learning Street documentation

These provide an opportunity for parents to visit learning studios and view children’s learning related to a particular inquiry and our professional learning community.
Weekly School Newsletter

The newsletter is distributed via email and the Skoolbag App to families each Mondays. Its purpose is to keep parents informed of coming events, changes in school routine and what is happening in the learning studios.

Mother Teresa Catholic Primary School Website

Information related to the school can be found on the school website www.motherteresa.catholic.edu.au

Our Lady’s Parish Website

Information related to the happenings in our parish can be found on the parish website. www.our-ladys.org

National Assessment Plan – Literacy and Numeracy (NAPLAN)

Children in Years 3 and 5 participate in the National Assessment Plan – Literacy and Numeracy (NAPLAN) tests. Results are forwarded to parents. Review of these results takes place as part of our professional learning communities’ development, implementation and evaluation of learning and teaching.

Open Afternoon /Special Occasions

Open afternoons are provided for parents each year related to chosen Faith and Life Inquiries and events such as, Numeracy and Literacy week, National Tree Planting Day, National Sorry Day and ANZAC day and Remembrance Day ceremonies.
Parental Involvement

Parents are the first educators of their children and as such are key to the success of our professional learning community. There are many ways that parents can and are invited to participate in the life of our school.

Within the learning studio parents are invited to assist teachers in the learning and teaching that takes place. Unfortunately toddlers cannot be accommodated in these sessions. Parents wishing to participate in learning this way are required to have a Working with Children Check.

Parents are invited and encouraged to attend school prayer and open days or afternoons. Participation in whole school celebrations is always welcomed.

If you would like to be involved in the Parents and Friends please look out for expressions of interest for participation in these through the newsletter. Perhaps you have particular talents or contacts that you wish to share in order to build up our professional learning community. If this is the case please let us know. As a contemporary professional learning community we are eager to build learning relationships with people within and beyond our school.
**Daily routine**

8.30am    School supervision begins  
8.50am    Learning Studio learning begins  
11.00am - 11.25am    Recess  
1.30pm - 2.25pm    Lunch  
3.30pm    Dismissal

Please ensure that your child is on time. Children who are late miss out on important information at the beginning of the day and disrupt the learning of others.

**Absences**

It is expected that all children attend school regularly. It is not okay to be away. Absences from school can have a significant impact on learning. Sick children should not be sent to school, but kept at home until well. As Learning Studio teachers need to keep a written record of absences of children a note must be sent to the teacher when a child returns, explaining the reason for the absence. Alternatively absences notification can be forwarded through the Skoolbag App. Families taking holidays outside the school holidays are required to write a letter to the principal requesting an excuse for the absence.

**Early Release**

Children will not be released to a person other than their parents/or legal guardian unless the school reception and learning studio teacher have prior notification. If you wish to collect your child early, you must collect an “Early Release form” from reception and hand it to the learning studio teacher.
Money sent to school

All money sent to school must be in an envelope marked with the child’s name and learning studio number, amount enclosed and its purpose.
Wellbeing

The social, emotional, moral, spiritual and physical wellbeing of our students, in light of the values of Mother Teresa Catholic Primary School, is pivotal to their success at school and in their life in the future. Students who are socially and emotionally healthy are able to deal positively with life’s challenges, and are well placed to develop into well-balanced and successful young adults.

At any time that parents wish to discuss their child’s progress they are invited to make an appointment to talk to their child’s learning studio contact teacher.

Behaviour Code

It is expected that all children are responsible for their behaviour. Rather than rules we have agreed ways of behaviour based on our school values:

- Let others learn and play without interference
- Listen to others and speak to others politely
- Respect the rights, dignity and worth of all members of our community
- Learn to play with others cooperatively and safely
- Respect and take care of our school

Each learning studio develops their own behaviour agreed ways in keeping with the whole school behaviour code. Corporal punishment is not permitted at Mother Teresa Catholic Primary School.
Positive Relationships Anti – Bullying Policy

Definition:
Bullying is a repeated intentional intimidation, over time of another person, physically, verbally or psychologically, by a person or group of persons.

At Mother Teresa Catholic Primary School we believe bullying to be an unacceptable part of a school culture. We believe that everyone in the school community deserves to be treated fairly and with respect by their peers and teachers.

It is our aim to:
- reinforce that bullying is unacceptable
- raise awareness of the possibility of bullying
- encourage reporting of bullying
- follow up all incidents of bullying with support given
- restore all relationships with respect
- empower the “onlookers” of the incident to be proactive in seeking help
- seek school community support and co-operation for our positive relationships policy at Mother Teresa Catholic Primary School

First Aid
If a child attends the sick bay for a minor injury a note will be forwarded to parents informing them of the injury and first aid treatment that they received. If a child is unwell or has been hurt parents will be contacted.
**Allergies**

If your child suffers from any allergies it is essential that the school is notified of this in order to be able to care for your child. Children with asthma require an asthma management plan as do children who are anaphylactic.

**Medications**

Children with asthma are permitted to carry asthma inhalers with them. Epipens are kept in the first aid area. If your child is unwell they are best kept at home.

All parent requests for the administration of prescribed medications to their child must be in writing on a medical management plan (proformas can be collected from reception) and must be supported by specific written instruction from the medical practitioner or pharmacist including the name of the student, dosage and time to be administered (original medications bottle or container should provide this information).

**Infectious Diseases**

A child must be excluded from school if suffering from the following infectious diseases: chicken pox, measles, mumps, rubella (German measles), impetigo (school sores) and whooping cough. Children with head lice should be excluded until they have been treated.
Visitors to our school
Whilst we actively encourage an inviting and open school, the safety of our children, staff and resources remain our highest priorities. All visitors are required to report to reception prior to undertaking any activity within the school, where they will be required to sign a “Visitor’s” book and will be assigned a “Visitor” badge which they must wear at all times within the school. Similarly, visitors will be required to report to reception at the end of their visit to return their badge and to “sign out” in the Visitor’s book.

Change of address, telephone or medical information
Parents are asked to notify the school reception immediately of any change of address, telephone numbers (work, home, emergency), and, any medical conditions relevant to your child.

School Crossing
The school crossing in Windrock Avenue is placed there for the safety of all members of our school community. You are asked to use the crossing at all times and to abide by the traffic signs in the surrounding area. You will note that no parking is permitted in certain parts of Windrock Avenue. You are asked to park in the surrounding streets and walk to collect your child/ren. Bylaws officers will be regularly patrolling our school crossing. It is important that all members of the community model road safety. Parents are asked to use the school crossing whether they are accompanying their child/ren or not.
School Uniform

Northern Regional Uniforms is the sole supplier of Mother Teresa Catholic Primary School’s uniform. They are located at Unit 21, 8 Oleander Drive, South Morang. Phone: 9436 4005

Opportunities to purchase the uniform will be made available at orientation times.

The school uniform is as follows:

Girls summer Uniform
Mother Teresa School design dress
White socks
Black School Shoes
Hair ties – royal blue or white
Please remember that nail polish is not part of the uniform.

Boys Summer Uniform
Short sleeve white polo with logo
Shorts grey zip and fly
Grey socks
Black School Shoes

Boys and Girls Summer Sports Uniform
Sport Shorts – School design coolfit
Polo Top – School design coolfit

Girls Winter Uniform
Mother Teresa pleated tunic or straight leg grey trouser
Long sleeve white polo with logo
Royal blue knitted jumper with logo
Grey tights (no socks over tights)
Black school shoes
Hair ties – royal blue or white
Please remember that nail polish is not part of the uniform.
**Boys Winter Uniform**
Grey Trouser
Long sleeve white polo with logo
Royal blue knitted jumper with logo
Grey socks
Black school shoes

**Boys and Girls Summer Sports Uniform**
Sports Jacket full zip
Straight leg track pants
**Enrolment**

**Enrolments**

Enrolments are currently accepted for Foundation in May/June. Enrolment forms (collected from the school reception) must be accompanied by birth, baptismal and immunisation certificates and a $100 non-refundable enrolment fee. This fee is deducted from the school fee.

Where applicable enrolments must also be accompanied by:

- Citizenship documentation
- Most recent previous school reports and external test results
- Relevant Family Court Orders
- Relevant medical and/or special needs information including clinical/educational assessments

Children in Foundation (Prep) must be 5 years old by 30th April in the year they begin school.

On application for enrolment, all students will be placed on a waiting list. Offers of enrolment will be according to the following priority:

- Baptised Catholic children who reside in the school’s catchment area in the Parish of Our Lady’s, Craigieburn/Roxburgh Park
- Siblings of children already enrolled within the school to which enrolment is sought
- Catholic children who do not reside in the parish but are recognised as parishioners by the Parish Priest
- Catholic children from other parishes (for pastoral reasons)
- Children from non-Catholic Eastern churches who reside in the parish
- Children from non-Catholic Eastern churches who reside outside the parish
- Other Christian children who reside in the parish
- Other Christian children who reside outside the parish
- Non-Christian children who reside in the parish
- Non-Christian children who reside outside the parish.
School Fees and Levies

School Fees, Levies

The fee and levies associated with the education of your child/ren at Mother Teresa Catholic Primary School are as follows:

In 2017 the fees and levies are:

School Fee per family $1260
Levy per child $275

Total fee $ 1535 (1 child)
$ 1810 (2 children)
$ 2085 (3 children)

Each year the school fee and student levy is reviewed in accordance with CPI and appropriate increases made. Families are notified of the structure in December for the coming year.

Parish Thanksgiving Invitation

Families are invited to contribute to Our Lady’s Parish Craigieburn and Roxburgh Park through “Thanksgiving”. An annual contribution of $260 is greatly appreciated and goes toward sacramental programs: Reconciliation, Eucharist and Confirmation, to the ongoing costs associated with the upkeep and maintenance of the parish grounds and buildings. The parish invoices families who do not currently have contribution envelopes.
Camps, Sports and Excursion Fund

Camps, Sports and Excursion Fund (CSEF) is paid to eligible parents of children under 16 years of age who attend a State or Registered School in Victoria. The Camps, Sports and Excursion Fund will be paid to eligible parents/guardian who hold a valid health card on the first day of school.

To be eligible for the fund, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one, or;
- on the first day of Term two;
  a) Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be the holder of a Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
  b) Be a temporary foster parent, and
  c) Submit your application to the school by the dates advised through the school office and school newsletter.