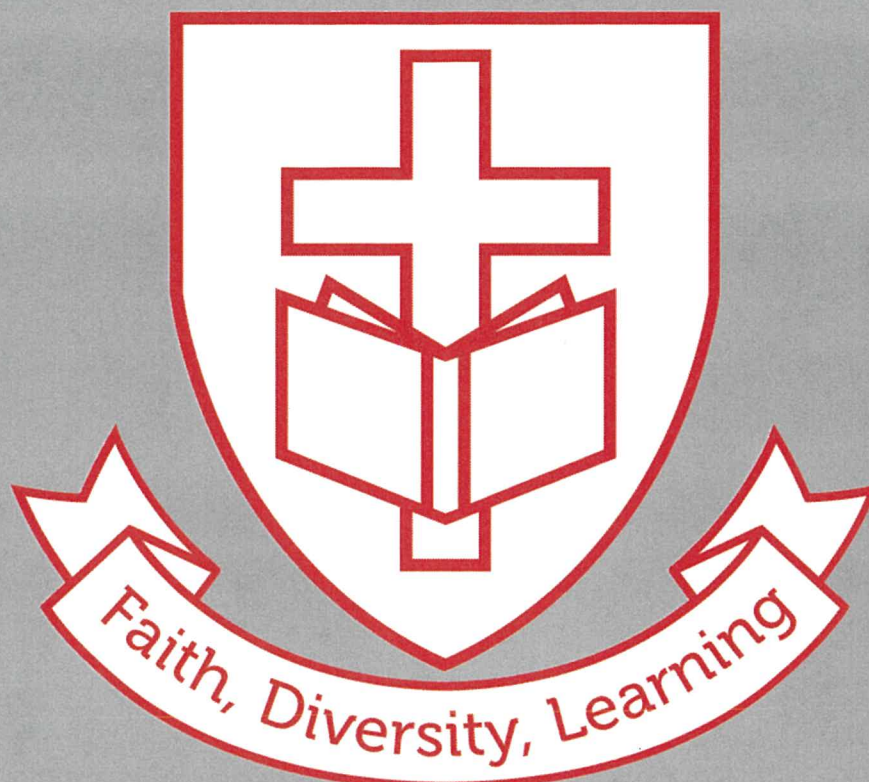


St. Martin de Porres School
Avondale Heights



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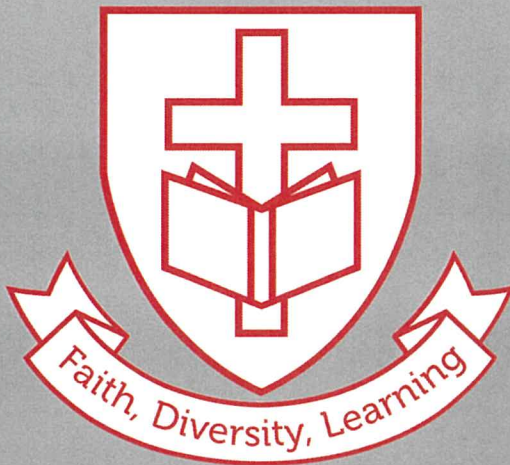
PROSPECTUS

2022 - 2023

ST. MARTIN DE PORRES PARISH SCHOOL PROSPECTUS

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St. Martin de Porres School
Avondale Heights



Our Vision

St. Martin de Porres Parish School Community comprises a welcoming partnership of students, their families & school staff seeking to faithfully live the teachings of Jesus Christ in the Catholic tradition.

We encourage each member to strive for excellence, celebrate the diversity of background, develop attitudes of life long learning & become active citizens responsive to the emerging challenges of our community, our nation & our planet.



COMMITMENT TO RECONCILIATION WITH OUR FIRST NATIONS PEOPLES

We acknowledge the Traditional Custodians who have walked upon and cared for this land for thousands of years.

We particularly honour & acknowledge the Woi wurrung, Wurrundjeri willam and Boon wurrung clans and language groups of the Kulin Nation that were the custodians of the Greater Melbourne area for thousands of years before European settlement.

We also acknowledge the continued deep spiritual attachment and relationship of Aboriginal and Torres strait Islander peoples to this country and commit ourselves to the on-going journey of Reconciliation.

COMMITMENT TO DEMOCRATIC PRINCIPLES

In being a registered school in Victoria, the Victorian Registration & Qualifications Authority requires all programs of, and teaching in, a school to promote the principles and practices of Australian democracy.

St. Martin de Porres School therefore affirms its commitment to :

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

COMMITMENT TO VALUES FOR AUSTRALIAN SCHOOLING

St. Martin de Porres School also affirms its commitment to the following values :

- ♦ Care and Compassion, Doing Your Best, Fair Go, Freedom, Integrity, Respect, Responsibility and Understanding, Tolerance and Inclusion.
-

COMMITMENT TO CHILD SAFETY STANDARDS

'The catholic school sets out to be a school for the human person and of human persons. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the catholic school.'

(Congregation for Catholic Education (CCE) 1997, par. 9)

The Catholic Education Commission Victoria (CECV) holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic Education. The commitment is drawn from, and inherent to, the teaching and mission of Jesus Christ, with love, justice and the sanctity of each person at the heart of the Gospel.

St. Martin de Porres Parish School fully supports the tenets of the above statements of the CCE and CECV and accepts its responsibility to embed a safe and nurturing culture and to ensure that policies and procedures demonstrate zero tolerance of child abuse and neglect in the school.

Standard 1 - To embed an organisational culture of child safety, including through effective leadership arrangements.

Standard 2 - Formulated child safe policy displaying commitment to child safety.

Standard 3 - A code of conduct established which articulates clear expectations for appropriate behaviour with children.

Standard 4 - Screening, supervision, training and other human resources practices established that reduce the risk of child abuse by new and existing personnel.

Standard 5 - Processes established for responding to and reporting suspected child abuse.

Standard 6 - Strategies embedded to identify and reduce or remove risks of child abuse.

Standard 7 - Strategies embedded to promote the participation and empowerment of children, including promoting the cultural safety of Aboriginal children, promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds and promoting the safety of children with a disability.

PARENT INVOLVEMENT, ENGAGEMENT, PARTNERSHIP

Parents are the prime educators of their children & as such have a perfect right & responsibility to be considered partners in the education of their children at St. Martin de Porres.

It is very clear also from much international research, that the more engaged parents are in their children's education, the more enhanced will be their child's learning.

It is also clear that we start together by **building a foundation** with new parents - where parents receive & gather knowledge, develop confidence which invites further contact with the school community and development of a two way commitment (parents & school) to relationship building. This naturally leads to the development of **involvement** - where there is information sharing, explaining, clarifying & school initiated establishment of appropriate structures & processes which encourage parent activity in the school. The next step is **engagement** - where the relationship between school and parent is encouraged to evolve so that parents feel comfortable having conversations with each other, with school leadership, staff, where they listen & are listened to & where parents feel empowered to initiate activity within the school. The final stage of parents' engagement in a school is one of **partnership** - where parent action is more strategic, embedded in school development processes & school life, where interaction is collaborative & where authentic shared responsibility is practised. This final step is a great challenge for school communities.

It is not just parents helping in the classroom which improves student learning - students seeing or knowing that their parents are involved helping in the Library, on excursions, incursions, as guest speakers, as helpers or assistants, on the School Advisory Board, as a member of the Parents & Friends, organising social or fund raising activities - all of these send a message to our children that the school is important, that helping is important, that learning is important.

This importance is noted by our Catholic feeder secondary schools too - they list parent participation in the life of their catholic parish & their catholic primary school as a determining factor for students & their families being accepted into their Catholic secondary school.

Two major structures which develop the partnership between parent and school are :

a) PARISH SCHOOL EDUCATION ADVISORY BOARD

Function : To support and assist the Parish Priest, Principal and School Staff in fostering the Catholic identity of St. Martin de Porres in the formation of education.

Members are:

Fr. Nhan Le	(Parish Priest)	Mark Williams	(Principal)
Rodney Bryar	(Staff Rep.)	Gabriel Veliz	(Parent Rep. 2020-2022)
John Bonacci	(Parent Rep. 2021-2023)	Daniel Yong	(Parent Rep. 2022-2024)
Cheryl Leong Kelly	(Parent Rep. 2021-2023)	Alberto Balbo	(Parent Rep. 2022-2024)
Andrea Tsiavos	(Parent Rep. 2021-2023)	TBA	(Parent Rep. 2020-2022)
Noel Redfern	(Parish Rep. 2022-2024)		

b) ST. MARTIN'S PARENTS & FRIENDS ASSOCIATION (P & F)

Function : To provide social opportunities to the school community & to provide financial support to St. Martin de Porres Parish school.

Executive 2022 :

President :	Liz	Campbell
Vice Pres.	Natalie	Panczuk
Secretary :	Nicole	Gordon
Ass. Secr.	Maria	Moretti
Treasurer :	Kelly	Bertoncello
Ass. Treas. :	Belinda	Attard
Tuckshop :	Kelly	Bertoncello
	Helen	Pham
	Natalie	Panczuk
	Brandii	Gogliotti

Committee Members :

Everyone else!

SCHOOL PROFILE

St Martin de Porres Parish School is situated in the north-western suburb of Avondale Heights, approximately 11 kilometres from Melbourne.

The school opened in 1965, Father O'Keefe having approached the Resurrection Sisters to staff it. The first lay principal was appointed in 1978. In 1994 a member of the Augustinian Sisters who resided in the parish was appointed to the school.

The main block of classrooms was refurbished in 1997. Three portable classrooms were demolished and a new library/resource area was built in late 2003. All the projects were funded by the school with loans from the Catholic Development Fund. The school has a hall which is used of an afternoon & evening as an Out of School Hours facility contracted to 'Community OHSC'. This provides Before School, After School and Vacation Care.

With the appointment of a new Principal at the beginning of 2008, a program of building refurbishment began. This added flexibility to the classrooms, improved the welcoming aspect of the school administration area, and improved the aesthetics of the student play areas. With Federal Government Education Revolution Stimulus funding, the first stages of this development occurred in 2009, with major building re-development completed by August 2010, new administration in 2014, refurbished Kitchen Classroom / Tuckshop and the re-structure of Library/Resource areas in 2016 and further on-going works in connecting learning areas planned for 2017 - 2023.

It was also timely that the school undertook its School Performance Review in late 2007, as the recommendations were reflected in its 2008 - 2010 Annual Action Plans and successfully implemented from 2008 - 2011. This included the school community's articulation of a renewed Vision Statement in May 2008, and the formulation of a School Motto, "Faith, Diversity, Learning", in August 2010. This then informed the latest school development and improvement cycles in 2012 - 15 and 2016 - 2019 and 2020 - 23.

As at February 2022, the school has an enrolment of 299 students from 210 families. One hundred and forty-eight families, representing 87.3% of the student population, speak a language other than English in the home. The main languages spoken are Vietnamese (31%), Italian (14%), Chinese (Cantonese and Mandarin - 6.3%), Spanish (6%), and Croatian (5%).

With regard family structures, 95% of children come from two-parent families. Of the 210 families, approximately 30% live outside the parish boundaries.

Of the total enrolment, 79% identify as Catholic, 4% Orthodox and the remainder listed as being either 'no religious denomination' or 'other'. Of the 2022 Prep enrolment, 74% is Roman Catholic and 15% identified as Orthodox or other christian denomination.

In regard to students enrolled in additional educational classes outside the normal school day, 30% of students are enrolled in Chinese, Vietnamese, Thai or Greek language schools, which usually operate on weekends.

STAFFING PROFILE

1 Principal
15 classroom teachers
7 specialists ~ Physical Education / Indonesian / Visual & Performing Arts / Literacy & Numeracy Intervention / Reading Recovery
1 p/t Library Technician
2 p/t Administrative Officers
1 p/t Administrative Officer - Burser
15 p/t Education Support Officers / Aides

LEADERSHIP TEAM

Principal, Deputy Principal and Leader of Faith, Liturgy & Religious Education, Leaders of Literacy & Numeracy, Leader of Student Wellbeing and Leader of Advanced Learning.

STUDENTS & THEIR FAMILIES

February 2022 enrolment - approx. 299 students, representing 210 families



LEARNING & TEACHING POLICY STATEMENT

At St. Martin de Porres primary school we are committed to a Learning and Teaching cycle (see attached) we have adapted from Wiggins & McTighe's 'Backward Design Model' (2001) which identifies desired outcomes, designs evidence of success & prepares these as learning experiences & instruction. We are also committed to creating and implementing explicit, personalised, authentic & contemporary learning opportunities which will be assessed, evaluated & reported to parents.

These opportunities are to be created collaboratively to empower school staff, students, parents & community members to engage in the learning process.

Students will emerge from St Martin's as engaged, successful, diversely skilled thinkers who are also independent, confident and resilient citizens. They will be ready to interact with, & contribute to, the local & global community.

We also believe that learning and teaching will be most effective when there is :

- personal goal setting, based on each individual needs – to empower all as co-responsible learners;
- reflection & feedback – to give direction and encourage personal development;
- tiered success criteria and learning intentions to cater for individual need & to allow learners to experience success;
- data gathered to inform teaching & provide evidence of learning;
- higher order thinking skills embedded to develop connections & deeper thinking;
- accountable student & teacher talk – how they talk to & with each other – being respectful, focussed, logical, clear and precise in order to understand, challenge, build upon & refine each other's ideas;
- connection with the wider community – to provide expertise, develop partnerships & access to real life learning;
- 'Critical & Creative Thinking', 'Personal & Social Awareness', 'Intercultural & Ethical Understanding' embedded in learning experiences;
- digital & design technologies utilized in learning tasks;
- flexible & adaptive learning spaces available.

St. Martin's Learning & Teaching Cycle

(An adaptation of Wiggins & McTighe's 'Backward Design')

1. THE CURRICULUM STANDARDS

Teaching staff need to be acutely aware of the Victorian curriculum & CEM Religious Education Framework standards that our students need to acquire at each level by the end of each year

2. PRE - TEST

With reference to the above, teaching staff ascertain the skills, knowledge & understandings that our students have now

3. ANALYSE DATA

From multiple pre-test data, teachers ascertain the skills, knowledge & understandings their students need next

4. FORM LEARNING INTENTIONS (LI) & INVOLVE STUDENTS IN HOW TO FACILITATE THEM

Based on their student needs & incorporating 'Student Voice' (via feedback & goal setting), teaching teams collaborate to form learnings that need to be facilitated

5. DESIGN SUCCESS CRITERIA (SC)

In consultation with students, construct tiered evidence that will show LIs that can be achieved by all students

9. REPORTING TO PARENTS

Teacher, student & parent dialogue on achievements & future directions

8. EVALUATE & REFLECT

Teacher, student & (at times) parents reflect upon & provide feedback on the relevance of the content, effectiveness of teaching & engagement of students using WWW / EBI / W2N

7. POST - TEST

Assessing the skills, knowledge & understandings the students gained

6. FORM & IMPLEMENT TEACHING & LEARNING STRATEGIES

Each teaching team together identifies the strategies that need to be planned & each member then personalises these for their specific group to achieve the intended learnings (LI's)

RELIGIOUS EDUCATION

Sacraments : Children receive the Sacraments of Reconciliation in Year 3, Eucharist in Year 4 and Confirmation in Year 6.

The program is “parish based, school supported and family focussed”.

As ‘Course Requirements’, Year 3, 4 & 6 families are expected to attend specifically focussed parish masses leading up to each Sacrament and to substantially complete the associated sacramental booklet to show their child has the appropriate readiness to celebrate each particular sacrament.

Sacrament Preparation 2022

**** Year 3 Families - Sacrament of Reconciliation family preparations (TERM 1) :**

- Feb. 3 – Yr. 3 Parent & Student Reconciliation Workshop @ 7.00 pm
- Feb. 16, 17 or 18 – Interviews with Fr. Nhan Le
- February 20 or 21 – ‘Enrolment & Presentation’ Masses
- March 20 or 21 – ‘Act of Contrition’ Masses
- March 30 – Sacrament of Penance (Reconciliation) at 10.15 am
- April 24 or 25 – ‘Presentation of Certificates’ Masses

**** Year 4 Families - Sacrament of Eucharist family preparations (TERM 2) :**

- May 10, 11, 12 or 13 – Interviews with Fr. Nhan Le
- May 14 or 15 – ‘Enrolment & Presentation’ Masses
- May 3 – Yr. 4 Parent & Student Eucharist Workshop @ 7.00 pm
- May 28 or 29 – ‘Receive & Be’ Masses
- June 4 or 5 – ‘Our Father’ Masses
- June 18 or 19 – Sacrament of Eucharist
- July 16 or 17 – ‘Presentation of Certificates’ Masses

**** Year 6 Families - Sacrament of Confirmation family preparations (TERM 3 & 4):**

- July 19 - Parent & Student Workshop Confirmation Workshop @ 7.00 pm
- July 26, 27 or 28 – Interviews with Fr. Nhan Le
- July 30 or 31 - ‘Enrolment & Presentation’ Masses
- August 20 or 21 – ‘The Creed’ Masses
- October 15 (Yr. 6 R & M) or 16 (Yr. 6 VK & M) – Sacrament of Confirmation
- October 22 or 23 – ‘Presentation of Certificates’ Masses



PASTORAL CARE

Introduction

St. Martin de Porres is committed to the total well-being of its school community, embracing students, parents & staff.



Pastoral Care requires :

- the fostering high quality interpersonal relationships between students, parents & school staff,
- assisting students to develop self-discipline & a sense of personal & social responsibility,
- the school's provision of a comprehensive & inclusive curriculum,
- the provision of coordinated & supportive organisational structures.

School Discipline Policy

School parents, students and staff need to recognise that everyone has fundamental freedoms, rights and responsibilities. Behaviour management and school rules are intended to promote good order and, as such, are positive concepts. They can also be viewed as aids to the fostering of self-discipline and responsibility, particularly for students as they progressively grow in their capacity to exercise moral judgement, democratic values and a concern for the common good. All members of the school community need to know that every action taken has a consequence.

This will be achieved as we :

- implement a formalised school-based and comprehensive Pastoral Care program which incorporates :
 - Child Safe practices;
 - positive behaviour management;
 - social and adaptability skilling;
 - zero tolerance of bullying;
 - zero tolerance of sexual harassment;
 - clear mandatory reporting processes;
 - Codes of Conduct compliance.



SCHOOL ORGANISATION

GOVERNANCE ARRANGEMENTS

From January 2021, the Parish Priest ceased to be the legal 'Juridic person' in all aspects of school decision making. Melbourne Archdiocesan Catholic Schools Ltd' (MACS), has taken over this role as employer for all Catholic schools in Melbourne. St. Martin de Porres Parent Handbook contains the function and membership of both the School Advisory Board and Parents & Friends Association. School Advisory Board Guidelines contain in detail the roles and responsibilities of Board members and the Parent & Friends Association Constitution contains detailed articulation of the roles and responsibilities of its membership. The School Staff Handbook contains detailed information on the roles and duties of all school staff, including those staff holding positions of leadership who therefore also form the 'Leadership Team' for the school.

Accountabilities

From :	To :
School Principal	MACS
Deputy Principal	MACS & Principal
L & T Leader of Faith & Liturgy	MACS & Principal
L & T Leader of Curriculum	MACS & Principal
L & T Leader of Student Wellbeing	MACS & Principal
L & T Leader of ICT (e Learning)	MACS & Principal
Classroom & specialist teachers	MACS & Principal
Education support staff	MACS & Principal
School Advisory Board	MACS & Principal
Parent & Friends Association	MACS & Principal

SCHOOL IMPROVEMENT ARRANGEMENTS

A system-wide Framework was established for Catholic schools to develop their strategic direction every three to four years, reviewed on an annual basis and articulated as an annual action plan in identified education spheres : Education in Faith, Learning & Teaching, Leadership and Management, Student Wellbeing and School Community.

Through cyclic, annual review and formal evaluation every three to four years, prioritized education outcomes are identified in each sphere, targets set, improvement strategies identified and on-going monitoring documented. This is formally reported to MACS and the school community.

The Principal, in partnership with **the Leadership Team** (Deputy Principal and Team leaders of Liturgy & Faith, Religious Education, Literacy, Numeracy, Learning & Teaching, Student Wellbeing) monitors the development of the Action Plan through facilitation of regular planning and development on the four **Staff Development Days** held annually and via **Professional Learning Team meetings** held after normal school hours on a twice weekly basis.

The Principal, Deputy Principal and Parish Priest meet with the parent members of the **School Advisory Board** on a monthly basis to review school policy, develop new policy initiatives, provide advice on current and future school development proposals and to ensure action continues within the School Community sphere of the Annual Action Plan.

Towards the end of Term One each year, the Principal also provides the school and wider community with its annual performance report, distributed to all families via the school website and distributed to the Catholic Education Office Melbourne, for up-loading to the 'MySchool' web-site.

CLASS GROUP ARRANGEMENTS

St. Martin de Porres School's class groupings are arranged in composite structures where two year levels are blended together to form classes.

There are at least two groupings of the same blend (e.g. 3 X 3/4). The strength of this strategy is that this automatically creates a team of at least two teachers planning the teaching and learning for each group of children. More efficient and effective planning occurs, and with two planners, a richer learning experience is created.

12 CLASS GROUPINGS FOR 2022 : 3 X Preps., 3 X Yr. 1/2s, 3 X 3/4s, 3 X 5/6s

Some basic assumptions behind having composite classes :

1. Composite classes allow us to create more flexible and balanced groupings of children when able to divide them 3 ways instead of 1 or 2 - i.e. - if we had 'straight' classes.
2. Due to this flexibility, we can cater more fully for the Catholics in this local area. If we had straight classes, we could only take multiples of 28 Preps each year - nothing in between (we currently take 42 as a max. each year). We would have a total school enrolment of 210 students rather than our current enrolment of 299 students.
3. In straight classes, the youngest will always be the youngest each year, restricting their opportunities for leadership & responsibility - in composites, everyone will be the oldest cohort in each class every second year - therefore more opportunities for leadership & responsibility.
4. Students do not develop or learn the same via their age - all are different - the range of learning ability by age group is almost as diverse as it is in a composite format. Therefore, in a composite class you have students of different age, but same or similar stage of development working together.....

PARENT ARRANGEMENTS

"INVOLVEMENT, ENGAGEMENT, PARTNERSHIP"

Parents are the prime educators of their children & as such have a perfect right & responsibility to be considered partners in the education of their children at St. Martin de Porres.

It is very clear also from much international research, that the more engaged parents are in their children's education, the more enhanced will be their child's learning.

It is also clear that we start together by **building a foundation** with new parents - where parents receive & gather knowledge, develop confidence which invites further contact with the school community and development of a two way commitment (parents & school) to relationship building. This naturally leads to the development of **involvement** - where there is information sharing, explaining, clarifying & school initiated establishment of appropriate structures & processes which encourage parent activity in the school. The next step is **engagement** - where the relationship between school and parent is encouraged to evolve so that parents feel comfortable having conversations with each other, with school leadership, staff, where they listen & are listened to & where parents feel empowered to initiate activity within the school. The final stage of parents' engagement in a school is one of **partnership** - where parent action is more strategic, embedded in school development processes & school life, where interaction is collaborative & where authentic shared responsibility is practised. This final step is a great challenge for school communities.

It is not just parents helping in the classroom which improves student learning - students seeing or knowing that their parents are involved helping in the Library, on excursions, incursions, as guest speakers, as helpers or assistants, on the School Advisory Board, as a member of the Parents & Friends, organising social or fund raising activities - all of these send a message to our children that the school is important, that helping is important, that learning is important.

This importance is noted by our Catholic feeder secondary schools too - they list parent participation in the life of their catholic parish & their catholic primary school as a determining factor for students & their families being accepted into their Catholic secondary school.

VICTORIAN CURRICULUM AREAS

CURRICULUM AREAS		STRANDS	FORMALLY ASSESSED
The following Curriculum Areas & Strands need to be reported (as a minimum) on an annual basis			
Religious Education		Knowledge & understanding Reasoning & responding Personal & communal engagement	Prep. to Yr. 6 Yr. 3 to Yr. 6 Prep. to Yr. 6
English		Reading & Viewing Writing Speaking & Listening	Prep. to Yr. 6 Prep. to Yr. 6 Prep. to Yr. 6
Mathematics		Number & Algebra Measurement & Geometry Statistics & Probability	Prep. to Yr. 6 Prep. to Yr. 6 Prep. to Yr. 6
Science		Knowledge & Understanding Science Inquiry Skills	Yr. 2 to Yr. 6
The following Curriculum Areas & Strands need to be reported (as a minimum) on a bi-annual basis			
The Arts -	Dance Drama Media Arts Music Visual Arts Communication Design	Exploring & Express Ideas Arts Practices Present & Perform Respond & Interpret	Prep. to Yr. 6 Yr. 3 to Yr. 6 Yr. 3 to Yr. 6 Yr. 3 to Yr. 6
Health & Physical Education		Movement & Physical Activity Personal, Social & Community Health	Prep. to Yr. 6 Yr. 3 to Yr. 6
Languages Other Than English		Communicating – socialising, informing, creating, translating, reflecting Understanding – systems, variation, change & role of language & culture	Prep. to Yr. 6 Yr. 3 to Yr. 6
Humanities ~	Economics & Business	Resource Allocation & Making Choices The Business Environment Consumer & Financial Literacy Work & Work Futures Enterprising Behaviours & Capabilities Reasoning & Interpretation	Not assessed until Yr. 10
	Geography	Geographical Concepts & Skills Geographical Knowledge	Prep. to Yr. 6 Prep. to Yr. 6
	History	Historical Concepts & Skills Historical Knowledge	Prep. to Yr. 6
	Civics & Citizenship	Government & Democracy Law & Citizens Citizenship, Diversity & Identity	Yr. 3 to Yr. 6
Technologies	Design & Technologies	Technologies & Society Technologies' Contexts Creating Designed Solutions	Yr. 1 to Yr. 6
	Digital Technologies	Digital Systems Data & Information Creating Digital Solutions	Yr. 1 to Yr. 6
General Capabilities	Critical & Creative Thinking	Questions & Possibilities Reasoning Metacognition	Yr. 1 to Yr. 6
	Intercultural Understanding	Cultural Practices Cultural Diversity	Yr. 1 to Yr. 6
	Ethical Capability	Understanding Concepts Decision Making & Actions	Yr. 1 to Yr. 6
	Personal & Social Capability	Self - Awareness & Management Social Awareness & Management	Yr. 1 to Yr. 6

CURRICULUM STATEMENTS

The following curriculum statements contain the core or essence of each learning dimension for Victorian schools, which are to be developed throughout the seven years of schooling provided at St. Martin de Porres.

RELIGIOUS EDUCATION

The teaching & learning of Religious Education is about students developing a Catholic faith by encouraging wondering, questioning, exploring, discovering and reflecting on Christ's life, Catholic tradition and contemporary social action. Strong links are forged between the school, parish and wider community to enhance a sense of belonging to our Catholic community.

ENGLISH

The teaching & learning of English is about students becoming proficient, confident readers, writers, listeners and speakers of the English language so that they are equipped and empowered to contribute critically and creatively to the local and global world.

MATHEMATICS

The teaching & learning of Mathematics is about students developing mathematical skills and understandings for everyday life, work and as active, critical citizens in a technological world. Students will be provided with opportunities to see connections between Number & Algebra, Measurement & Geometry and the Statistics & Probability domains and apply mathematical concepts, skills and processes to solve problems in Mathematics & other disciplines and contexts.

SCIENCE

The teaching & learning of Science is about students collaboratively engaging with, exploring and making sense of the world through the Physical, Biological, Chemical and Earth & Space Sciences. It is also about the development of scientific knowledge, understandings & skills to explore, investigate, make predictions & solve problems related to local, national and global issues.

HUMANITIES

The teaching & learning of Humanities is about students engaging with & exploring 'Civics & Citizenship', 'Economics & Business', 'Geography' & 'History'.

With 'Civics and Citizenship,' students engage with & explore understandings of Government and democracy, Laws & citizens, Citizenship, & diversity & identity.

With 'Economics & Business', students engage with & explore understandings of resource allocation, consumer & financial literacy, work, reasoning & interpretation & being enterprising.

With 'Geography', students engage with & explore understandings of concepts such as place, space, interconnection, scale, change, environment & sustainability.

With 'History', students engage with & explore understandings concepts & skills of sequencing chronology, using historical sources as evidence, identifying continuity & change, analysing causes & effect & determining historical significance.

CURRICULUM STATEMENTS (Cont.)

TECHNOLOGIES

The teaching & learning of Technologies is about students engaging with & exploring Digital & Design Technologies in order to acquire & apply specific ways of thinking about problem solving to create innovative, purpose - designed digital solutions.

THE ARTS

The teaching & learning of The Arts is about students exploring Visual Arts, Dance, Drama, Music & Design as expressive, creative & communicative forms to engage them in critical & creative thinking & help them understand themselves & the world. The Arts encourage the development of skills & the exploration of technologies, forms & processes through single & multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic & physical fields.

INDONESIAN

The teaching & learning of Indonesian (as a Language Other Than English), is about students understanding the role of language & culture in communication. Exploration of the Indonesian language develops understandings of how culture shapes & extends learners' understanding of themselves, their own heritage, values, beliefs, culture & identity in an increasingly interconnected & interdependent world.

HEALTH & PHYSICAL EDUCATION

The teaching & learning of Health & Physical Education is about the acquisition of movement skills, concepts & strategies to enable students to confidently, competently & creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation & enhanced performance, students develop proficiency in movement skills, physical activities & movement concepts. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation & sport both in Australian society & globally.

GENERAL CAPABILITIES

The teaching & learning of the General Capabilities is about integrating 'Critical & Creative Thinking', 'Personal & Social Awareness', 'Intercultural & 'Ethical Understanding' across the breadth of curriculum offerings at St. Martin de Porres, where it is relevant & appropriate.

OTHER PROGRAM FEATURES



- Literacy emphasis, particularly from Prep. – Yr. 2
- Reading Recovery – Reading Intervention Program
- Year 2 - Year 6 literature based reading program
- 'Buddy system' for Prep students with Senior students
- Library skilling
- Information & Communications Technologies training in F - 6
- Discipline and Pastoral Care Policy supported by Student Wellbeing Coordination
- Swimming lessons for all Preps
- Interschool Sport for Year 5/6s
- School Camps for all Years 5/6s
- Specialist Physical Education program
- Special Perceptual Motor Program for Prep students
- Specialist Visual Arts and Performing Arts program
- Specialist LOTE Indonesian program for F - 6
- Special oral literacy program, incorporating Performing Arts, from P - 6.
- School Choir – which performs at School Assemblies, School Masses, Keilor East RSL, local Aged Care facilities, local Shopping Centres, 'Carols on the Park' in Essendon
- Parent education – 'Parent Helper' course
- Parent education – 'Excursion Helper' course
- Before & After School Care & Vacation Care – on site
- Fortnightly School Assemblies led by our Year 5 and 6 School Leaders.
- Annual Multi-cultural Festival on the school grounds
- Active Parent & Friends Association and School Board
- End-of-Year celebrations - Christmas Carols, Year 6 Mass & Supper
- Year 5/6 leadership program
- 'Student Voice' initiatives
- Student engagement with various local & global communities such as :
 - 'Clean Up Australia'
 - Keilor East RSL commemorations
 - Local Aged Care facilities
 - Cultural Diversity Quest
 - Centacare Catholic Family Services
 - Caritas Australia – 'Project Compassion'
 - St. Vincent de Paul Society Victoria
 - Catholic Education Office – Annual Visual Arts Exhibition
 - Cancer Council Victoria Awards
 - Buckley District Sports Association
 - Victorian Schools Creative Writing Competition – 'Mental Health Week'
 - Catholic Education Week celebrations
 - National Reconciliation Week actions
- Private music lessons available during the school day
- Excursions and incursions related to the Inquiry being studied
- School & parish sacramental preparation sessions for children & families
- Parent partnerships developed via the School Advisory Board & Parents Association
- Implementation of the National Student Wellbeing strategy – 'Be You'
- Emphasis in being active as a 'Sustainability' school & community



STUDENT / PARENT ORIENTATION FOR 2023

PREP. STUDENTS

THURSDAY NOVEMBER 17th

OR

FRIDAY NOVEMBER 18th

9.30 - 11.00 am

YEAR 1 ~ 6 STUDENTS

FRIDAY DECEMBER 9th

9.30 - 11.00 am

The 'Uniform Shop' will be open from 9.30 - 11.00 am for Prep. Orientation, at the School Office

On the notified date above, the children can be taken directly to the Prep rooms. (See Map) Parents are not required to stay for the sessions, as morning tea will be provided by members of the Parents Association, in the Parent Room, for those who wish to wait at the school.

NEW PARENTS & PARENTS OF 2023 PREPS ONLY

A 'New Parents Orientation Evening' will be held on Tuesday October 18th 2022 for all new parents to St. Martin de Porres in 2022. The Prep. teachers and Principal will provide new parents with general information about the school & specific information about how parents can ease the transition between Kinder/previous school & beginning at St. Martin de Porres.

To ease transition for our new children in 2022, Prep. children will attend for full days on Monday, Tuesday, Thursday & Friday until the end of February. Therefore, Wednesdays are not a school day for Prep children until March. **However, Prep students will be rostered on some of these Wednesdays for further testing.**

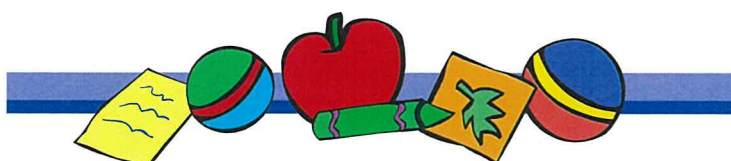
On one of these Wednesdays in February, each Prep child will be timetabled to attend the school for testing of their literacy ability to assist & inform the Prep teachers in meeting the future learning needs of each student.

Prep children will then be ready for full time, five days per week schooling on the first Monday in March (7th) 2022.

SCHOOL TERM DATES 2023 (Tentative)

** School Staff begin 2023 on Fri. January 27th & finish Tues. Dec. 20th
** Yr. P-6 students officially begin 2022 on Mon. January 30th & finish Tues. Dec. 19th

TERM ONE -	Mon. January 30 th - Thurs. April 6 th
TERM TWO -	Mon. April 24 th - Fri. June 23 rd
TERM THREE -	Mon. July 10 th - Fri. September 15 th
TERM FOUR -	Tues. October 3 rd - Tues. December 19 th



SCHOOL FEE POLICY 2022

School Family Levy

\$1,854 per family

Technology (TL) Levy

\$218 per family

Curriculum Levy

\$492 per child

PARENTS PLEASE NOTE :

1. It is an expectation that families choose one of the six payment options listed below & that all levies be paid in full by Friday October 21st 2022.
2. The Technology Levy contributes to the school's commitment to provide the best, most up-to-date technological equipment for our students. This Levy will purchase Laptops, iPads, WiFi components, up-graded servers and software for use by students and school staff.
3. Families paying 'Lump Sum' receive a \$50.00 discount off the total of the Family, Curriculum & Technology Levy (already discounted below) & must be paid in full by Fri. Feb. 18th 2022.
4. All other families decide which Option below (2, 3, 4, 5 or 6) to pay the total of Levies
5. Payments can be made by cash, cheque, EFTPOS (at school office), credit card or direct debit.
6. Camp Fees (Yr. 5/6) & Swimming Fees (Preps only) need to be paid within 30 days of when billing occurs.
7. Option 6 below is a newly formalised category of fee paying, beginning in 2022.

Option 1

By lump sum - payable (discounted amount in blue below) by Friday February 18th 2022.

	FULL FEES	DISCOUNTED FEES	
One Child	\$ 2,564	\$ 2,514	* Lump sum paid in full by Friday February 18 th 2022
Two Children	\$ 3,056	\$ 3,006	
Three Children	\$ 3,548	\$ 3,498	
Four Children	\$ 4,040	\$ 3,990	

Option 2

By cash or cheque - Split over 3 Terms

	By end of Term 1	By end of Term 2	By end Term 3
One Child	\$ 1328	\$ 618	\$ 618
Two Children	\$ 1820	\$ 618	\$ 618
Three Children	\$ 2312	\$ 618	\$ 618
Four Children	\$ 2804	\$ 618	\$ 618

Option 3

- Direct debits to begin Friday February 25th & to finish on Friday October 21st 2022.

Direct Debit Options	18 Fortnightly Payments	9 Monthly Payments
One Child	\$ 142	\$ 285
Two Children	\$ 170	\$ 340
Three Children	\$ 197	\$ 394
Four Children	\$ 224	\$ 449

Option 4

Electronic Funds Transfer to School Account	Option 2 amounts as minimum by end of Term 1, 2 & 3	School Account Details BSB ~ 083347 A/C No. ~ 528922150
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Option 5

Credit Card	Option 2 amounts as minimum to be paid by end of Term 1, 2 & 3
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Option 6 - FEE CONCESSION

(Where one parent in a family is the fee payer, and that parent holds a Health Care Card, CSEF eligibility, DVA Gold Card, ImmiCard or if they have proven, severe financial hardship, they can contact the School Principal, Mr. Williams, to access the Fee Concession listed below. The Fee Concession below also applies where both parents in a family hold one of the above cards.

Where two parents in a family share fee paying, and one parent holds one of the above listed cards and there is proven, severe financial hardship, then a partial concession can be applied to a family's total school fees that are payable. Please speak to Mr. Williams.)

One Child : \$780 p.a. (\$43.50 per fortnight)	Two Children : \$1196 p.a. (\$66.50 per fortnight)	Three Children : \$1,560 p.a. (\$87.00 per fortnight)
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N.B. : Families eligible for this option must agree to pay the above fees via the school's direct debit plan each fortnight or each month.

THE FIRST YEARS OF SCHOOLING

Parents and Teachers as Partners

When a child first goes to school, there is great change for that child, and for his or her family. We believe that you, the child's parents, are the most important link in the education chain. The following show that together, parents and teachers can make your child's experience of school an excellent and enjoyable one.

Often the hardest part is being away from the family and joining a new group of 20 - 30 other children. Anything you can do now to help will make school a happier place for your child. Here are some ways in which you can support and build on the classroom experience :

- 1) **Provide opportunities for shared language experience** : So many places to go ... the city, the zoo, the sea shore, art galleries, concerts ... So many things to do ... paint, make, cook, share and discuss.
- 2) **Provide opportunities for your child to spend some time away from the family** : This will help your child become more independent and build self-confidence. Why not arrange an overnight stay with Grandma, a friend or a relative?
- 3) **Encourage Questions** : Five and six-year olds are full of questions about why and how. They may annoy from time to time, but such questions are at the heart of investigating, and therefore learning. Listening to and answering these questions seriously will help your child remain an active and curious learner.
- 4) **Encourage Children to Discover for Themselves** : We all have to learn to take responsibility for our own learning. Young children are natural investigators. Don't always tell them all the answers, but do provide the means for them to find their own answers.
- 5) **Share Reading Experiences** : At five and six the bedtime story is as important as ever. After the bedtime story, allow some quiet moments for reading in bed.
- 6) **Encourage Drawing and Writing at Home.**
- 7) **Sometimes Scribe For Your Child.** Write down a story (statement) as your child tells it, then read it back several times. Display the "story" for the whole family to share, on the wall, notice-board or 'fridge.
- 8) **Put TV Viewing & Use of Other 'Techno' Games in its Proper Perspective** : Most children enjoy being entertained by TV and various computing activities, but they also need time for playing, reading, being out of doors, - time for doing lots of things. Choose carefully what and how much your child is entertained by television and various other computing media.
- 9) **Ensure that Your Child Has a Sound Knowledge of the Route to and from School.**
- 10) **Teach Your Child Basic Road Safety.**
- 11) **Get to Know Your Child's Teacher** : The benefits of a positive relationship between teacher and parent are obvious. Don't hesitate to communicate with the teacher as you see the need - before confusion arises or problems develop.
- 12) **Support Children in What They Do at School.** Display at home art and craft done at school, as well as stories written. Help children find things to take for school activities or themes - make-and-do boxes, objects for the Science table, clothes and objects for dress up and imaginative play.
- 13) **Become a Parent Helper or Excursion Helper at School.** When children see their parent helping at school or on excursions, they know you care - school is important.
- 14) **Join the School Advisory Board or Parents and Friends Association.** Again, when children see their parents helping at school to organise social events or to raise funds for resources, they know school is important and that you care about these things.

ENROLMENT PROCEDURE

After prospective parents have read the first 18 pages of this Prospectus and checked out St. Martin de Porres School website, they are encouraged to then.....

- 1) Carefully read, understand and accept all relevant School Policy information for 2023.
- 2) Complete the application form and compliance declarations. and return these with the appropriate birth, sacramental, health documentation **by Friday April 29th 2022**.
- 3) Avail themselves of Open Days at St. Martin de Porres **from mid February (February 14th 2022). School tours will be available** to all interested families on most school days of the year, between 9.30 – 11.00 am, 12.00 – 2.00 pm or 2.30 – 3.00 pm.
- 4) Return all application forms to the School Office **by Friday April 29th 2022** with a \$200.00 non-refundable application fee. Please note that \$150.00 of this Fee will be reimbursed from the following first year of School Fees.
- 5) Participate in an interview (**parents & child**) with the Principal and Parish Priest. These will be undertaken by mid-May.

Immediately after close of enrolment :

- a. **each application will be examined** using the criteria in the Enrolment policy by the Principal & interviews planned.
- b. **letters of acceptance** are distributed to successful applicants.
- c. **successful applicants shall formally accept or reject the offer of place by the specified date, normally two weeks after interview.** If formal acceptance is not received in writing or via email by the school by the specified date, the enrolment application may be set aside and the next family on the waiting list offered that place.
- d. families who reject the offer of enrolment for any reason and then wish to be considered for enrolment at a later date, shall be considered a new enrolment & therefore shall not receive preferential treatment related to their previous enrolment application.