



Melbourne Archdiocese  
Catholic Schools

Holy Trinity  
Primary School  
**Wantirna South**

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# Parent Handbook 2026



## ‘Love One Another’



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@HolyTrinityPS



@holytrinityprimaryschool

## **Parent Handbook 2026**

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Dear Parents,

As members of our Holy Trinity community, you play an essential role in shaping the rich learning environment we value so deeply. We hope your ongoing journey with us continues to be joyful, rewarding, and filled with meaningful opportunities for your child to grow and thrive.

Learning remains at the heart of everything we do. Together, students, families, and staff, we form a community committed to growth, excellence, and faith. Our collaborative approach ensures that every child is known, supported, and encouraged to realise their full potential.

What continues to set Holy Trinity apart is how we teach. Our staff are passionate, innovative, and dedicated to making learning engaging, purposeful, and joyful. Their commitment to evidence-based practice and continuous improvement drives the strong growth we see in our students each year.

Grounded in the Science of Learning, our curriculum is knowledge-rich and evidence-based, supporting all students to develop strong literacy and numeracy foundations. We are equally committed to student wellbeing, providing targeted support for learners who require additional academic or emotional care.

Success at Holy Trinity is reflected not only in data but also in the small, powerful moments that shape a child's development, the spark of understanding, the excitement of discovery, the confidence that emerges through challenge, and the connections formed across our community. These moments capture the true spirit of our school.

As a Catholic learning community, Christ is our guide and foundation. We seek to nurture the spiritual, intellectual, social, and emotional growth of every child, helping them become compassionate, responsible, and faith-filled individuals. Our school values of Tolerance, Optimism, Respect, Confidence, and Honesty shape daily life and guide our students to be resilient and thoughtful.

Thank you for your ongoing partnership with us. Together, we continue to build a community where every child is known, valued, and supported to thrive.

**Steve Evans**  
**Principal**



## **Holy Trinity and St Mary's School Prayer**

Loving God  
Bless our friends, families and teachers at  
Holy Trinity and St Mary's.

Help us to make the right choices  
Through the day so that we have  
Respect and tolerance for others and for our world.

Thank you God for our wonderful school.  
Help us to live out our school motto of  
“Love one another”.

Amen



## **Vision Statement**

Together we nurture life-long learners through a holistic, faith-filled approach focused on the wellbeing of each student, empowering them to make a difference.

*#HTLoveOneAnother*

## **Mission Statement**

Holy Trinity is a Catholic Primary School in the Parish of St. Jude's Scoresby.

Our teaching is based on the beliefs and traditions of the Catholic Church and the Gospel values of Jesus.

We are committed to educating the whole person to their individual potential.

We provide programs to develop skills enabling full participation in the local community and the global context.

## **School Motto**

Our School Motto comes from the Gospel of John 13:34 'And now I give you a new commandment: love one another. As I have loved you, so you must love one another'. The students enjoy a happy, welcoming atmosphere where the school motto, "Love One Another" is the basis of our actions and the values underlying our Discipline Policy. The children are friendly, open and confident in the safe, secure environment of their school, knowing that they have the right to be and feel safe, work, learn and play without interference from others and that they have the reciprocal responsibility to respect others.

# 2026 Term Dates

## Term 1:

Staff return to school	Tuesday 27 January
Student Assessment Day 1 (Years 1 -6)	Wednesday 28th January
Student Assessment Day 2 (Years 1 -6) / Prep 9am-1pm	Thursday 29th January
Students Years Prep-6 First Day with the whole school	Friday 30th January
End of Term at 1pm	Thursday 2nd April

## Term 2:

April 20 – June 26 at 1pm

## Term 3:

July 13 – September 18 at 1pm

## Term 4

October 5 – December 15 at 3.30pm

## School Times

Parents can bring their child to school from 8:30 as classroom doors open at 8:50. Parents generally leave their child's classroom quickly, to allow the children to settle in. After school, all Prep children should be collected from the external classroom door by a parent or an authorised person during the first few weeks.

## Special Times for Prep

During February the Prep children **will attend school on Mondays, Tuesdays, Thursdays and Fridays. PREP CHILDREN WILL NOT ATTEND SCHOOL ON WEDNESDAYS 4, 11, 18 and 25 in FEBRUARY as well as 4th MARCH.** From March 10, children begin school full time.



## **Our Community Partnership**

Education in a Catholic School is about parents, children and teachers working together, learning in partnership and communicating effectively.

The process of educating children is a role we share with you during your child's entire school journey. Together, we develop a nurturing and supporting atmosphere that instills our Christian values, in particular our core values of Tolerance, Optimism, Respect, Confidence and Honesty (TORCH). The principal and teachers encourage parents and children to share their concerns and aspirations. Working together will help children achieve their full potential.

Parents' views are considered and their participation and involvement is encouraged. The wider community contributes to curriculum and decision-making and all contributions are valued. We encourage a welcoming, caring community into which parents entrust their children.

## **School Overview**

Holy Trinity enjoys a unique integration program with St Mary's College for the Deaf. The two schools share the same campus and St Mary's students are included in Holy Trinity whole school activities and integrated into classes. St Mary's students begin the school day in their Holy Trinity classroom and then move to set learning spaces at Holy Trinity or St Mary's to commence the day's learning. The level of integration varies for students according to their abilities and the extent of their disability. St Mary's students wear the same uniform as our students; play in the same playground and share activities and friendships with the Holy Trinity students. This encourages in all students a sense of tolerance, understanding and empathy as they learn to accept and respect differences.

## **School Profile**

In 2026 the student enrolment will be approximately 200, including 8 St Mary's students. There are 9 classes: Prep x 1, Yr1/2 x 3, Yr3/4 x 2, and Yr5/6 x 3

Holy Trinity has a staff of approximately 30 which includes classroom teachers, specialist teachers and learning support officers. Positions of Leadership within the school are currently:

- Principal
- Deputy Principal
- Religious Education Leader
- Learning and Teaching Leader
- Literacy Leader
- Numeracy Leader
- Learning Diversities Leader
- Student Wellbeing Leader

## Curriculum

### **Religious Education**

“Parents must be recognised as being primarily and principally responsible for their children’s education.” (Vatican 11 Document on Education – N3)

As parents are the first and most important educators of their children, it is in this environment that the child experiences God’s love, hears His name, learns to pray and is introduced to the Parish Community. The aim of the Religious Education Program at Holy Trinity is to support parents in their role as religious educators of their child. We believe it is important to impart the Gospel values of Jesus Christ through the way we care for the students and all members of the school community. We aim to evangelise those we teach for their life-long journey of faith.

The curriculum in Religious Education follows the guidelines set down by the Archdiocese of Melbourne. The basis of these guidelines is to help the child to come to know Jesus through deepening their understanding and love of scripture and liturgy and what it means to live as a Christian in our world today. As the child’s mind and personality develops, this knowledge is nourished by the Sacraments.

Currently, the Sacrament of Reconciliation is prepared for and received in Grade 3, the Sacrament of Eucharist is prepared for and received in Grade 4 and Confirmation is celebrated in Grade 6. Families are involved with the preparation of these Sacraments and parent information sessions are held to help in this process. The focus of the Religious Education Program during Sacramental celebrations involves the whole school in the common theme – we are a community of faith, celebrating together.



Children have the opportunity to respond to God with a lived experience of the Catholic faith through whole school and class Masses, prayer services, celebration of the Sacrament of Reconciliation and other liturgical celebrations throughout their years at Holy Trinity.

Holy Trinity has a staff member who undertakes the role of Religious Education Leader. In consultation with the Principal and the Religious Education Leader, the staff plan a yearly overview and units of work. The Principal and the Religious Education Leader meet regularly with the Parish Priest of St Jude’s Scoresby.

It is our aim in providing the Religious Education program to work in partnership with parents, the child’s first educators, to develop the students’ love of God, feelings of self-worth, respect for others, sense of social justice and to encourage faithfulness to the Gospel values. We have a rich Catholic heritage with wonderful traditions which our students have a right to access, understand and appreciate.

### **Masses**

Mass is seen as an integral part of our Religious Education program at both Holy Trinity and St Mary’s schools. Every year we celebrate many Masses at school and we transport the students to St Jude’s church twice a year to celebrate Mass. We welcome and encourage families to attend any classroom, level and school Masses throughout the year.

## **General Curriculum**

The Victorian Curriculum provides the framework that enables teachers to develop personalised learning pathways for all students. Subject disciplines include Mathematics, Science, English, Health and Physical Education, LOTE (Italian), Humanities (Geography, History, Civics and Citizenship, Economics and Business), The Arts, Digital Technologies (including ICT and coding).

The four General Capabilities consist of Critical and Creative Thinking, Personal and Social Learning, Intercultural Understanding and Ethical Behaviours.

Students are assessed through national standards testing (NAPLAN) and through school-based assessments to ensure that high standards are attained and that individual progress and improvements are closely monitored.

## **Literacy**

A two-hour daily literacy block operates from Prep to Year 6. During these times students are involved in intensive and focused lessons that are differentiated according to the individual needs of all students in the areas of Reading, Writing and Speaking & Listening. Students engage in whole class, small group and independent learning activities that are structured to suit the learning purpose.

### **Prep**

The Prep students participate in InitiaLit, an evidence-based, whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitiaLit-Foundation, or InitiaLit-F, is a literacy program for all children in their first year of school. It has been developed by MultiLit, a research-based initiative of Macquarie University

InitiaLit – teaches children that words are made up of sounds and sounds are represented by letters. Unlike learning to talk, which children pick up naturally, children do need to be directly taught the relationship between sounds and letters.

### **Years 1 & 2**

The Year 1/2 students participate in another evidence-based, whole-class literacy program, InitialLit-1/2. This program will systematically build on their understanding of the relationship between sounds and letters and support students to become fluent readers who are able to confidently comprehend texts using evidence-based instructional practices. The teaching of writing and spelling is also intrinsically linked to the reading program. We aim to systematically build on students' knowledge of writing the different sounds in words and scaffold and support them to write a wide range of text types.

### **Years 3-6**

Students learn to develop and build on essential skills, strategies and knowledge that empower them to become critical literacy learners. The five big ideas in learning to read phonemic awareness, phonics, fluency, vocabulary and comprehension are embedded throughout the reading program. The writing program is linked to reading making connections where possible. Students will learn reading and writing through Knowledge Based Units or Novel Studies. In Year 3 & 4 the students are taught spelling through SpellEx - an evidence-based, whole-class program.

### **Intervention**

Students who require additional assistance will be supported by an Intervention Teacher in small group or independent instruction on a regular basis.

Onsite Allied Health Therapy will not begin before Term 2. This is to allow the children to settle in to the routines and expectations of the classroom and maximise their time building connections with their peers and teachers. If your child accesses Allied Health Therapists

within their NDIS Plan please consider external afternoon appointments from 2pm onwards. It is essential they don't miss Literacy classes or they may fall behind.

If you require the classroom teacher to fill out a questionnaire from a paediatrician please provide a cover letter, outlining the test. The completed form will be emailed to the doctor. Please ensure their details are accurate, as we do not return forms to families.

### **Parent Assistance in the Classroom**

Volunteers play an important supportive role during the Literacy Block. To volunteer you must have a Working with Children Check and hand a copy to the office. There will be a Parent Helper's Course in Term 1 that parents/ grandparents can attend. Parents with children younger than school age are asked not to bring their children in during this time.

### **Home Reading**

Prep children will begin Term 1 listening to their parents read to them and discussing the books together. They will also complete a handwriting task and build upon word recognition with small words. In Term 2 they will begin to bring home decodable books to read to you. Students in Years 1-6 will take home books to practice and consolidate the reading skills, strategies and knowledge that they are learning at school. Children will use reading logs to record their daily reading. These reading logs are returned weekly on a day specified by the class teacher/s.

### **Mathematics**

A one-hour daily Mathematics lesson takes place at Holy Trinity from Prep to Year 6. Students have opportunities to deepen their current knowledge of Number and Algebra, Measurement and Geometry and Statistics and Probability.

These Mathematics lessons involve independent or group learning experiences that focus on a combination of open ended and closed problem-solving tasks, that students complete independently or in groups. The teacher models' various strategies and makes use of concrete materials to cater for different styles of individual learning.

With the varying abilities and learning styles, teachers carefully plan and cater for students needing further support and assistance within these tasks. As well as supporting and assisting students, teachers ensure these tasks lend themselves to further challenges and carefully consider and cater for the needs of all students.

### **School Library**

All students visit the library weekly with their class. They are also encouraged to visit the Library at lunchtime or after school to borrow from the well-stocked selection of literature. As well as providing recreational reading for the children, the Library functions as an automated resource centre for all children and teachers. It has fiction and non-fiction books, audio visual, picture, chart and map resources to complement the classroom. Weekly sessions held in the library allow each child to borrow books for personal enjoyment, develop research skills and understand how to locate library resources. Children will use their blue pouch as a Library bag.

### **Homework**

We believe that children should have a balance of work, exercise, recreation and sleep in their day. Consequently, our homework policy contains a minimal amount of Literacy and Mathematics compulsory activities, some occasional activities and a variety of non-compulsory activities. Reading is the main focus of compulsory homework and there will be opportunity to tailor homework to meet the needs of specific children. For Mathematics' homework we encourage parents to do a range of counting / mental computation to help your child develop automaticity, these activities will be communicated to you from the teacher. Your child will also receive a user name and password for a Maths Program that can be downloaded to tablets, phones or used on a computer.

## **Parent Involvement**

Holy Trinity extends an open and welcoming attitude towards all parents. The school encourages parental participation and involvement in the ongoing process of the education of each child.

Involvement includes:

- School Advisory Council (SAC)
- Parents Association (PA)
- Interschool Sports
- Classroom helpers
- Participation in social family events
- Assistance on excursions
- Parent Teacher Meetings
- Class Masses
- Monday morning flag raising

## **Working with Children Check**

At Holy Trinity while we highly value parental involvement we also have the responsibility to ensure the safety of all students. All parent helpers must register for a Working with Children's (WWC) check before commencing any work in classrooms or other extra curricula activities. Passing a WWC Check is a legal requirement for everyone in Victoria doing paid or voluntary child-related work. It is the school's responsibility to ensure that all paid and voluntary workers are assessed to ensure the suitability to work with children and to establish sound, ongoing supervision practices so that all children are safe. It takes approximately 6 weeks to obtain a WWC check, so parents needing to apply for one so that they can assist with onsite or off-site activity-based learning, we recommend that you apply 6 weeks prior to school commencing. This will ensure that you will be able to start as soon as classroom helping commences. For more information and to apply online visit the website; <http://www.workingwithchildren.vic.gov.au/>

## **Volunteer Application**

The Child Safe Standards require schools to gather, verify and record a person's history of work involving children. Holy Trinity School takes child safety very seriously and for this reason, potential volunteers are required to list their entire work history, including any volunteer work, involving children. If you would like to submit your interest for a volunteer role within our Holy Trinity School, please request an application form from the school office.

## **Wellbeing & Safety**

A comprehensive list of policies can be found on the school web site [www.htws.catholic.edu.au](http://www.htws.catholic.edu.au)

## **Pastoral Care / Values**

At Holy Trinity we believe that a whole school approach to student wellbeing provides a model that enables the education of the whole person including the physical, emotional, intellectual, moral and spiritual dimensions of the person.

Our whole school approach to wellbeing is supported by an extensive program of social and emotional learning which supports children to develop the necessary skills needed to become valued and active members of the community.

The key skills included are:

- self-awareness: recognise and manage emotions
- social awareness: develop care and concern for others
- responsible decision making: understanding and applying decision making skills

- self-management: handle challenging situations effectively; take increasing responsibility for their own health and physical wellbeing
- relationship skills: establish positive and respectful relationships; build trusting adult relationships; form attachment to a familiar and consistent educator/s

The program is delivered through our P – 6 Friendship Groups Program, Year level-based Values and Social Skills Program as well as small group targeted intervention programs.

As a Restorative Practices school, all members of the Holy Trinity School community are encouraged to demonstrate and promote responsible and positive behaviour.

### **Behaviour Management**

Our behaviour and wellbeing framework is grounded in Gospel values and Catholic Social Teaching. We encourage students to see Christ in themselves and others, to act with compassion, and to contribute positively to our school community and beyond. Through prayer, reflection, and daily practice of our TORCH Values, students develop not only as learners but as caring, responsible citizens.

Please refer to our Holy Trinity Anti Bullying Policy located on the Website.

### **Student Leadership**

Senior students are encouraged to develop leadership skills and initiative. The Student Leaders have the responsibility for conducting assemblies and participating in special events.

Flag raising combined with school assembly on Monday morning is a senior school responsibility. The School Prayer and the National Anthem are recited.

Year 6 students participate in a ‘Buddies’ program with Preps – a greatly valued program in our school.

A Student Representative from each class is elected to the Students Representative Council. These students meet regularly with the Deputy Principal to discuss issues that are relevant to the Student body.

### **Camping Program**

The school has a camp program as follows: Year 5/6 participate in a 2 night /3-day camp each year. Year 4 has a 1 night / 2-day camp, Prep - Year 2 have a camping day at school participating in organised activities.



## **Medical Information**

### **The School Nursing Program**

A Health assessment is offered to all children in their first year of primary school. The school will give you the School Entrant Health Questionnaire (SEHQ) to complete during the first year. You are asked to give information about your child's health history and any concerns you may have. The SEHQ will provide important information about your child's health so that the nurse can make an effective health assessment, such as a vision or hearing test, the nurse will see your child at school. The physical assessment cannot take place without your written consent.

The nurse will contact you with any concerns about your child's health. The nurse may suggest referring your child to be assessed or treated by another health professional or agency. A report will be sent, giving the outcome of the assessment. Only with your permission, and if appropriate, the assessment results may be provided to your child's teacher.

### **Medical Information**

If your child has a specific medical condition e.g. asthma, allergies, epilepsy, diabetes etc. you will be required to obtain the relevant medical management plan from your Doctor and upload it into SIMON/PAM. Your Doctor will be required to fill out relevant information on the plan for your child, so that we can provide the necessary level of care.

It is vital that the school is informed of any known allergies that require specific and immediate attention and that action plans are completed. These action plans are placed in emergency management folders and within the staff administration areas to ensure staff awareness. Staff are trained in the administration of an EpiPen and Anipen.

The school should be informed of any emotional or physical problem your child has which may affect his/her progress at school. All children are expected to take part in physical education, sport activities and excursions unless a satisfactory reason is given by the parents.

Please note that in the case of an accident/emergency an ambulance will be called. Payment for the ambulance service is the responsibility of the parents.

If your child is ill, he/she should be kept home. It is a legal requirement that on the day of your child's absence, you notify the school via the SIMON App.

### **Medication**

If medication is to be administered at school, parents are required to arrange for a Medical Management Plan and Medication Authority Form to be completed and signed by a health practitioner. Completion of these forms is a requirement by the Melbourne Archdiocese of Catholic Schools (MACS). The form and medication is to be brought to the office by the parent for safe storage and administration at the appropriate time. Children are **not permitted to keep medication** in their school bags with the **exception of Asthma relief medication** e.g. Ventolin.



### **Emergency Details**

**It is most important that all relevant details are kept up to date via SIMON/PAM.** It is appreciated that parents notify the school promptly of any changes e.g. address, phone numbers, parent's change in business (address and phone telephone numbers), name of friend or neighbour who would act as an emergency contact to look after your child if too ill to remain at school. Reminders will be sent out during the year regarding checking your children's SIMON Medical profile to ensure it is up to date.

## **Diseases**

### **Infectious Protection against Infectious Disease**

The Health Act of 1996 requires that all children starting school at Prep level have an Immunisation Certificate. The Immunisation Certificate is obtained from the Health Department of your local Council. This Certificate should be given to the primary school when you enrol your child in Prep. The Health Department Victoria recommends that all children are immunised against Diphtheria, Polio, Tetanus, Measles and Mumps diseases before they enter school. Children who are not immunised will be excluded from school if there is an outbreak of Measles, Diphtheria or Polio. This will reduce the chance of these serious diseases spreading throughout the community.

Parents or guardians who fail to give the Primary School an Immunisation Certificate may be penalised. This, however, is a last resort and every effort will be made to help parents meet the requirements of the legislation. Immunisation Certificates must be at school before the day children begin school.

## **Health, Hygiene and Safety**

The importance of a regular bed time and a good night's sleep cannot be over emphasised. A nutritious breakfast eaten unhurriedly in a relaxed atmosphere makes for a good start to the day. Help children acquire the habit of being on time for school – but not before 8.30am.

Ensure children can attend to themselves in the toilet, flush it and wash hands afterwards using the soap provided.

If you have any doubts about your child's eyesight or hearing, have your doctor check him/her as soon as possible (before school commences).

Continue your teaching of basic safety habits. Don't overlook the dangerous practice many young children have of putting foreign bodies in their mouths, nostrils and ears.

If you live nearby and want him/ her to come to school with older children, make sure they walk straight to school, avoiding unnecessary detours. Give frequent reminders of never accepting lifts from strangers.

If your child arrives late or needs to leave school early, a parent needs to visit the office to electronically sign your child in or out. If your child is late they will be given a late pass to give to the teacher.

We understand that, on occasions, parents are required to pick up their child early from school for one reason or another. While we are always happy to facilitate this pick-up process, the timing can interrupt the child's learning or clash with an extracurricular or Specialist activity. It can be challenging locating the child during an outside play time or when participating in an activity outside of their classroom.

To ensure a more efficient pick up process, we recommend (where possible) that children are picked up at 11am, 12pm or 2pm. This will assist in getting the children to the office in a timely manner.

In the case of illness/injury, we will notify you or ring the emergency contact number you have nominated. Make sure the emergency contact is able to drive and lives locally. Please keep your child home if there are obvious signs of illness before school. Parents do not appreciate having their children unnecessarily exposed to illness. Holy Trinity has some students with compromised immunised systems and it is essential you keep your child home if they present with vomiting or gastro symptoms. They can return to school 24 hours after the last episode.

Children riding bikes or scooters to/from school MUST wear a helmet. This is a law not just a school rule. Bikes and scooters are stored in the designated bike rack during the school day. For the safety of all students, bikes and scooters must be walked through the school grounds.

### **Head Lice**

As stated in the Holy Trinity Head Lice Policy it is our responsibility to notify parents when there are reported cases of head lice in a particular year level. As stated in this policy 'children with long hair will attend school with hair tied back'.

The following is for your information: Head lice are common in school-aged children and are the most adaptable of creatures. They have survived living solely on humans for 10 000 years. You may be reassured to know that they are commonly found in places other than Holy Trinity! Some of the reasons they have survived for as long as they have are:

- The six legs of a louse end in a claw, allowing them to grip the hair.
- They detect vibration and can hide (conditioner will help fix this problem)
- Head lice can hold their breath for 20 minutes – looking like they are dead.
- The eggs are attached to the hair with a 'glue' like substance. Studies conducted on 45 different products to dissolve the 'glue' showed **nothing** would dissolve it.

We know where they live and we know how to find them.

If you follow these steps, once a week, the control of head lice in your home will be greatly improved.

**Step 1:** Comb inexpensive hair conditioner on to dry, brushed hair. This makes it difficult for lice to grip the hair or run around.

**Step 2:** Wipe the conditioner from the comb onto a paper towel or tissue

**Step 3:** Look on the tissue and on the comb for lice and eggs

**Step 4:** If lice or eggs are found the child should be treated.

**Step 5:** If the child has been treated recently and only hatched eggs are found, you may not have to treat since the eggs could be from the old infection.

If your child has head lice – tell anyone who has had head to head contact with them and ask them to check their family too.

### **Treating head Lice**

Concentrate on the head – there is no evidence to suggest that you need to clean the house or classroom

No treatment kills all of the eggs so treatment must involve two applications seven days apart. If you are using lotions, apply product to dry hair.

There is no need to treat the whole family, unless they also have head lice.

Only the pillowcase requires specific laundering; either wash it in hot water (at least 60 degrees centigrade) or dry it using a clothes dryer on the hot or warm setting.

There is no product available that prevents head lice. Using the conditioner and comb method once a week will help you detect any head lice early and minimise the problem. Tying back longhair can help prevent the spread of head lice.

Combs with long, rounded stainless steel teeth positioned very close together have shown to be the most effective, however any head comb can be used.

([www.health.vic.gov.au/headlice/about.htm](http://www.health.vic.gov.au/headlice/about.htm))

## **Communication**

### **Parent/Teacher Communication**

Communication between parents and teachers is encouraged. Parents need to keep themselves informed – if they feel more information is required, this should be sought in the appropriate way e.g. email or telephone if urgent. Information including the school newsletter and school notices is communicated electronically to parents via SIMON/PAM. Reminders about upcoming events and photos of daily activities are shared on the school's Facebook and Instagram pages. The following take place as an aid to communication:

#### **Parent Meetings:**

Parent meetings both formal and informal, will be arranged during the year.

#### **Orientation**

Early in Term 1, parents are expected to complete a form to share information about their child with the teacher. If you think the Prep teachers need more information about your child at this time we can arrange a meeting on one of the Wednesdays when the children are having a rest day, or at another suitable time. If your child has additional needs a Program Support Group Meeting (PSG) will be organised with yourselves, the Prep teacher and the Learning Diversity Leader. This is a more formalised meeting.

#### **Parent Teacher Meetings and Online Bookings**

Prior to the meetings, parents receive a detailed information sheet that clearly outlines the booking process. The first meetings will be at the end of Term 1. At this time, it is expected that all parents will speak to the teachers about their child's progress. In the second half of the year there are more Parent Teacher Meetings, these are held at the end of Term 3. A progress report is issued twice a year in June and December. If you have any questions about the reports, you are able to contact the teacher to organise a meeting.

#### **Continuing Meetings**

If at any time throughout the year, parents feel they would like to know more about their child's progress, or if there is anything they would like to discuss, we encourage appointments to be made with the classroom teacher. If your child's teacher has any concerns, they will contact you to organise a meeting.

#### **Emails and Phone Communication:**

Teachers are unable to come to the phone during their teaching time. They are usually unavailable for meetings between 8.55 a.m. and 3.35 p.m. and have regular staff meetings and professional development Tuesday afternoon and Thursday afternoons. Holy Trinity staff access their work emails normally between 8.35 am - 4.30 pm and will endeavour to respond to emails within 24 - 48 hours. However, staff are not expected to respond in this time frame during weekends, public holidays, and term breaks.

#### **Information Sessions and Learning Showcases**

Meetings are held prior to the Sacraments in Year 3, Year 4 and Year 6. There are parent sessions and child and parent sessions.

Occasionally we will have curriculum updates, student wellbeing and sexual education information sessions.

Each semester we invite all parents into the classrooms for a Learning Showcase to view your child's work or participate in a special learning activity with them. These afternoons are highly valued by the children and school.

#### **School Assemblies**

Every Monday we begin the day together with a short school assembly to welcome students, parents and teachers to another week. Every second Friday at 2.40pm, the whole school

congregates in the Gathering Space (Library) for our school assembly. During these times students receive school awards and certificates and listen to important messages from staff and student groups. Parents are warmly welcomed to share this special time with us.

The special awards handed out are;

- **TORCH Award**

This award is given out to students who have displayed one or more of the TORCH values (Tolerance, Optimism, Respect, Confidence, Honesty).

- **Torch Bearer**

One child from each year level receives this very special award at the end of every term. This award is given to students who consistently display all of the TORCH values across the term to all teachers and students across the school community.

### **School Newsletters**

Every second Tuesday we publish the school newsletter to keep our school community informed of important current and upcoming events, dates and news.

- Some of the items you may expect in the Newsletter are:
- Notes from Principal or staff members
- Parish Pastoral Council notices
- Parents Association notices
- Important dates for the term
- Advertising school events
- Religious Education news
- Literacy and Library news
- Physical Education news

### **Level Information Sheet**

At the beginning of each term, teachers will send home a Level Information Sheet that outlines the main topics across all areas of the curriculum that will be taught throughout the term.

### **Blue Pouch**

Your child will receive their blue pouch in Term 1. The blue pouch is used to transport their reading journal, home reader and library books, within their school bag. If your child receives a party invitation it will be put in the blue pouch. The blue pouch needs to be brought to school each day, as we often listen to the children read to build fluency and accuracy in reading.

### **Signing in and out at the office**

All visitors and volunteers must sign in on PassTab in the school office. Students arriving late or departing early must be either signed in or signed out by the parent of the child or an Emergency Contact that is specified for your child in SIMON/PAM.

## **Parish Pastoral Council Principles – St. Jude the Apostle Parish**

### **The Parish Pastoral Council Vision Statement:**

Catholic Education begins at birth, grows through primary school and parish life and is a life long journey.

### **The Role for the Parish Pastoral Council**

The Parish Pastoral Council (PPC) is to ensure there is partnership between the school's (including the parent community) and the Parish Education programs.

### **Holy Trinity School Advisory Council**

The School Advisory Council (SAC) has an important role in supporting our school in enacting our school vision, in the context of our Parish community, and to advise on important decisions within the school community.

Under the SAC Terms of Reference, the School Advisory Council supports the school and the principal by:

- Articulating and enacting the school's vision and mission
- Promoting the school's Catholic ethos and culture
- Promoting faith formation and development
- Implementing school policies as required
- Giving advice to the principal on issues such as enrolments, school improvement plans and enrolment trends
- Engaging in discussion with the principal about the annual school budget and other financial matters
- Giving advice to the principal about the school Master Plan
- Capital resource planning and maintenance support to the principal

### **The Parents' Association**

Every parent is welcomed and considered a member of the Parents' Association. This Association aims to assist the school in very practical ways. The activities of this organisation include social events, classroom involvement, fund raising and pastoral care. Meetings are held once a term in the staff room.

### **Statement of Purpose of the Parents' Association**

The role of the Parents' Association is to develop and promote fund raising opportunities and social activities within the school community.

### **Aims of the PA**

- To develop social activities that support the mission and vision of the school and parish.
- To develop social activities that encourage and build a community of support.
- To raise money that supports programs and initiatives in the school.
- To work with the Parish Pastoral Council and Advisory Council to achieve and implement the ideas and initiatives planned.
- To be a positive voice of support for the school and then the staff.
- To coordinate, promote and communicate fund raising opportunities.
- To coordinate, promote and communicate social activities.
- To coordinate, promote and communicate the organisation of the second hand uniform shop (all other uniform issues must be referred to the School Advisory Committee)

## **Accountability Statement**

The Parents Association is a Sub Group of the School Advisory Council and as a result is accountable to this group and the school Principal.

The Parents Association representative is required to communicate and report to the School Advisory Council at each term meeting.

The Parents Association representative will also report to the Parents Association about the School Advisory Committee.

At times, and particularly with major capital and maintenance expense items, the Parents Association must seek endorsement from the Principal and School Advisory Council.

## **CDF Pay**

CDF pay is an online payment system that allows parents to make payments for Parents and Friends Special events, fundraising activities e.g. Hot Cross Bun drive and morning tea and other extracurricular activities that occur from time to time. It eliminates the need for finding cash and sending it to school.

Instructions on how to get started are on the School Website.

## **General Information**

### **School Hours**

Children need to arrive at school in time for learning. At 8.30am children are supervised on the playground, at 8.50am music plays over the speakers and the children walk quietly to class. The roll is taken at 9.00 a.m. Please note that if your child arrives at school after 9am, it is a legal requirement that a parent/caregiver accompanies the child to the front office and signs them in at the office. Children are not permitted to sign themselves in.

We ask that children do not arrive before 8.30 a.m. unless a school activity has been organised. If this is unavoidable, please enroll your child in the Before School Care Program. The children are supervised from 8.30 a.m.

### **Children After School**

Unsupervised children should leave the school grounds as quickly as possible. Children are supervised at the drop off zone as they leave the property. Children who go home by car should wait quietly on the footpath near the pedestrian gate, where a teacher supervises them. When parents pull up in the two-minute pick up zone, children walk to the car and get in while parents remain in the car.

Children who walk or ride home should leave immediately when they are dismissed. Brothers and sisters should wait for each other before walking home together. Children who have not been collected by 3.50 p.m. may be sent to After School Care. If for some unexpected reason you are running late to collect your child and anticipate you will not arrive at school before 3.45 p.m. you are asked to telephone the school.

### **Please Note:**

No students should be on the basketball courts before or after school. Children are to walk across the car park crossing to ensure safety.

### **Car Parking**

Please strictly observe the following for safety reasons:

The school car park is restricted to staff parking only, unless expressed permission is gained from the school administration

We would like to encourage children and parents living within walking distance of the school to walk to and from school and thus help reduce traffic congestion.

We ask that both parents and children use the School Crossing to cross Riddell Road. You cannot complete a U-turn in Riddell Road. This includes pulling into and backing out of driveways.

You cannot, at any time, park across the school driveway or residential driveways. **These expectations apply before and after school. It only takes one member of our community to be injured for everyone to be affected.**

### **Pick Up and Drop Off Area**

The area in front of the school is a two minute drop off and pick up zone 8.15 – 9.15am and 3.30-4.00pm. Drivers **must remain in their cars** with the engine running while children exit/enter the car from the curb side only. Please move your child's car seat to the left-hand side of the car for ease of exiting and entering.

These are basic rules to ensure the safety of all members of the school community:



### **School Crossing**

The school crossing is supervised from 8.15 – 9.15am and 3.15-4.15pm daily. Parents are asked to teach their children to use the school crossing correctly. Parents are also asked to observe parking signs, yellow no stopping line and approach the crossing with caution when driving on Riddell Road.

### **Access to Classrooms at Recess and Lunch**

Jumpers and drink bottles are to be left at the classroom door at recess time and lunch time. No child has permission to be in the classroom at these times unless a teacher is present.

### **Lunches**

Children are supervised while they eat their lunches indoors between 11.00 – 11.10a.m followed by a break to play from 11.10am to 11.50am. If lunch is in a container, name and grade should be written on the outside. It is suggested to wrap a snack for morning recess separately. Please limit drinks brought to school to those in plastic containers or boxes. Children are encouraged to drink only water and eat fruit/veggies throughout the day. (Water bottles are kept on the tables). Do not send glass containers to school. It is our aim to be a wrapper free school, your support in this area would be appreciated. Fruit time is at 10:00am across the entire school. Please ensure your child has a fresh piece of fruit or vegetables to eat at this time. The prep students are given extra eating time at the beginning of the year. Students are able to place orders for lunch on a Wednesday with Classroom Cuisine and on a Friday with Subway. Students also have an afternoon break to play from 1.50pm to 2.30pm.

### **Sharing Food**

Due to various food allergies students are not permitted to share food brought from home with others at school. In the case that your child chooses to celebrate their birthday at school, rather than sharing food items we recommend a small token such as stickers, bottle of bubbles, pencils, rubbers.

### **Excursions**

Excursions are arranged during the year, to enable children to have first-hand contact with a variety of experiences. Care is taken to make sure that there are viable educational objectives in the activities and that there are preparatory and follow-up lessons. The cost of these excursions is included in the levy paid at the beginning of each school year.

Parents are notified in advance, via SIMON/PAM, of any proposed excursion and should understand that no child can be taken on any excursion, unless permission and authority to take emergency action in case of illness or accident is received from the child's parents.

Due to the high cost of buses, teachers may organise excursions – guest speakers, visitors and displays to come to school.

## School Uniform

Our Uniform Policy reinforces in students a confidence in their own appearance; instils recognition of themselves as an integral part of the school community and assists in developing pride in representing their school. Issues of equality, health and safety and expense, are also factors that contribute to the establishment of the Uniform Policy.

<b>Uniform items are available from Spartans School World, Bayswater North</b>
School polo shirt – long or short sleeved with Holy Trinity logo
Navy blue shorts with Holy Trinity logo
Navy blue track suit top with Holy Trinity logo
Navy blue track suit pants with Holy Trinity logo (Optional)
Navy soft shell vest with Holy Trinity Logo (Optional)
Navy bucket hat or School Beanie with Holy Trinity Logo ( <i>NB – bucket hat is compulsory in T1 &amp; T4</i> )
White socks
Runners – predominately dark coloured
Scrunchie/Head band in school colours
House colour sports t-shirt: yellow, blue, red or green (worn at Twilight Sports)
The house that your child joins will be communicated to you.
School Bags: Blue with school logo
Smock: Compulsory for all students (available from Spartan and other stores)
Name Tags: All items of clothing are to be <b><u>clearly named</u></b>

If, for some reason, the correct school uniform is not worn, a note explaining the reason why must be presented to the class teacher in the morning.

**Second Hand Uniform items are available from Holy Trinity School** – call the school on 9801 8296 for further information.



# I Dream A School

I dream a school  
when anything can happen through discovery  
and the beauty of ordered learning  
will be open to innovation and spontaneity.

I dream a school  
where risks can be taken  
and mistakes made  
and successes celebrated and built upon.

I dream a school  
where new and better ways of teaching and learning  
will be sought after  
and where each persons' needs will be met.

I dream a school  
Which is curriculum focused  
Child centered  
Community orientated  
Culturally enriched.

I dream a school  
Where both playground and classroom  
Will be places of safety and fun  
And everyone will have a friend.

I dream a school  
Where the youngest and weakest  
Will be guided and encouraged  
And supported  
By the rest of the school  
And where the gifted and talented  
Will find scope and challenge.

I dream  
I dream a school.....

