

INFORMATION BOOKLET 2025



**Choose Courage
& Compassion**

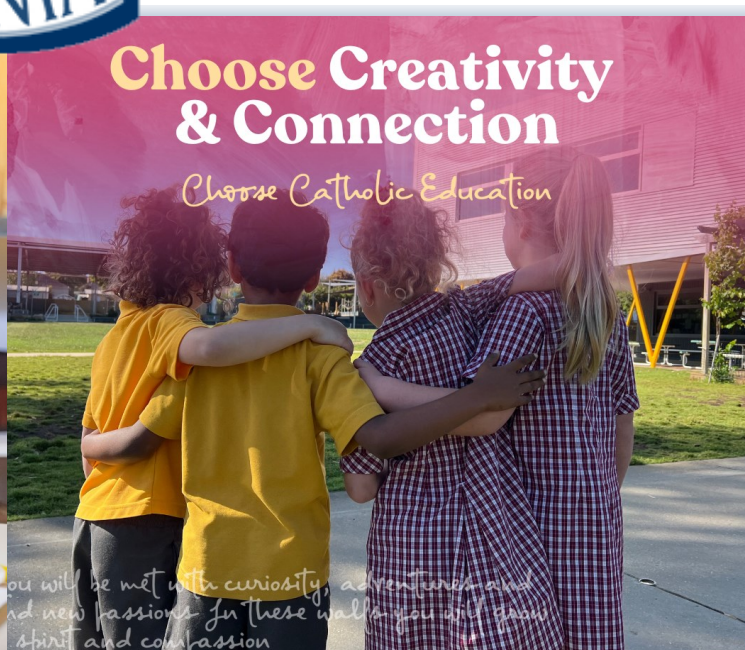
Choose Catholic Education



*You will be met with curiosity, adventures and
find new passions. In these walls you will grow
in spirit and compassion.*

**Choose Creativity
& Connection**

Choose Catholic Education



*You will be met with curiosity, adventures and
find new passions. In these walls you will grow
in spirit and compassion.*

**At St Therese's School,
We enrol the family,
not just the child.**



love
CONQUERS ALL



Catholic
Education
Sandhurst Ltd

Choose Excellence & Awe

Choose Catholic Education

*You will be met with curiosity, adventures and
find new passions for these walls you will grow
in spirit and compassion*

Democratic Principles: The Programs and teaching at St Therese's Primary School support and promotes the principles and practices of Australian democracy, including a commitment to

a. *elected government; and b. the rule of law; and c. equal right for all before the law; and d. freedom of religion; and e. freedom of speech and association; and f. the values of openness and tolerance.*

CONTENTS

Introduction letter from the Principal

General Information

Leadership

Learning & Teaching

Pastoral Wellbeing

Catholic Identity

Stewardship of Resources



Dear Parents and Guardians,

Whether this is your first child starting school or your children are coming to St Therese's from another school, there is always a bit of excitement and maybe even anxiety. How will my child settle in? What will the teachers think of her/him, me? You and your family are most welcome and we thank you for choosing St Therese's.

Families who come to our school enjoy a sense of belonging and ownership that comes from building strong relationships with other families, staff and our Parish. This partnership builds a sense of pride and commitment to building an amazing school community.

At St Therese's we celebrate Catholic Education and everything it stands for. We work hard to promote and foster what allows us to be successful, attending to the key elements of spirituality and wellbeing, believing that all students are best placed to achieve their best when these needs are attended to.

Catholic schools have a long and proud history of providing a well-balanced curriculum supported by excellent staffing and quality resources. St Therese's is no exception. As a school, we continue to pursue excellence with a clear vision and purpose.

I encourage you to contact us for a tour or a chat about how best we can support your child.

*Petra Teggelove
Principal*



GENERAL INFORMATION



VISION STATEMENT

St Therese's School strives to be a faith and learning community which celebrates God's presence through:

Our Catholic heritage, excellence in teaching and learning and a strong partnership between family, parish and staff.

GRADUATE OUTCOMES

These Graduate Outcomes have arisen from our Vision Statement and articulate what it is the school community hopes to achieve for each student who graduates from this school.

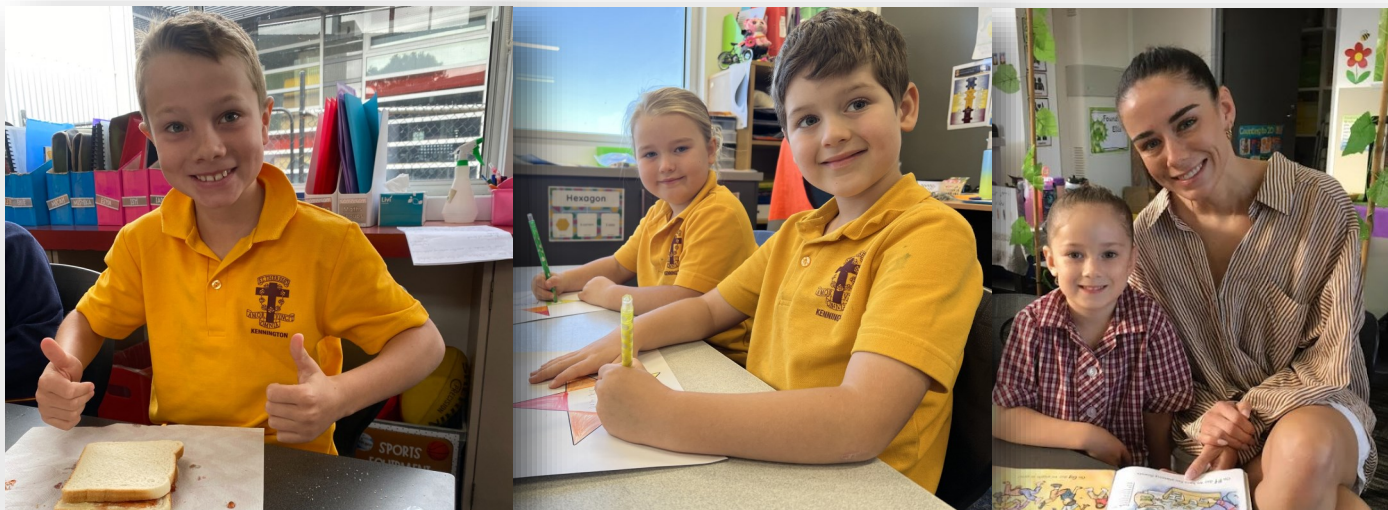
St Therese's Graduates are people of:

					
FAITH	INTEGRITY	HOPE	WISDOM	COURAGE	RESPECT
who develop a relationship with God.	who show a strong sense of justice.	who are self confident and believe in themselves.	who strive to achieve their full potential through a love of learning.	who are inclusive, and make responsible choices, even when it's difficult.	who show respect for life, self, others, the wider community and environment.

DEMOCRATIC PRINCIPLES

The programs and teaching at St Therese's Primary School supports and promotes the principles and practices of Australian democracy, including a commitment to:

- A. elected government; and
- B. the rule of law; and
- C. equal right for all before the law; and
- D. freedom of religion; and
- E. freedom of speech and association; and
- F. the values of openness and tolerance.



SCHOOL HOURS

8:50am Community of Readers

9am Start the day

11am Eating time

11:10am Playtime

11:40am End of Break 1

1:40pm Eating time

1:50pm Playtime

2:20pm End of Break 2

3:20pm End of the day

TERM DATES 2025

TERM 1: Tuesday *28 January - Friday 4 April (**students in Gr's 1 to 6 start 30 January and Foundation 31 January*)

TERM 2: Monday *22 April - Friday 4 July (**students commence 28/4 due to Pupil Free/Public Holiday Days*)

TERM 3: Monday 15 July - Friday 19 September

TERM 4: Monday 6 October - Wednesday *17 December (**students finish 16 December*)

PUBLIC HOLIDAYS 2025

New Year's Day 1/1/25

Australia Day 27/1/25

Labour Day 10/3/25

Good Friday 18/4/25

Easter Sunday 20/4/25

Easter Monday 21/4/25

ANZAC Day 25/4/25

King's Birthday 9/6/25

AFL Grand final 27/9/25 TBC

Bendigo Cup 29/10/25

Christmas Day 25/12/25

Boxing Day 26/12/25

2025 PUPIL FREE DAYS

TERM 1: 28 & 29 January, 11 March

TERM 2: 22 to 24 April

TERM 3: 7 August, 13 August

TERM 4: 17 December

The reason for any upcoming pupil-free day will be shared in our school newsletter

TERM DATES 2026

Term 1 29/1/26 – 4/4/26

Term 2 22/4/26 - 5/7/26

Term 3 21/7/26 - 19/9/26

Term 4 6/10/26 - *20/12/26 *TBC



END OF TERM ARRANGEMENTS

School finishes at 2.30pm on the last day of each Term. The only exception is when the last day of Term has been designated by the Principal as a Pupil Free Day. When this occurs school will finish at the normal time of 3.20pm on the day before the Pupil Free Day.

LUNCH AND SNACK BREAKS

During our lunch and snack breaks children are supervised by staff. All classes schedule a fruit break during class time to encourage healthy eating and maintain concentration.

11am Snack Break	11:10am Playtime	11:40am End of Break 1
1:40pm Lunch	1:50pm Playtime	2:20pm End of Break 2

IN-SERVICE PROGRAM FOR STAFF

Total Staff: During the course of the year, the school is allowed to close for five days so the staff can devote this time to planning or attending In-service programs. Parents will be notified well in advance of these days.

Individual Staff: During the year individual staff will attend various in-service programs to update strategies and teaching ideas.

HOT OR INCLEMENT WEATHER

During wet days the children eat and play in their classrooms supervised by teachers. As our school is a Sunsmart School, special arrangements are made to keep children inside during days of excessive heat. It is important for children's well-being and alertness that they are well hydrated. We allow drink bottles of water only to be readily available to students during class time.

Hats are to be worn outside from the 1 September to the 30 April - 'no hat, no play'.



WHO'S WHO AT OUR SCHOOL - 2025



Principal Petra Teggelove	Grade 1 Kyle Franzini Melissa Moloney / Laura Terry Jacinta McMahon	Grade 6 Kate Bombardieri Olivia Marchingo Trent McInnes	Visual Arts Lisa Rankins Lanika Thompson	Education Support Officers Taylor Bakes Ruby Byrne Karla Crosby Henry Edwards Courtney Gibson Lily Hiatt Meridian Ireland-Smith Sarah Linton Jasmine Padgham Melissa Parker Ali Pieper Wil Pinniger Connor Sexton Jenny Sheehan Heidi Shelton Emily Teggelove Melissa Thomas
Deputy Principal: Learning & Teaching Kim Carter	Grade 2 Marcia Angove Christine Gibson Molly Lea	Indonesian Liana Elias Martina Thomson Leonie Tomlins	Intervention Georgie Goode Siarn James Donna Robinson Martina Thomson Leonie Tomlins	
Catholic Identity Leader Marcia Arnold	Grade 3 Molly Drum Marty Leyden Alice Nielsen	Library Laura Terry		
Senior Leader: Wellbeing & Inclusion Gabby Walsh	Grade 4 Melesina Fonua David Mott Chris Smith	Performing Arts James Kershaw	Mental Health Wellbeing Leader Danielle Cameron	Administration Office Angela Baker-Connelly Lars Casperson
Foundation Grace Goldsworthy (Grogan) Bethany Osment Mel O'Sullivan	Grade 5 Michelle Cole Joe Greene Josh Smith	Physical Education Mel Woods	Specialist Roles Jenny Sheehan - Family Liason Ali Pieper - First Aid Officer Sarah Linton - Library Technician Melissa Parker - Koorie Education Worker Mary Piltz - Canteen Manager Peter Sporn - Grounds & Maintenance James Graco - CES ICT Technician	

2025 ST THERESE’S SCHOOL STAFF

LEADERSHIP



Petra Teggelove
Principal



Kim Carter
Deputy Principal
Learning & Teaching



Gabby Walsh
Senior Leader
Wellbeing & Inclusion



Marcia Arnold
Catholic Identity
Leader

FOUNDATION



Bethany Osment



Mel O’Sullivan



Grace Goldsworthy

GRADE 1



Kyle Franzini



Jacinta McMahon



Melissa Moloney & Laura Terry
Library

GRADE 2



Marcia Angove



Molly Lea



Christine Gibson

GRADE 3



Molly Drum



Marty Leyden



Alice Nielsen

GRADE
4



Melesina Fonua



David Mott



Chris Smith

GRADE
5



Michelle Cole



Joshua Smith



Joe Greene

GRADE
6



Kate Bombardieri



Olivia Marchingo



Trent McInnes

SPECIALIST



James Kershaw
Performing Arts



Liana Elias
Indonesian



Martina Thomson
Indonesian
& Intervention



Leonie Tomlins
Indonesian
& Intervention



Lisa Rankins
Visual Arts



Lanika Thompson
Visual Arts

INTERVENTION



Georgie Goode
Intervention



Siarn James
Intervention



Donna Robinson
Intervention



Mel Woods
Physical Education



Danielle Cameron
MH Wellbeing

EDUCATION
SUPPORT
OFFICERS



Karla Crosby



Emily Teggelove



Melissa Thomas



Connor Sexton



Heidi Shelton



Courtney Gibson

Taylor Bakes

Ruby Byrne

Jasmine Padgham

Lily Hiatt

Henry Edwards

Meridian Ireland-Smith

Wil Pinniger

Oscar Terry

SPECIALIST
ROLES



Ali Pieper
First Aid Officer



Jenny Sheehan
Family Liaison



Sara Linton
Library Tech



Melissa Parker
Koori Ed'n Worker



Peter Sporn
Grounds & Maint.



Mary Piltz
Canteen Manager



James Graco
CES ICT Tech.

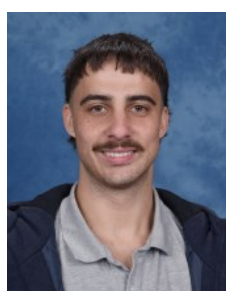


Winnie Woods
School Dog

ADMIN



Ange Baker-Connelly
General Office



Lars Casperson
Finance/Debtors

Marcene Haythorpe
Scholastic Book Club

ENROLMENT

Enrolments for Foundation are taken in May of each year. Enrolment applications are assessed against Catholic Education Sandhurst's enrolment policy and acceptance letters sent out by 24 June. Parents are then encouraged to bring their child to meet with the Principal or Deputy Principal. Families are required to bring a Birth Certificate, Immunisation Certificate/Declaration, Baptismal Certificate (if applicable), with them at enrolment time.

ENROLMENT POLICY

Please refer to our website for full enrolment policies and procedures

In times of limited vacancies, acceptance of enrolment is based on the following criteria:

- Sibling of children baptised in the Catholic faith already enrolled.
- Siblings of other children already enrolled.
- Children baptised in the Catholic faith who are members of Kennington Catholic Parish.
- Children baptised in the Catholic faith from other parishes.
- Children of other Christian Churches and other faith traditions who attend a Christian school and, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for their children.
- Children of other Christian Churches and other faith traditions who, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for their children.
- Children who, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for their children.



TRANSITION AND ORIENTATION DAYS

A transition program exists for preschool children starting Prep the following year. This involves two visits to the school early in Term 4. An orientation day also takes place in early December where all children are in their following year's classroom with their teacher for that year.

OUTSIDE SCHOOL HOURS CARE (YMCA)

St Therese's offers access to an Outside School Hours Care (OSHC) program in our school hall each school day from 7am until 8.45am and from 3.20pm until 6pm. The program also operates on Pupil Free days 8.00am to 6.00pm.

This service is separate from St Therese's School and is known as YMCA Outside School Hours Care (OSHC). Children must be enrolled with YMCA before they can start using the service. To learn more about the program go to childrensprogram.ymca.org.au, alternatively contact the coordinator via email at stthereses@ymca.org.au



ABSENTEEISM

Please contact the school office before 9.30am if your child/ren will not be at school. Inform us of dates and reason (legal requirement) and a message will be passed on to the classroom teacher.

Student absences can be recorded through the Parent Access Module (PAM) or by phoning the school office on 5443 3200 there is an option to leave a message.

Text messages will be sent to parents/guardians if no notification of absence is received, these will continue until we receive a response. If we are not notified as to why your child/ren is not at school, we may need to contact other authorities.



EVERY MINUTE COUNTS

Just a little bit late doesn't seem much but.....

He/She is only missing just....	That equals....	Which is....	over 13 years of schooling. that's....
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly HALF A YEAR
20 minutes per day	1 hour 40 minutes per week	Nearly 2.5 weeks per year	Nearly 1 YEAR
Half an hour per day	Half a day per week	4 weeks per year	Nearly 1 AND A HALF YEARS
1 hour per day	1 day per week	8 weeks per year	Nearly 2 AND A HALF YEARS

A cartoon illustration of a boy with orange hair and freckles, looking sad with his mouth downturned.

Did you know your child's best learning time is the start of the school day?



That's when every minute counts the most!

SCHOOL UNIFORM

SUMMER

- Boys** Gold Polo S/L Shirt with School Logo/Grey School Shorts
Plain Grey Socks, Black Shoes/Sandals
- Girls** Maroon Check School Dress
or Navy Dress Shorts/Gold Polo S/L Shirt is an option
Plain White Socks and Black Shoes/Sandals

WINTER

- Boys** Gold Skivvy or Gold Polo L/S or S/L Shirt and Grey School Shorts/Pants
Navy School Jumper - Maroon & Gold Bands
Grey Socks, Black Shoes
- Girls** Gold Skivvy or Gold Polo L/S or S/L Shirt and
Plaid School Pinafore/Skirt or Navy Slacks
Navy Stockings/Tights/Socks, Black Shoes

SPORTS UNIFORM

- Gold Polo Shirt with School Logo
- Maroon Shorts (Boys)
- Maroon Shorts / Skirt (Girls)
- Navy Tracksuit
- Rugby Top
- Navy Sun Hat, Broad Brim/Bucket Hat
- Plain White Sports Socks & Sneakers

HATS: The wearing of School Sunhats from **1st September to 30th April** is compulsory.

HAIR: Students with long hair (below the shoulders) are requested to wear their hair tied back (School coloured ribbons and hair ties are approved - navy, maroon or gold)

SCHOOL BAGS: Are an optional item and can be purchased from the Uniform Shop.

PSW UNIFORM - ORDER ONLINE

Online: www.psw.com.au (follow prompts: select Online Shopping - Retail Parents - select your school - St Therese Kennington Primary School - GO - ORDER NOW - click here - start shopping).

- The school office stocks a complete uniform kit of sizes if you require to try on before ordering.
- Limited pre-loved uniform is available from the office

LATE ARRIVAL/EARLY COLLECTION

Students arriving late to school (after 9.00am) are required to report to the office first to be signed in.

Parents wishing to collect their child/ren before 3.20pm must also go via the office first to sign the student/s out on the iPad at the front desk.

EARLY DROP OFF & LATE PICK-UP

If you are going to be late collecting your child from school, could you ***please inform the office***, we often have staff meetings after school therefore need to make arrangements if we still have students in the office. School finishes at **3.20pm** and teachers are on duty until **3.40pm** at designated pick up points. Please attempt arranging other avenues to have your children collected such as utilising the YMCA OSHC. Students **should not be on the school grounds prior to 8.30am** when teacher yard duty supervision begins.

PARKING

Parents are reminded that it is essential to comply with the parking restrictions when dropping off and collecting children from school. Please slow down and take extra care when driving in school zones – School Zones 40km/h.

- ⇒ McMillan and Lowndes Streets are the only dropping/collecting areas. All drive through pickups must take place at the hall.
- ⇒ Clarke Street **must not** be used for a drop off/collection area.
- ⇒ Children **must not** be dropped off prior to 8.30 am or picked up after 3.40 pm. These are the duty times.
- ⇒ St Therese's School has one 'drive through' to collect their children at the School Hall This area is strictly a drive through area, parents are not to stop for any other reasons (i.e. chatting) than to collect their child/ren.
- ⇒ St Therese's also has a time restricted 'pick up/drop off' parking bay in Lowndes Street.

Parking onsite is reserved for staff and parishioners only.

SCHOOL BUS

To submit an application for bus travel you will need to:

Login to the School Bus Management System at <https://schoolbusapplication.ptv.vic.gov.au/> and complete one of the following actions.

- ◆ Existing Travellers - Families with children who require continued travel (e.g. same residential address and same school) must Renew Applications for Term 1 .
- ◆ Existing Travellers - Families with children who have changed residential address and/or school, must create a New Application for Term 1.
- ◆ New Travellers - Families with children who have never previously travelled on a school bus, must Add Traveller/Child, then create a New Application for Term 1. If a family previously used the School Bus Management System, then login to the system using existing family account details.

New accounts should only be created where families have not had access to the School Bus Management System

TRAFFIC FLOW ARRANGMENETS



Please note there is no parking available inside the school grounds, this is reserved for staff and parishioners

Before school drop off and After School Pick **Hall Pickup/Dropoff**

Before school drop off

School Entry (Lowndes Street Entry is locked from 9am)

YMCA B/A School Care

Friendly Brew Cafe
Canteen

INTERNET AND EMAIL USE

The school has a policy regarding the appropriate use of email and internet within the school. This is available from the office or school website. The policy states that anyone in the school, including students and staff, who misuse these facilities will have their privileges withdrawn for a designated period. In extreme cases more significant penalties will apply.

BIRTHDAYS

A St Therese's tradition is allowing students to be out of uniform on their birthday. For those students whose birthday falls during the holidays or on the weekend, their 'free dress' day can be either before or after the non-school period, whichever is closer. This tradition is obviously popular with the students and it gives the school community the opportunity to recognise them on their important day.

HEAD LICE

Headlice can prove to be a problem in all schools, particularly primary schools. If parents detect headlice/nits in their child's hair, they are asked to notify the school immediately so other families can be alerted to the presence of headlice in the classroom or school (no names are disclosed). Students who are suspected of having headlice at school will have their parent contacted to collect them from school and treat the infestation before returning to school.

ILLNESS

Parents are asked not to send sick children to school. Children unwell during the school day are sent to the sick bay and parents are contacted and asked to collect their child where deemed necessary. It is in our Medical Policy that if a child needs to be given medication at school we require it to be signed off by a doctor or pharmacist, and a Medical Form from the office needs to be completed and given to the classroom teacher.

SCHOOL PHOTOS

School photos are generally scheduled for Term 2. Photo order forms are sent out prior to our school photo day. A variety of options are made available for those who wish to order.

CANTEEN

The Parents and Friends Association operate the canteen service, based on a healthy food plan. Our onsite Canteen operates each Friday for lunch and Thursday recess for snacks. Reusable lunch bags can be purchased from the office or canteen for \$12. Our canteen menu can be found on our website along with details on how to order.



LEADERSHIP



SCHOOL ORGANISATION

The School has grown dramatically since the initial enrolment in 1956 of fifty children. In 2025 the school commenced with a student population of 465.

Since 1989 the school has operated in "Units". This method of organisation enables teachers to work in teams and to accept responsibility for particular areas of the school. The teachers in each Unit meet weekly to plan their programs and activities and are thus able to share their talents for the good of all children placed in their care. The Units promote co-operation and support among staff and students -

***"It's the differences that people bring to a group,
that makes it such a powerful tool."***

LEADERSHIP STRUCTURE 2025

CATHOLIC EDUCATION SANDHURST LIMITED	
Executive Director Kate Fogarty	
Principal Petra Teggelove	Canonical Administrator Fr Jake Mudge
Executive Leadership Team Kim Carter Marica Arnold Gabby Walsh	
Learning Leaders F-2: Georgie Goode Molly Lea 3-4: Marty Leyden 5-6: Michelle Cole Specialists: James Kershaw Student Data and Growth: Josh Smith	Curriculum Leaders Health & Physical Education Mel Woods Sustainability Martina Thomson

SCHOOL CONSULTATIVE COMMITTEE

Comprises of staff members and the Principal. The Committee meets as required to make recommendations to the Principal regarding class size, time release and positions of responsibility.

SCHOOL ADVISORY COUNCIL

The School Advisory Council comprises of the school leadership team and members of our school community. It is the key consultative group in the school.

CLASS REPRESENTATIVES

Each class has a parent representative who provides a welcoming and supportive environment for the families involved. Class Reps meet at the beginning of each term to plan social gatherings. Volunteers are called for at the end of each year for the next year.

PARENTS & FRIENDS ASSOCIATION

The function of the Parents and Friends is to organise social activity and interaction, to provide funds and provide services for our St. Therese's school community.

It is committed to ensuring continuation of the organisation by maintaining a strong committee and training of replacement executive.

The co-ordination, support and maintenance of the various sub-committees and their representation at general meeting is critically important. Funds are used to improve and develop classroom resources and capital items.

PARENTAL INVOLVEMENT

There are a wide variety of opportunities for parents to be involved within the school. All parents are encouraged to reflect about a kind of involvement with which they are comfortable and which time permits. Research indicates that there are clear learning gains for children where they witness parental interest in schools and education.

Families are asked to be involved with the various activities which are organised in conjunction with the Parish Sacramental Program. Special social activities are arranged for all families by Class Reps. Families, both old and new, are strongly encouraged to support these as they are a vital part of our efforts to build community and support structures for families.

All volunteers are required by law to hold a current Working with Children's Check. The school also requires all volunteers to complete a St Therese's Volunteer Code of Conduct. Working with Children Checks are available online or at Post Offices. The St Therese's Volunteer Code of Conduct Form is available from the school website or upon request at the school office.

COMMUNICATION SCHOOL/HOME

Our school website is regularly updated with our newsletters, canteen menu, uniform information, school forms etc. The website is a good source of information and it is recommended that you utilize it when seeking information.

A newsletter is emailed to all parents on every second Wednesday. The majority of our correspondence is delivered electronically (via email) with hard copies made available from the office for those who require them. Your child is most welcome to come to the office to collect hard copies of any correspondence you may require.

Notices about special unit events that occur in the course of the year, such as Sacrament notes, excursions, sporting meets and special happenings at School are generally sent home as a hard copy with your child. SMS messages are occasionally sent to remind parents of particular events however the majority of our correspondence will be via email.

The school also has a Facebook and Instagram pages where photos from school events and activities are posted.

PROCESS FOR THE PLACEMENT OF CHILDREN IN CLASSES

During Term 4, the teachers come together to place students in classes for the following year. Our commitment to a strong partnership between family and school means that the staff will be open to concerns expressed by parents prior to the placement of children for the following year. It is noted however that considering the needs of the whole school will mean that concerns will not always be able to be accommodated.

Aim

The aim is to place children in learning groups which are of mixed ability and which cater for the individual emotional and social needs of each child together with the best use of staff and resources.

Organisation

The following process will be followed:

- ◇ Staff currently teaching children will provisionally allocate children to learning groups. Parents are invited to write to the Principal stating any significant concerns they have with regard to the placement of their child/children.
- ◇ Next year's teachers review provisional allocations.
- ◇ The Principal reviews proposed class groupings. Class Lists, once announced on the day of Orientation Day, would be final unless it becomes evident that information has been overlooked.

PARENT CONCERNS PROCEDURE

Our school has both a desire and a responsibility to ensure that high standards of conduct are maintained by staff, parents and students at all times, and that issues are managed and resolved fairly, efficiently. By following these procedures we continue to build a strong partnership between parish, family and staff.

Procedure

Any issue which arises between students, staff, or parents, needs to be addressed in the first instance directly with the party concerned. The following procedure needs to be followed:

1. Arrange to see the appropriate class teacher or appropriate staff member.
(In the event of the issue being unresolved at Stage 1 then proceed to Stage 2)
2. Arrange to see the Principal.
3. Arrange to speak with Catholic Education Office personnel.

Implementation

- Issues will be dealt with as quickly as possible.
- Issues that are unresolved or those requiring follow-up, will be documented by staff.
- All issues will be dealt with confidentially.



PARENT CONCERNS PROCEDURE (CONT.)

SUGGESTIONS TO HELP WITH THE PROCESS

The following are some ideas that may be worth considering when about to approach the school with a problem or concern:

- Keep in mind that you may not have all the facts. The first task is to seek clarification.
- Make an appointment, or at least think carefully about the best time to seek contact. For example, it would be most inappropriate to interrupt a class or to catch the teacher while he or she is busy supervising students.
- Approach the teacher or principal in a friendly manner. Adopt an attitude that there is an issue we need to clear up or a problem we should solve together.
- Begin by expressing an overall appreciation of the work being done or, at least an understanding of the difficulties.
- Remember the challenge is for two people to solve a problem in a way that benefits everyone.
- Try to avoid 'going over people's heads' with a complaint. Once you have done this it is very difficult to re-establish a trusting relationship.

Our school community is open to your queries, concerns and/or suggestions. We welcome your participation.



LEARNING & TEACHING



STARTING SCHOOL

The following skills and attitudes will help your child adjust smoothly to school life

- Good/functional hearing and sight
- Independence in toileting, eating & dressing (buttons/shoelaces), packing & unpacking of lunchboxes & schoolbags.
- General Co-ordination
- The ability to relate to adults; being able to approach adults and make known their needs or relay a message. e.g. asking permission to leave room
- Seeking assistance
- The ability to relate to children, being able to approach/talk to/play with other children

EMOTIONAL

- Can separate easily from parents
- Self-control e.g. *listens, sits still, concentrates*
- Confidence e.g. *will 'have a go,' try new tasks*
- Responsibility e.g. *cares for own belongings, carries own bag, packs bag*
- Independence e.g. *Problem solves, can recognise own name/belongings*
- Persistence e.g. *will 'stick at' a task, has adequate attention span (10 minutes)*
- Curiosity e.g. *interest in previous experiences, asks why?*

INTELLECTUAL

- Cognitive skills to cope with demands of literacy and numeracy development. e.g. interest in books, predicting endings, recognising signs/logos, dates and ages, counting, phone number and address.
- Short term memory e.g. can he/she repeat three or four items

CURRICULUM

At St Therese's, we believe that our catholic faith and our belief in God is at the heart of all we do, say, teach and learn. By developing positive, collaborative and meaningful relationships with each other, we commit to inspiring all members of our community to be the people God made us to be. Parents/Carers, teachers and students have a co-responsibility for being actively involved in all learning and the development and wellbeing of the whole person.

Our learning is based on an Inquiry approach, where students develop a thirst for life long learning. We aim to provide learning environments that enable students to actively engage with our educational values, fulfilling curriculum expectations and where possible, embedding personal interests.

We use data informed planning, evidence based learning and meaningful feedback to monitor and plan for students progress, enabling them to reach their full potential.

MAGNIFY SANDHURST

What is Magnify Sandhurst?

Magnify Sandhurst combines evidence-based practices in teaching and learning to support each student's unique needs, strengths, and goals.

This program will focus on strengthening core areas like literacy and numeracy, building supportive classroom environments, and integrating Catholic values in daily learning.



Key Features of Magnify Sandhurst

Magnify Sandhurst aims to enhance learning outcomes through several key components:

- **Structured and Evidence-based Learning:** Using the latest neuroscience and a structured, knowledge-rich curriculum, we ensure students build deep understanding. A low-variance curriculum provides students with a consistent learning experience and reduces the amount of preparation and planning required by teachers, allowing teachers to focus on individual student needs.
- **Amplifying Literacy and Numeracy:** Providing targeted support and resources to improve reading, writing, and math skills at all levels. Special focus will be on Structured Literacy in F-2 and sequential programs from Years 3-10.
- **Instructional Coaching for Teachers:** Each teacher receives a dedicated coach and program to learn and practice the best techniques to meet students' learning needs.
- **Calm Classrooms and Positive Learning Environments:** Promoting calm, supportive, and positive learning environments through common practices, expectations, and social norms, our work includes a new program for student social and behavioural learning.

Key Changes for Your Child

Magnify Sandhurst, you will see:

- **Expanded Literacy and Numeracy Blocks:** Your child will have more intensively focused time on literacy and numeracy skills, especially in the early years. In older year levels (right up to Year 10), the curriculum will be sequenced to ensure all students continue to cover all components of the Victorian Curriculum. There will be targeted support for reading and mathematics at every level.
- **Streamlined Curriculum:** Teachers will implement a clear and structured curriculum that prioritises essential knowledge and skills to reduce unnecessary complexity.
- **Personalised Learning Support:** Every teacher will work with a coach to apply the latest techniques for meeting individual student needs, helping all students—whether they excel or need additional support.

How You Can Be Involved

Education is a partnership, and we encourage you to stay engaged in your child's journey with us. Here's how:

- **Participate in Learning Conversations:** Look forward to regular updates on your child's learning milestones. We aim to keep you informed and involved every step of the way.
- **Access Your Child's Learning Data:** Throughout the year, you will have opportunities to review your child's progress, including assessment results, so you can stay connected to their academic growth.

Looking Ahead

Magnify Sandhurst will be introduced across 2025 to 2027, with each phase designed to bring measurable improvements in our learning environments. We are committed to making this journey meaningful for every child and every family, ensuring that learning is both challenging and supportive.



St Therese's Primary School

INSTRUCTIONAL MODEL

CONNECT
&
ENGAGE

PURPOSEFUL
LEARNING

REFLECTION
&
REVIEW

Role of the Teacher

- Establish Learning Intention and Success Criteria
- Model
- Think aloud
- Scaffold learning
- Introduce vocabulary
- Revise content
- Tune in

CONNECT & ENGAGE (10mins)

HITS

- Setting goals
- Structuring lessons
- Worked examples
- Explicit teaching

Role of the Student

- Actively listen
- Peer discussion
- Take notes
- Retrieval
- Ask for clarification
- Ask questions
- Making connections/links to prior learning

Role of the Teacher

- Provide planned differentiated tasks
- Focus groups
- Confer with students
- Provide feedback
- Determine level of understanding
- Assess/monitor students
- Clarify misconceptions
- Roam - support/extend students

PURPOSEFUL LEARNING (30-35mins)

HITS

- Multiple exposures
- Collaborative learning
- Differentiated teaching
- Questioning
- Feedback
- Metacognitive strategies

Role of the Student

- Independent working
- Practise what has been learnt
- Consolidate learning
- Take risks / have a go / embrace errors
- Ask and answer questions
- Use prior learning to assist in completing task
- Justify thinking
- Collaborate with peers
- Focus groups
- Confer with teacher

Role of the Teacher

- Link back to Learning Intention and Success Criteria
- Planned questions
- Provide feedback
- Celebrate success

REFLECTION & REVIEW (5-10mins)

HITS

- Questioning
- Feedback

Role of the Student

- Clarify understandings
- Share new learning
- Ask questions
- Reflect/evaluate
- Provide and receive feedback
- Celebrate success

LIBRARY

The Library is well equipped and records are computerised. Children are encouraged to use the facilities as much as possible and may borrow books as soon as they have a large, cloth bag in which to carry their books. Monogrammed bags are available for purchase at the Uniform Shop, or you may make your own. Due to the expense of new books, lost or damaged books must be replaced.

REPORTING PACKAGE

The formal reporting schedule is outlined below.

- ♦ **Learning Conversations** (Student/Teacher/Parent) before the end of Term One and beginning of Term Three.
- ♦ **Reports** at the end of Term Two and Term Four.

Parents are warmly invited to contact staff if they have issues which need to be dealt with outside of this schedule.

EXCURSIONS & HEALTH AND SAFETY

All excursions and camps are discussed with the Principal.

When making decisions regarding excursions we take into consideration the organisation of the school and the integrated curriculum topics being studied by that year level. We believe that excursions should be undertaken as part of class/unit groupings. Parents are informed well in advance, given all details and requirements, permission and medical forms via the PAM portal.

Any excursion which is regarded as hazardous or dangerous will not be accepted by the Principal.



PHYSICAL EDUCATION & SPORT

Lessons are taken by a specialist teacher. The emphasis is always on maximum participation. Unless medically unfit, it is expected that all children take part. If children cannot participate an explanatory note must be sent.

The Bluearth program is used as a basis for sport lessons, The P.E. Program consists of Gymnastics, Dance, Minor Games, Major Games, Athletics, Swimming and Outdoor Education. Gymnastics is conducted at the JETS Gym Centre.

Swimming lessons are undertaken during the year, for junior students, at Paul Sadler Swimland and Gurri Wanyarra Wellbeing Centre.

The school has Annual Swimming Sports, Athletic Sports and Cross Country Competition. We are also involved in Interschool competitions. Transport costs are met from the Excursion Levy paid at the beginning of the school year.

The school has Junior Football and Netball teams which compete in weekend competitions. Parent co-operation is essential both to support the children and to help organise the teams.



MUSIC PROGRAM

The school provides the children with music lessons as part of the Specialist Program.

The Music Program also offers students the opportunity to audition for the School Band - 'Holy Smoke' and participate in our School Choir. Both the band and choir perform at various events throughout the year.



PASTORAL WELLBEING



CHILD SAFE GUARDING

All students enrolled, and any child visiting, have a right to feel safe and be safe.

The wellbeing of children in our care will always be our first priority and we have zero tolerance towards child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety. Please refer to our Child Safety Policy for further information.

Our Child Safety Officers are:

Pastoral Wellbeing Coordinator - Gabrielle Walsh

Principal - Petra Teggelove

Deputy Principals – Kim Carter

Staff/Volunteer Code of Conduct

The Victorian government mandated that all schools in the state of Victoria implement the Child Safe Standards by 1 August 2016. The policies and practices associated with the Child Safe Standards can be found on our website.

One of the requirements of the Child Safe Standards is that each staff member/volunteer sign a Code of Conduct. By signing the Code of Conduct staff/volunteers are indicating they have been made aware of conduct that keeps children safe from any abuse or misconduct.

Resilience, Rights & Respectful Relationships – Whole School Approach

St Therese's Primary school is committed to equity, inclusion and learning growth.

This commitment means, every interaction with our students and staff is based around unconditional respect. When problems arise we use Restorative Processes to repair relationships. In line with our commitment, is the embedding of the Resilience, Rights and Respectful Relationships (RRRR) curriculum using a whole school approach.

The RRRR curriculum is a primary prevention strategy in response to violence against women. Violence against women is serious, preventable and driven by gender inequality.

There are actions we can take at an educational level that will prevent violence against women; these actions work alongside the explicit teaching of RRRR curriculum.

At St Therese's Primary School we:

- ♦ Challenge condoning of violence against women by intervening and counselling students and staff involved in conversations where women are talked about in a disrespectful nature
- ♦ Promote female independence and decision making in our classes and school culture
- ♦ Respectfully challenge gender stereotypes and roles through education and discussion
- ♦ Strengthen positive, equal and respectful relationships and model these relationships at all times

This website offers detailed statistics on family violence, strategies and approaches being used at an educational level and gives insight into the role we play as educators to change the culture for our young people. <https://education.ourwatch.org.au/>

Further reading:

This website includes the implementation process of the Resilience, Rights and Respectful Relationships Curriculum. Teaching resources are available on this website.

<http://www.education.vic.gov.au/about/programs/health/pages/respectfulrelationships.aspx>

WELLBEING

Sometimes children experience difficulty coping with sickness/death of a close relative, separation, new baby etc. This can be expressed by poor attention in class, high frustration, reluctance to separate in the mornings, aggression with peers and withdrawal. This may occur without the child being able to articulate the nature of the problem.

Passing on of this information often takes great courage but it enables the class teacher to support the child. You may choose to ask someone else to inform the school on your behalf.

FIRST AID/ACCIDENTS

The School is equipped with a sick bay and a trained first aid officer. When illness or accident occurs it is recorded. Parents are notified when necessary, and where needed are asked to take their child home or to a Doctor.

The majority staff are all trained in First Aid and CPR along with Anaphylaxis training. The parents are asked to ensure that the school has the latest contact details for your child. Approved medication can be administered at school via our School First Aid Officer.

SCHOOL MEDICAL AND DENTAL SERVICES

The Medical Service is available for Foundation children and others, with sight, hearing or health problems. The School Nurse visits each year. The Dental Service is offered through Bendigo Health Services to eligible primary aged children and parents can request appointments by calling 5454 7994.

CONSULTATION ON CHILDREN'S WELBEING

Any children who have medical, physical or cognitive problems, are discussed between teacher/ Principal, then teacher/parent and/or Principal and parent. Children with specific problems are then referred (with parent's consent) to the appropriate bodies who can assist them. e.g. Speech Therapy. These services may be accessed through the School's Welfare Program.



INAPPROPRIATE BEHAVIOUR

Most children will quarrel, argue, challenge, even hit out at others when angry. They will exhibit these behaviours because of frustration, tiredness, crowded conditions, developmental considerations, provocation.

While not appropriate, these behaviours are not bullying. Bullying is selective, intentional, often secretive (accompanied by threats) and repetitive.

Bullying can be psychological (teasing, racist or sexist slurs and accusations, put-downs, threats to do something) or physical and is often both.

At St. Therese's we have developed a **whole school approach** which includes:

- ***Due Process*** to be followed when dealing with bullying behaviour.
- ***A Conflict Resolutions plan*** that all children are taught.

The introduction of the PBIS process is a proactive way of encouraging positive behaviours.

Bullying is often compounded by the victim's reluctance to "tell" for fear of reprisals and tends to take place outside teacher supervision.

If something is concerning your child, please don't assume teachers know that it is happening. Your first port of call with any concerns should be your child's teacher.

POSITIVE BEHAVIOUR INTERVENTION AND SUPPORT (PBIS)

At St Therese's School, we aim to lead, establish and support

Behaviour that is responsible, in a way that acknowledges and protects mutual rights. PBIS provides guidelines that will assist in providing clear and consistent expectations of the ways we interact with each other.

PBIS is a research-based, school-wide systems approach to improve school climate and create safer and more effective schools. PBIS is an ongoing process.

PBIS focuses on improving a school's ability to teach expectations and support positive behaviour for all students so that it is across the board for all staff and students alike.

For further information on PBIS please refer to our school website under - Wellbeing - www.stkennington.catholic.edu.au



SAFETY PRECAUTIONS AT SCHOOL

Children are encouraged to follow the School Rules which avoid the possibility of accidents and the development of dangerous situations. The School has a counter disaster policy which covers fires, gas leaks, etc.

PLAYGROUND SUPERVISION

Teachers are on duty before School, recess times, lunch times and after School. Duty time commences at **8.30 am** in the morning and finishes at **3.40 pm** in the afternoon. We will not accept any official responsibility for children outside these times.

BUDDIES

Each Prep child is allocated a “buddy” from the Senior Unit (Grade 6 students), whose role it is to familiarise and support their younger friend in the playground. The buddies come together on a regular basis.

MINIMUM PERIOD OF EXCLUSION FOR INFECTIOUS DISEASES CASES AND CONTACTS - PRIMARY SCHOOL

Access this information by visiting the following website:

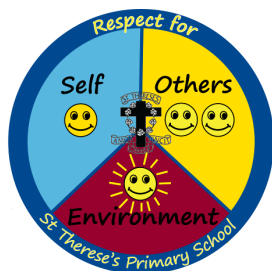
<https://www.health.vic.gov.au/infectious-diseases/school-exclusion-table>



Department
of Health

SCHOOL RULES

At St Therese's School there are overarching rules that cover all aspects of school life.
Respect for self, respect for others, respect for the environment (this includes property).



- ⇒ Behave Safely
- ⇒ Follow teacher/staff instructions
- ⇒ Use school appropriate language
- ⇒ Use technology devices appropriately
- ⇒ Wear the school uniform correctly



DEVELOPING YOUR SCHOOL'S BEHAVIOUR CURRICULUM

QUALITIES AND CHARACTERISTICS OF OUR GRADUATES

Write a brief statement that describes the qualities and characteristics that students will develop and leave with as a result of being a student at your School.

In Sandhurst, we magnify the qualities and characteristics of respect, resilience and compassion in every child and adolescent, across every classroom, on every day. Our aim is to inspire and empower faith-filled lifelong learners who demonstrate growth through outstanding achievement, flourishing relationships and generous service.

SCHOOL VALUE	Faith	Integrity	Hope
NORMS <i>Based on the school value, what do we want to see as normal in the classroom?</i>	We believe that every person can have a strong relationship with God, self and each other.	When we act with integrity, we consistently demonstrate responsible behaviour that is truthful, fair and honest.	We believe in a hope-filled future and know that challenges can be overcome.
EXPECTED BEHAVIOURS <i>What behaviour do we expect of students to demonstrate the school value?</i>	<ul style="list-style-type: none"> We live the Gospel values We have the courage to stand up for our beliefs We demonstrate empathy and understanding where needed We are respectful and inclusive of all 	<ul style="list-style-type: none"> We are truthful We are responsible We are consistent We are trustworthy We respect school values and rules We are good leaders We do the right thing, even when no one is watching 	<ul style="list-style-type: none"> We believe in ourselves and our ability to grow and improve We stay positive, even when facing challenges We set goals for the future and work hard to achieve them We encourage others to keep going and not give up We look for solutions instead of focusing on problems We learn from mistakes and see them as opportunities to grow We celebrate progress and look forward to new opportunities
SCHOOL VALUE	Wisdom	Courage	Respect
NORMS <i>Based on the school value, what do we want to see as normal in the classroom?</i>	We strive to achieve our full potential through a love of learning and respectful relationships.	We are courageous in facing new challenges head on, inspiring self and others to greatness.	Members of our school community show respect for life, self, others, the wider community and environment through our actions and words.
EXPECTED BEHAVIOURS <i>What behaviour do we expect of students to demonstrate the school value?</i>	<ul style="list-style-type: none"> We think before responding or acting We are aware of others and their needs We are independent learners We are goal orientated We are inclusive and supportive of others We follow the rules and class norms We do the right thing, even when no one is watching 	<ul style="list-style-type: none"> We take risks in learning We try new things We stand up for someone/something We take responsibility We ask questions We admit mistakes and say sorry We persist when faced with challenges We are true to ourselves and encourage this in others We are independent We go against negative social norms 	<ul style="list-style-type: none"> We are understanding and fair We are community-minded We actively listen We are inclusive We are tolerant We help others We have empathy We follow directions We volunteer to help We are encouraging We have a positive mindset We cooperate well with others We take turns We support our peers We respect cultural and faith diversity We use equipment, resources and environment correctly
ROUTINES <i>What routines will we teach to reinforce the expected behaviour?</i>	<ul style="list-style-type: none"> Cue to Start Entry Routine Exit Routine 		
RULES <i>What rules will define the expected behaviour for students?</i>	<ul style="list-style-type: none"> Behave safely Follow staff instructions Use school appropriate language Use technology devices appropriately Wear the school uniform correctly 		

MAINTAINING EXPECTATIONS

How will the expected behaviours be practised and reinforced?

- Teachers model the expected behaviours
- Students will practise the routines, and these will be reinforced by every teacher
- Teachers will acknowledge students and give specific feedback on the routines and behaviours
- Students will repeat routines when not executed correctly (this may occur in their break times)
- Teachers will be organised, prepared and ready to enact routines
- Teacher will teach routines with fidelity
- Leaders will support staff in implementing the behaviour curriculum.
- Staff track behaviour via SIMON platform

CONSEQUENCES

What are the consequences for a student choosing not to follow the expected behaviour?

Minor Misbehaviour Steps

1. Low key skills including minimal verbal and non-verbal prompts.
2. A verbal warning followed by correct behaviour reinforcement, e.g., "When you talk you are interrupting the learning of your peers and yourself, please work in a silent voice."
3. Let's try that again (do over). Remind student of expectations.
4. A choice. E.g. "Your choice is to work in a silent voice, or you will need to move away and sit on your own".
5. An implied choice. This is when the student continues the behaviour after the choice has been given and means the teacher must now follow through with the alternative choice given.
6. Time-out. The student is removed from the immediate learning environment for a set amount of time to work independently supervised by classroom teacher (Parent contact made by teacher)
7. Admin response. In consultation with member of the Leadership Team, time-out at break times is given for repeated minor misbehaviours (Parent contact made by Leadership Team)

Major Misbehaviour Steps

- Time-out. The student is removed from the immediate learning environment for a set amount of time to work independently supervised by classroom teacher (Parent contact made by teacher)
- Admin response. In consultation with member of the Leadership Team, time-out at break times is given for major misbehaviours (Parent contact made by Leadership Team)
- Suspension
- Exclusion

Specific Behaviours

- No Hat – No Play (September – April) Students are restricted to permanent shaded structure areas (e.g. 1/2 eating area, Altumbra, Gr 6 Veranda Area)
- Student has a smart device – the device is confiscated. Parent notified by Leadership.
- Not wearing the correct uniform, including make-up and non-cultural/religious jewellery – Out of uniform note sent home. Following repeated incidents, direct contact made with parent by teacher.



CATHOLIC IDENTITY



CATHOLIC IDENTITY

St Therese's School is a proudly Catholic School. The teachings of Jesus Christ, the traditions of the Catholic faith, and the example of our patron, Saint Therese of Lisieux, are central to who we are and the work we do at St Therese's. The Catholic culture of our school influences the way we interact with our students and community, the way we gather and celebrate, and importantly the way we reach out to those in need and engage in social justice action.

HERITAGE

St. Therese's School was founded by a group of parents from the local farming community. Meetings were held by the parents, and organization and planning for our school began. The school was built by the members of the local community and it was opened and blessed in 1956. When the school first opened, it was staffed by Sister Collette joined later by other Sisters of The Order of Mercy. As the school grew lay teachers were appointed and later the first lay principal, Michael McCarthy was appointed.

The school was named in honour of St Therese of Lisieux, and her spiritual teachings influence the ethos of our school. St Therese after her death was made a doctor of the church for her spiritual writings, which teach a spirituality of simplicity and love in the ordinary events of life.



RELIGIOUS EDUCATION CURRICULUM

St Therese's is a Catholic School. It exists to pass on the teachings of Jesus as expressed in the Catholic Faith and to impart the Spirit of Jesus as revealed in the Gospels. All students participate in Religious Education lessons that follow the diocesan religious education curriculum, Source of Life. This curriculum explores topics related to the Trinity (Father, Son, and Spirit), Creation and Ecological Stewardship, Social Justice, Sacraments, the Church, Prayer, and Scripture.

Through the application of the Source of Life curriculum the school endeavours to provide an education that connects the life of our students with the faith of the Church. This occurs through robust dialogue in the religious education classroom, shared experiences and actions, participation in worship, and a close connection with our Parish community.

Our classroom teachers are accredited to teach Religious Education in the Catholic Education System.



Daily prayer is also an integral part of the daily life of our school. While at school students will be given the opportunities to engage in prayer in many forms and for many purposes. As a school, we celebrate and worship together throughout the year. Students will have the opportunities to engage in Whole School, and Year level masses and liturgies. Throughout their time at St Therese's students will have the opportunity to participate variously in these worship and prayer experiences.

Worship & Prayer

PARISH COMMUNITY

As a school community, we work in cooperation with the parish community. We invite all in our school to connect with and participate in the life of the parish through supporting the Sacramental program, key parish events, and working closely with St. Francis of the Fields in joint celebration. The Parish Priest, Fr Jake Mudge works closely with the school community supporting the staff, and leading our faith celebrations.



SACRAMENTAL PROGRAM

The Parish Sacramental program prepares students to receive the Sacraments of Reconciliation, Confirmation, and First Communion. The school supports the formation and preparation of students in the sacramental program by providing Religious Education units of learning on the sacraments that support the learning undertaken in the parish program. Staff also support the parish in the administration of the sacramental program by assisting in leading parish sacramental program lessons and information sessions. For information on students receiving the Sacraments of Reconciliation or Confirmation and First Eucharist families are encouraged to contact the Parish Office on 5443 3052 or via email kpsacraments@outlook.com. The Parish also runs programs to support students who wish to become Catholic by receiving the Sacrament of Baptism or to continue with Catholic Sacraments after having been baptized in another Christian faith tradition.

SOCIAL JUSTICE

As a Catholic community, we are called by Jesus to act for social change and justice. We live out this call by engaging in a variety of social justice activities that connect Catholic Social Teachings with classroom learning and the lives of our children. Our school partners with local and global outreach organisations through solidarity experiences, fundraising, and social action. This includes actions that promote the care of our common home through ecological stewardship.

In a particular way, St. Therese's School supports the work of Caritas Australia through Project Compassion and the local St Vincent de Paul chapter, to support local families.

The children are encouraged to live a life of Social Justice.



good works



STEWARDSHIP OF RESOURCES



SCHOOL FEES AND LEVIES

School Fees: In 2025 School Fees were as follows (these amounts do not include the School Levy or Excursions Gr1-6, see below):

- Family with one child at St Therese's School **\$1887.00**
- Family with two children at St Therese's School **\$2830.00**
- Family with three or more children at St Therese's School **\$3300.00**

At the end of each year, the School Advisory Council sets the fees and levies for the following year. A letter advising families of fees and levies is sent out in November.

Families have two options for the payment of School Fees and Levies and must commit to a payment plan.

Option One is to pay the full amount by the **30th of April**.

Option Two is to set up a direct debit on a weekly, fortnightly or monthly basis. Payments via direct debit generally finish in the end of November that year unless there is an outstanding amount.

If any families are experiencing difficulty in paying, they are asked to meet with the principal to discuss other possible arrangements.

Subject Levies: St Therese's Primary School is committed to providing students with a range of educational experiences and opportunities to succeed. Levies are based on the expected expenditure of experiences and activities planned for the year and according to the number of students in the grade level. Levies are charged per student according to their grade level. The structure of levies has been simplified for 2025 to: Curriculum & ICT Levy and Camp, Sport & Excursion Levy

Levies combined for 2025: Foundation - \$690.00, Grade 1 and Grade 2 - \$690.00, Grade 3 and Grade 4 - \$940.00, Grade 5 - \$1115.00 and Grade6 - \$1175.00.

Some parents may be eligible to claim financial assistance from the State government - this is known as the Camps, Sports & Excursions Fund (CSEF). This year there will also be a one-off payment known as the School Saving Bonus (SSB). Information regarding CSEF and SSB is available from the school office or can be found online: www.vic.gov.au

ST THERESE'S SCHOOL FEES POLICY

1. The St Therese's School Fees Policy shall fall within the guidelines of Catholic Education Sandhurst Ltd Fee Collection Guidelines.
2. Fees collected are an integral part of the School budget and are essential to the running of the School.
3. A fee will be payable for each family enrolled at the School.
4. School Fees will be payable as per the two options above.
5. A Fees Account shall be distributed via email to each family at the beginning of each term
6. If payment in full is not possible by the required time, alternative arrangements can be made following consultation with the Principal or Administrative Officer.
7. A reminder notice shall be sent to any family whose Fees are not paid within the required time.
8. If Fees remain in arrears by the end of the School year, families shall be contacted with a view to making payment arrangements for the following year.

All enquiries regarding school fees please email: debtors@stkennington.catholic.edu.au

- Statements are emailed each term however you can request a statement at anytime by emailing the debtors email.

SCHOOL FINANCE

Catholic Primary Schools are the property of the Parish and are operated by the Parish Priest. Daily operational responsibility is delegated to the appointed Principal.

The Parish Priest and Principal are responsible for the Financial affairs of the Parish School - aided and assisted by the Catholic Education Office of Sandhurst.

Recurrent operational costs of the School are met through -

- *State Grant*
- *Federal Grant*
- *School Fees & Levies*

Capital Costs are met by: *Parents & Friends*

Sometimes, schools receive Capital Grants and Capital Levies through Federal or State funding.

COMPUTERS

The school is well resourced with a number of COWS (Computers On Wheels), televisions and iPads to improve the facilitation of student learning. Students in Grades 3-6 are provided with a Chrome book each. Many classes have developed online learning spaces for the students to access learning opportunities for both the classroom and home.



Connect with us on Facebook



St Therese's Primary School

991 likes · 1.1K followers



This is the school's official Facebook page.

Keep up to date with what's happening.

We post all upcoming events and what's been happening at school.



Search Facebook

Type into Search Facebook:

- St Therese's Primary School
- Parent Connection - St Therese's

This Facebook page is administered by school parents. It is a great resource for connecting to other families whether that be related to school, sporting teams, after school activities etc. Our wonderful community are only too happy to help with any questions you may have.



ST THERESE'S ON-SITE FRIENDLY BREW

Open Friday's

8.50am - 10.00am

Come along for a free cuppa and catch up
EVERYONE WELCOME!

*Grandparents, Relatives, Friends,
Parishioners etc.*



ST THERESE'S SCHOOL OFFICE

Monday - Friday

8.30am to 4.30pm

(Enter via Albion Street)

Tel: 5443 3200 E: adminoff@stkennington.catholic.edu.au

The office is closed during term holidays

KENNINGTON CATHOLIC PARISH

St Therese's Catholic Church

(Enter via Albion Street)

Tel: 5443 3052

YMCA OSHC

Outside School Hours Care

(Enter via Albion Street)

ALL Enquiries to stthereses@ymca.org.au or by phone on 0429 899 024.

