

# ST THOMAS MORE CATHOLIC PRIMARY SCHOOL SUNSHINE BEACH

*\* In the way of Mary \* Family Spirit \* Presence \* Simplicity \* Love of work*



## PARENT HANDBOOK

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## IMPORTANT SCHOOL DETAILS

### SCHOOL CONTACTS

**Office Phone Number:** 5449 2022

#### School Portal

**link:**<https://extranet16.bne.catholic.edu.au/parent/stmsunshine/Pages/default.aspx>

### SCHOOL HOURS

<b>First Bell</b>	8.40am
<b>Session 1 Begins</b>	8.45am
<b>Lunch Bell</b>	11.00am (Play until 11.23)
<b>Eating time</b>	11.23am until 11.35
<b>Session 2 Begins</b>	11.35am
<b>Afternoon Tea</b>	1.35pm until 2.00 pm
<b>Session 3 Begins</b>	2.00pm
<b>School Finish Time</b>	2.50pm

It is a requirement that children respond to the first bell at 8.40am. This ensures that they are at the classroom when doors open at 8.40am in readiness to begin lessons on the second bell at 8.45am. **Playgrounds are supervised from 8.15am** and children are encouraged to use this option if they arrive before 8.40am. ***If children arrive prior to 8.15am they must sit in the tuckshop area until the teacher on duty arrives.***

Information is communicated regularly to parents via the Parent Portal, email and text with the addition of the 'Communication folder system' for Prep.

Teachers are happy to arrange a time to speak with you about your child if you have any problems or concerns. To ensure there is no interruption during welcoming, farewelling and supervision times, a time for discussion needs to be arranged with your child's teacher **prior to the day.**



Dear Parents and Carers

It is with great pleasure that I welcome you to St Thomas More School. I hope your association with the school will be happy and fulfilling in every respect. You are the prime educators of your children, and with their commencement at school you now enter a partnership with the school for this next phase of your children's education. This partnership will be successful to the extent that it is based on mutual support, co-operation, and above all mutual respect.

St Thomas More is a Catholic School, and by enrolling your children here you are affirming your commitment to Catholic Education, and to the values and belief system that it upholds. The Patron of the school Sir (Saint) Thomas More was a man who valued personal integrity and his Faith to the extent that he was prepared to sacrifice his own life rather than betray them. He is a strong role model for all of us as we strive to be faithful to the Gospel in our own life situation, and to pass that Faith on to the children entrusted to our care as parents and teachers.

Our school is a work of the Church, and an important part of the Parish. Our Parish Priest, Father Jason Middleton is a regular visitor to the school, and he ensures Liturgical and Sacramental celebrations are available for the students. There is a rich prayer life in the school with daily class prayer, assembly prayer, and the fostering of devotion to Mary and the Saints. The school motto - "In Truth and Love" expresses the centrality of Christ to all that we are and do at the school. Jesus proclaimed himself to be the Truth, and he gave us the commandment to Love. Living this motto is to strive to follow Jesus by fulfilling this commandment of love.

Our Motto also embodies our focus on educating the whole child. We strive to cater for the wide range of student talents and needs including but not limited to religious, moral, social, intellectual, physical, emotional, and in doing so aim to provide a secure learning environment where students have the opportunity to flourish and develop a deep love of learning.

It is for this reason that when you enrol at St Thomas More you enter into an agreement that your child will fully participate, to the best of their ability, in all aspects of the school curriculum. No part of the school curriculum that is offered in school time is seen as optional. This includes school camps, swimming and excursions.

We promote in a special way the ideals of respect, honesty, tolerance, co-operation, and a genuine concern for the welfare of others. St. Thomas More Catholic School also strives to live out its daily life by following the example of Marcellin Champagnat, the founder of the Marist Brothers. He taught his brothers to base their schools around the five pillars of Marist Education:-

**\*In the Way of Mary      \*Family Spirit      \*Presence      \*Simplicity      \*Love of Work**

I look forward to working collaboratively with you throughout your child's education. The success of the partnership is dependent on honest and open communication; and on parental involvement in the school in a variety of ways through the School Fete, classroom assistance, tuckshop, working bees etc. We have a proud history of active parental involvement - please do your part to keep this tradition alive.

Again, a warm welcome to St Thomas More School. May Jesus and Mary bless you and your families and keep you all safe in their loving care.

Yours sincerely

Mrs. Carmel Schaumburg - Principal

## 2



## OUR SCHOOL PRAYER

Our loving God  
You created us in your image.  
Show us the way to be generous and caring.

In a spirit of truth and love  
help us to work together  
so that our community is a place  
Where your love shines through each person.

Let Mary, our mother guide us  
In our words and actions,  
Our work and play.



Mary,  
Our Good Mother  
*Guide us*  
St Marcellin  
Educator and friend  
*Inspire us*  
St Thomas More  
Patron of our school family  
*Teach us truth and love.*

Amen



# ST THOMAS MORE SCHOOL HYMN



*Our Loving God, You show us how to be loving and to care  
Our Loving God, We feel your love all around us and our hearts all  
will share  
In Truth and Love for sure  
Bless us at St Thomas More*

1. Let Mother Mary be our guide  
In all we say and do  
We walk with God right by our  
side  
And His spirit shines bright for me  
and you.  
Our school so full of joy and fun  
Where we all try to reach  
The glory of each dawning sun.

That shines from the mountains to  
the beach. *Chorus*

2. We work together in all we do  
The way that Marcellin has shown  
With friends forever we see it  
through  
And remember the goodness we  
have known. *Chorus*

## ST THOMAS MORE SCHOOL SONG

We have a lovely school, the staff are really great  
Where Truth and Love will rule so you'll always have a mate.  
We have a lot of friends, you'll never be alone  
Our learning never ends with the seeds that we have sown.

*Set your heart on fire  
Let your spirit rise  
Show your heart's desire  
Under the clear blue skies.*

*St Thomas More  
A place set in the sun  
St Thomas More  
Through knowledge and in fun  
In truth and love watch our spirits  
soar  
Bless all of us at St Thomas More.*

Our sportsmanship is great  
we have a lot of fun  
We've very rarely late when  
work needs to be done.  
Together hand in hand we  
learn to care and share  
Our school set close to sand  
with kindness everywhere.



*“In the Way of Mary”*



# SCHOOL PATRONS

*Our school takes inspiration from the lives of two remarkable saints.*

**Marcellin Champagnat** - Born in France in 1789, the year of the French Revolution, Marcellin Champagnat was to lead an extraordinary life and leave an even more extraordinary legacy. One of the founding members of the Society of Mary, Marcellin Champagnat dedicated his life to founding the Marist Brothers - the largest Order within the Marist family. Recognised for his great work and holiness, Marcellin was canonised a Saint by Pope John Paul II in 1999.

Marcellin lived a simple life before entering the seminary, and despite struggling with his academic studies he was ordained in 1816. Early on his life was to take a dramatic turn when he visited an uneducated and ill fifteen-year-old boy who knew nothing of God. Marcellin decided that a branch of Brothers was needed to teach children, and so in 1817 he set about bringing the Marist Brothers to reality. Poor health led to the death of Marcellin Champagnat in 1840. From seeing the young dying boy in 1817 and until his death, the life of Marcellin Champagnat is nothing but exceptional and saintly. His life is a marvelous witness that one man can make a difference.



**Today** St Thomas More School continues to give witness to our vision through living the Gospel values. We nurture a distinctive Marist style that is truly holistic and consciously seeking to communicate values. To continue to embrace this very distinctive Marist style, "...we must love them (children) and love them all equally." (Saint Marcellin Champagnat)

The school also celebrates the annual feast of Saint Marcellin Champagnat, the founder of the Marist Brothers, in June with a School Liturgy and planned activities. The Marcellin Champagnat Awards are also presented to one student from each class on this day, identifying the students who demonstrate the qualities of *Saint Marcellin Champagnat*.

**St Thomas More** was born in England in 1478. As a young man he considered becoming a monk, and studied for several years. He decided that God was calling him to marry and have a family. He left the monastery, studied law and married Jane Holt. They had four children and he loved his family very much.



St Thomas More had many friends. He studied very hard and became a very important person. Many people came to ask St Thomas More for advice. One of these people was the King of England, King Henry the 8<sup>th</sup>.

They became good friends and St Thomas More helped the King with many important decisions.

One day St Thomas More and the King disagreed on a very important matter. The King got angry with St Thomas More and put him in prison.

St Thomas More believed very strongly in telling the truth and for standing up for what he believed. Because of this he was condemned to death. Just before he was killed, Thomas turned to the people watching, and said, 'I die the King's good servant, but God's first.'

St Thomas More died in 1535. Through St Thomas More we are inspired to stand up for what we believe in. We celebrate his feast day in June each year.



# OUR VISION

**In Truth and Love – Educating the whole person**



# OUR MISSION

At Saint Thomas More Parish School we offer quality, inclusive education in the Catholic tradition. This provides equity of opportunity for all to participate in the experience of life long learning.

The strong family spirit in the school community promotes a sense of integrity, justice and personal fulfillment that encourages children to critically question themselves and society as they prepare for a future characterised by personal growth and renewal.

In our faith community the individual's potential for learning is nurtured, the Christian story is embraced, faith is celebrated in prayerful and reflective ways, and the children discover a belief in their own capacity to contribute to the Church and society.

# Central to our Vision and Mission is our RELATIONSHIP POLICY

## **Saint Thomas More School is a Parish school in the Marist tradition.**

A Marist School is a centre of learning, of life, and of evangelising. As a school, it leads children to learn to know, to be competent, to live together, and most especially to grow as a person. As a Catholic school, it is a community setting in which faith, hope, and love are lived and communicated, and in which students are progressively initiated into their life-long challenge of harmonising faith, culture, and life. (Article 126 from 'In the Footsteps of Marcellin Champagnat').

The Catholic school, far more than any other, must be a community whose aim is the transmission of values for living. Its work is seen as promoting a faith-relationship with Christ in whom all values find fulfillment. But faith is principally assimilated through contact with people whose daily life bears witness to it. Christian faith, in fact, is born and grown inside a community. (Article 53 The Catholic School Document - *"This is my commandment: love one another, as I have loved you"*. John 15:12).

## **POLICY STATEMENT**

Central to education in the Catholic School is the area of relationships. We all need to develop healthy relationships with God, with ourselves, with others, and with the world community.

## **VALUES**

At Saint Thomas More we value:

- God's unconditional love for all people
- Christian witness
- Appreciation of the dignity of self and others

## **PRINCIPLES**

At Saint Thomas More we strive to create an environment that nurtures each person's relationship with God.

- Its (the Catholic School) work is seen as promoting a faith relationship with Christ in whom all values find fulfillment. (The Catholic School Document Article 53)
- At Saint Thomas More we provide support structures to allow each person to develop a healthy relationship with himself/herself.
- Equity should be the hallmark of our schools; no-one should benefit from preference or privilege because of social standing or exterior qualities; each pupil, rich or poor, should be treated according to ability, virtue, and personal worth. (Saint Marcellin)
- At Saint Thomas More we provide opportunities to engage in positive relationships with others.
- The school must be a community whose values are communicated through the interpersonal and sincere relationships of its members and through both individual and co-operative adherence to the outlook on life that permeates the school. (The Catholic School Document Article 32)
- At Saint Thomas More we seek to make each person aware of his/her responsibilities as a custodian of the world community.
- The Catholic School should teach its pupils to discern in the voice of the universe the Creator whom it reveals and, in the conquests of science, to know God and man better. (The Catholic School Document Article 46)

# THE SCHOOL PROGRAM

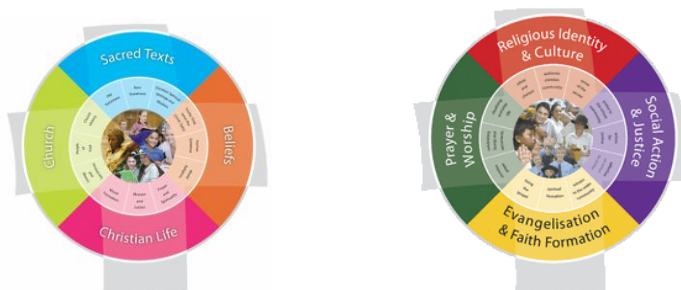
## VISION FOR RELIGIOUS EDUCATION

The Schools and Colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ; and who are literate in the Catholic and broader Christian tradition, so that they might participate critically and authentically in faith contexts and wider society.

The Religious Education Curriculum is divided into four major strands; Sacred Texts, Beliefs, Christian Life and Church. Inquiry units of work are taught in and include more than one strand, so that students can learn “about” the Catholic Christian faith tradition and make sense of the world.

Through engagement with the Religious Education Curriculum, students are challenged to be cultural agents in light of the Gospel and authentic witnesses to the mission of Jesus Christ in the world today.

Students participate in the Religious Life of the School and experience the Catholic Christian Tradition in particular; Religious Identity and Culture, Prayer and Worship, Faith Formation and Social Action and Justice.



As a Catholic Christian Community, we educate all students to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world. The vision for Religious Education challenges students to be a religious voice in the world.

The School and Parish recognise that parents are the principal Faith educators of their children. The school assists the family and parish in their child’s faith journey.

## SACRAMENTAL PROGRAM

Year 3 – Students turning 8 - Confirmation

Year 4 – Students turning 9 - Sacrament of Eucharist

Year 5 – Students turning 10 –Sacrament of Penance (1<sup>st</sup> Rite)

A copy of the Parish Sacramental program is available from the Noosa Catholic Parish Office.



Enquiries for students in other grades who have not yet completed the Sacramental program can be registered at the Parish office to join any or all of the above year groups. **Fr Jason Middleton** is happy to discuss any concerns you may have regarding this.

Appointments can be made with Mrs Elaine Sephenson at the Parish Office on 5447 1188.

# SCHOOL ASSESSMENT

## DIRECT REPORTING

Parents are always welcome to inquire about a child's individual progress by making an appointment with their child's teacher. It is also expected of all staff that if difficulties arise in a child's education or behaviour, parents are notified as soon as possible so that solutions to these difficulties can be found. Assessment is an ongoing process and is used to inform parents of the decisions teachers make regarding student progress.

Reporting to parents occurs on a formal basis twice a year. At the end of Term one, teachers invite all parents to come to school for an interview regarding their child's progress. Parents are also offered the opportunity to attend a Parent Information Night which is held in Term 1. At the end of term 2 (the end of the first semester), parents will receive a written report that outlines student progress for the first semester. A written report is also prepared at the end of Semester 2.

Teachers and parents are encouraged to arrange appointments to discuss issues of concern, or progress of the child at anytime throughout the year.

The school participates in Naplan testing. This provides parents and the school with detailed comparative information on children's performance from Years 3 and 5, in both Literacy and Numeracy. Parents will receive a report outlining how their child performed, compared to other Australian students at the end of the year.

## HOMEWORK

At St Thomas More School, homework is a part of classroom expectations for all students from **Years prep to 6**. In setting homework, the class teacher aims to:

- encourage the development of independent study habits
- give parents an opportunity to share in their children's learning
- refine the student's skills of time management and organisation
- develop the student's sense of responsibility
- practice skills and reinforce work learned in class.



Homework is given out by the class teacher with regard to the age and ability of the child. Homework maybe set each week or daily, depending on the teacher. This may require that teachers negotiate homework expectations with parents so as to cater for the needs of individual students.

## Parental Involvement

To assist children in completing homework successfully, parents may find the following of some assistance:

- arrange a regular time in a suitable room or area that is free from distractions e.g. television
- check the standard of work produced and that adequate effort has been made
- children appreciate and respond to the interest that parents show in their school work
- praise for good work and encouragement for effort are more important than criticism - be supportive at all times.



Please contact the teacher if homework is causing distress. It should be that tasks can be completed with minimal assistance. All queries in relation to homework should be directed to the classroom teacher.

# EDUCATIONAL GOALS

St Thomas More School values the developing skills, abilities and interests of students. We aim to support student learning by providing a range of strategies, resources and opportunities for students to develop.

Through the inclusion and integration of Social and Emotional Learning, we strive to not only recognise, but to celebrate the successes and development of each individual.



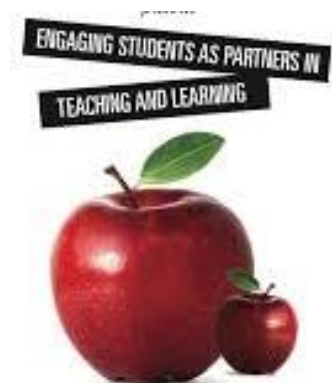
We strive for excellence in literacy and numeracy outcomes. This is reflected in school results of benchmark tests and external competitions. We extend to students opportunities to develop their literacy, numeracy, interpersonal and application skills through Learning Areas, and also offer opportunities through:

- the extensive integration of the use of ipads and computers to enhance learning opportunities
- extended physical movement courses that may include dance, cross country, swimming, exposure to a wide variety of team games/skills that are extended through our 'After School Activities program'
- Instrumental music program
- School co-ordinated pastoral activities
- School co-ordinated mission fund raising activities
- Excursions and overnight camps
- involvement in presentations at assembly and in the wider community
- Tournament of Minds
- School and community co-ordinated debating competitions, i.e. the 'Readers Cup' and participation in the 'Kids teaching Kids' program.

The extension program provides opportunities for students to develop further in the areas of English and Maths as they progress through their learning journey. St Thomas More School has a team of people who work beyond the classroom to provide support and investigate questions that parents or teachers may have about a child.

# LEARNING AND TEACHING

St Thomas More Catholic School is committed to providing engaging, supportive and dynamic learning environments where great teaching and learning can take place. All students at our school are provided with opportunities to engage with rich and varied learning experiences that will enable them to realise their potential, pursue their interests and to be supported at all stages of their learning journey.





# LEARNING IN THE EARLY YEARS OF SCHOOL

There are many dimensions to learning in the early years of schooling. All curriculum areas are guided by the expectations of the Australian curriculum and are planned for children so that they can engage fully in different learning activities.



As part of a life-long process of growth and change, learning in the early years is responsive to how young children learn best.

Children entering the Prep year are capable young people who have been learning since birth. The Early Years curriculum recognises the richness that children's existing knowledge brings as the starting point for their learning and how strong links can be made to new concepts and ideas. Enthusiastic and engaged learning can take place when children are active participants in the process of planning and making decisions about their own learning. Using their senses allows children to build skills, and develop a deep understanding of their world as a result of being actively engaged with a wide variety of learning experiences.

Children are supported as learners and encouraged to learn through movement, painting, drawing, speaking, writing, construction and socio-dramatic play. Experimentation, exploration and positive interactions with others allow children to gain skills and knowledge about their world.



**The Australian Curriculum** provides opportunities for children to develop a positive disposition to learning. During the Prep year, children are encouraged to explore concepts using the five main contexts for learning and development:

- Play
- Real-life situations
- Investigations
- Routines and transitions
- Focused learning and teaching.



As part of the Australian Curriculum, Prep students have opportunities to participate in a variety of these experiences on a daily basis. Within any day children are encouraged to actively learn through play, investigations and real-life situations. Focused learning and teaching experiences, along with clear and meaningful routines and transitions allow children to work in partnership with their teachers and peers to learn and develop at their own rate, in their own time. Throughout the learning process children are encouraged to actively investigate their ideas and to reflect on these ideas as part of the process of making sense of their world.





# PLAY

Play is an integral part of the Prep curriculum. It is a powerful way in which children can develop thinking skills and problem solving strategies. Children have the opportunity to take on a number of roles in different play situations and as a result, are able to engage with others and make sense of their world. Through their play experiences children have the opportunity to build their sense of personal identity as a successful and confident learner. They can explore ideas and take risks in an environment that is nurturing and non-threatening.



Play takes many forms. Some children will participate in socio-dramatic or fantasy play, whilst others will choose to explore and manipulate objects as part of this experience. Some play is physical in nature and many aspects of play involve games with rules. Problem solving is an important part of this experience, as well as the development of oral language skills. Play is a particularly effective tool to enhance children's foundational concepts and build their oral language, thinking and social skills, all of which are essential to be successful as a learner.

## REAL LIFE SITUATIONS

Real life situations provide a great way for children to build connections between the experiences that take place at home, in the classroom and the wider community. They allow children to investigate, explore and experience learning opportunities that are real and significant to them as learners. Real life experiences within a classroom may include cooking, gardening, searching the internet, attending performances, creating artwork, conducting experiments, talking with visitors to the classroom or reading and writing for real purposes.



## INVESTIGATIONS

Within the early years classroom investigations can take many forms. They arise from the questions that children ask and provide opportunities for young children to interact with people or objects to gather information and test their ideas. The natural curiosity of children prompts them to experiment with artistic, scientific, mathematical and technological ideas and challenges them to find out more. Teachers work as partners with children in the process of asking questions, challenging thinking, modelling possible solutions and suggesting alternative ideas that will allow the children to draw their own conclusions from the investigative process.

## ROUTINES and TRANSITIONS

Routines are an integral part of the early year's curriculum making them particularly important for developing independence in children. They allow children to become familiar with the culture and practice of a new environment and provide opportunities for individuals to develop particular understandings and capabilities within the school environment. Routines allow children to use symbols for real purposes and provide a scaffold to support them in their learning and development. Transitions are also very significant in the life of an early year's learner. They are times when new concepts are developed and ideas explored. Transitions often take the form of games; music or language experiences and allow children to move confidently from one classroom experience to the other.



# FOCUSED TEACHING AND LEARNING



Focused teaching and learning may take place in many contexts in an early year's classroom. Although teachers have a very active role in guiding focused learning experiences, the active role that children take in their own learning is celebrated and explored as they interact with others to make sense of their world. Opportunities for focused learning allow children to develop knowledge of their world based on their own emerging interests, ideas and perspectives.



## WHAT DOES LEARNING LOOK LIKE IN THE EARLY YEARS?



Religious Education in the Early Years of schooling provides a wonderful opportunity for students to grow in their knowledge and understanding of God. The school religious education program enriches students understanding of scripture, supports in the development of their own self-worth and builds a sense of responsibility and moral sensitivity in an environment where religious rituals are celebrated throughout the year.

The classroom teaching of religious education in the early years includes content from the strands of **Sacred Texts, Beliefs, Church and Christian life**. Students engage with stories from Scripture and Catholic Christian traditions, enabling them to develop religious understandings, communicate their ideas and explore the connections between the messages of scripture and their life. Through their exposure to Catholic beliefs and Christian life they are guided in the development of their identity, with respect and peaceful co-operation with others being an integral component of their learning.

All components of the Religious Education program respond to young children's capabilities and consider the importance of prior knowledge, individual backgrounds and student needs. As part of the religious life of the school, opportunities are provided each day for children to pray together and classroom celebrations and rituals unite and build a sense of community within the group.

The social dimension of a child's learning in Prep is built around developing an awareness of being a member of a group. This includes family, social, community and cultural groups. An important focus in this context for learning is to help children develop understandings and capabilities that will enable them to respect and co-operate with others and sustain relationships in social settings.

A very important part of this is to help children build within themselves a strong sense of positive identity and self-esteem. This in turn nurtures the development of resilience, independence and personal organisation. The existence of these qualities allows children to interact with others and the learning environment in a positive and confident way.







The development of a child's fine and gross motor skills is a very important part of their early learning. These skills are essential so that children can gain strength and confidence when participating in outdoor play and playground experiences. Fine-motor skills are foundational for children as they begin early writing and drawing experiences, enabling them to manipulate a variety of objects with confidence, skill and adequate control.

Providing opportunities for children to make healthy choices allows them to develop within themselves a sense of well-being and a positive sense of themselves.

Some ways that health and physical learning skills are developed include:

- Outdoor play program - balance activities, skipping, ball skills, climbing and a series of gross motor activities
- Fine motor activities – play dough, threading, cutting, painting and folding
- Safety – ways of keeping healthy and safe in a variety of settings
- Making healthy choices.

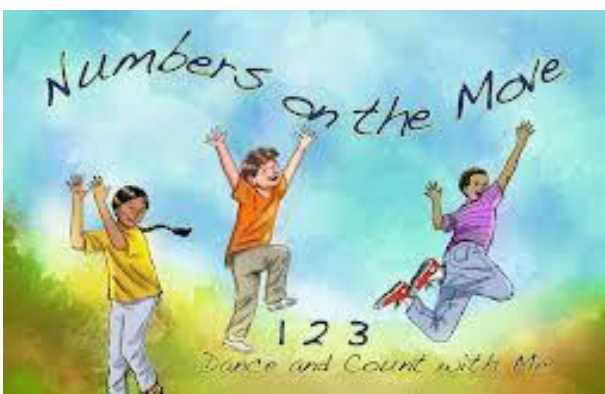


The development of strong oral language and early literacy skills is an integral part of a young child's language development. It is through their early language development in a social setting that children are able to construct, communicate and interpret their ideas and meanings for a range of different purposes. This component of the curriculum also creates an awareness of the value of other languages in the home.



In the Prep environment there are many elements to a child's language development. Children are provided with opportunities to learn that language can be used for a variety of purposes. The patterns and conventions of print are explored as children are immersed in a wide variety of texts and language experiences. Phonemic awareness and alphabetic knowledge are developed through a program that focuses on using this knowledge as part of a child's early reading experiences. Writing and shaping of letters and words allows children to explore their ideas and begin to communicate these ideas using written text.

The focus of early mathematical understandings is to allow children many opportunities to explore and investigate their environment and to be able to communicate their mathematical ideas. Manipulative materials allow children to actively seek answers to mathematical problems and to reach solutions in creative and interesting ways.



An important part of developing children's understandings is the development of thinking skills by providing frequent opportunities for children to ask questions and seek answers using a variety of mathematical and other materials.



Early years learners are active learners. They think, investigate, imagine and respond to new thoughts and concepts. They want to know more so that they can make sense of their world.

Thinking processes are an integral part of all learning in the early years and are embedded in all learning areas. When children have opportunities to explore and investigate different concepts or ideas they are able to plan, ask questions, evaluate, explore alternative ideas and strategies, predict, design, compare and reflect on their learning.

An important way for children to express their ideas in creative and unique ways is through the use of a variety of media and artistic forms. Through dance, drama, media, music and visual arts children are able to explore and express their ideas in a way best suited to their strengths as a learner.

Information communication technology is embedded in all areas of the early year's curriculum in a way in which young children can explore, express and communicate their ideas to those around them.

Each week the children in Prep attend a number of specialist lessons. These lessons also provide opportunities for them to explore and experience different activities within the school. Specialist lessons include Physical Education, Music, Oral Language and Cultural Literacy.

## LEARNING IN YEARS 1 - 6

Within the 1 – 6 years of schooling children move through different phases in their learning and may show different strengths and areas of interest. Common to each year level are core curriculum areas that align with the expectations of the Australian Curriculum. Within each year of learning the individual learning needs of all students are considered as part of our differentiation for learning process, ensuring that all learners have many and varied opportunities to reach their learning goals.

Each student develops at their own rate and time and has different capacities and skills that they bring to the learning process. Along with knowledge as a learner, it is important for students to have a sound understanding of the language and skills they need to become more confident and competent learners. The development of a common language of learning is a strong focus at all levels of the school, with the clear purpose to help students communicate more fully where they are on their learning journey.

In order for students to be active participants in their own learning, the intention of learning experiences needs to be clearly stated at the beginning of learning activities within the classroom. It is important that students know – **Where** they are going with their learning, **How** they are going with their learning and **How** they are going to get there. This enables students to have a clear understanding of where the learning experience is headed, to identify what resources they may need to complete the task and to understand what is expected of them. As part of this process, what successful learning will look like in this learning situation is clearly articulated so that students can set clear goals as to how they can best achieve success.



# RELIGIOUS EDUCATION



Our Religious Education program aspires to educate and form students who are challenged to live the Gospel of Jesus Christ in our world today. Engagement with **Sacred Texts** allows students to develop deeper knowledge and understanding of Old Testament and New Testament Scripture texts from the bible. At each year level students have the opportunity to listen to, learn from and respond to a variety of scripture text with particular emphasis on developing a greater understanding of the time and context in which these stories of faith were recorded. Students are then challenged to use this knowledge to respond to the messages of scripture in meaningful ways.



As part of the development of the **Beliefs** strand, students develop a deeper understanding of God by becoming more literate in the Catholic and broader Christian tradition. There are many opportunities for students to engage meaningfully with the sacramental life of the Church and to develop their own sense of spirituality, through prayer, celebrating rituals and participating in school liturgical celebrations. The strand of **Christian life** is explored by considering the social teachings of the Church as a way to reflect on action for justice in the school community, in relation to our Marist communities and as members of the global community.

## ENGLISH

The study of English is central to the learning and development of all students. It is important to help students become confident communicators, imaginative thinkers and informed citizens. Our school English program is organised into three interrelated strands – **Language, Literature and Literacy**. Engagement with each of these strands allows students to develop knowledge, understanding and skills to help them listen, read, view, speak, read, write and create.



The **language** component of the English program helps students develop their knowledge of the English language and how it works. It helps students discover more about the important patterns and purposes that are central to the English language, including spelling, grammar and punctuation in words and sentences. Students develop knowledge and build understandings about how these elements of text can be used to communicate effectively. Students also become more aware of how the conventions of language influence how we express our ideas.

The **literature** strand considers how the study of different texts can have a personal, social, cultural or aesthetic impact on the learners. Such texts can include shorts texts, novel, poetry, prose and film, along with spoken, print and digital multi-modal texts. Being immersed in a variety of texts allows students to appreciate different texts and to enrich their own understandings of the world. All students have regular exposure to a wide range of literature from the school library.

The **literacy** component of the English curriculum allows students to focus on the development of skills such as sound-letter correspondence, to expand their knowledge and skills in reading, writing and speaking and to develop fluency when engaging with texts in different settings.



# MATHEMATICS

The mathematics curriculum provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It ensures that all students develop numeracy capabilities at their own level of development and allows all learners to develop a level of ‘mathematical literacy’ that will help them understand and interpret mathematical problems.

Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are providing valuable tools to help with the development of mathematical ideas in the classroom setting and allow learners to develop increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. Students can then respond to familiar and unfamiliar situations by employing learnt mathematical strategies to make informed decisions and solve problems efficiently.

Identifying the existence of strong links between the various components of mathematics as well as those links that exist between mathematics and other subject disciplines is an important part of Maths learning and allows learners to see the value of mathematics as something that links with daily life. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It acknowledges that students' progress at different times and rates and as a result, encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.



# SCIENCE

Science provides an opportunity for students to ask questions and seek answers about important and interesting events in the biological, physical and technical world. It is a dynamic subject which uses an inquiry approach so that students can make sense of the world by collaborating, exploring and investigating mysteries, making predictions and solving problems. In order to do this the science curriculum promotes the use of six overarching ideas - *patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy* to help highlight common approaches to a scientific view of the world.

## HISTORY

History uses evidence from the past to help us understand different events and periods in time. The value of teaching history is to allow students to learn from the lessons of the past so that they can make informed judgments about the future. All year levels engage with the two elements of the history curriculum – **Historical Knowledge and Understanding** and **Historical Skills**.

## GEOGRAPHY

Teaching students the skills to help them think geographically and to encourage them to develop a holistic view of the world is an important component of the Geography curriculum. Geographical inquiry is an effective method used to help students explore learning in this area of the curriculum and is used extensively throughout the years of primary schooling.





# DIGITAL AND INFORMATION TECHNOLOGIES

In the age where technology is rapidly changing the way people live and work, it is essential that our young people have the skills to engage in; problem solve with; and continuously adapt to changing technology.



## COMMUNICATE

- Each child has the opportunity to have a voice in a safe environment
- Enables a culture of self-directed learners
- Provides multiple opportunities for students to develop mastery as they have more control over when, where and how they learn and how they communicate what they have learnt
- Allow students access to knowledge and the opportunity to re-engage in learning opportunities as many times as they need
- Enables more autonomous learning, which research shows creates more self-directed and engaged learners.



## COLLABORATE

- Enables a community of learners who work collaboratively
- Each child has the opportunity to receive feedback from teachers and peers
- Provides an audience and purpose for work
- Allows students to make their thinking visible
- Ideas and work can be quickly and easily shared.



## CREATIVITY

- Promotes creativity as knowledge can be expressed multi-modally, not just written – images, sounds, animations and narration
- Many different avenues for presenting learning
- Develops problem solving skills
- Many opportunities to play and explore.



## CULTURAL OPPORTUNITIES ARTS EDUCATION

Arts education within our school has **5 components** – **Music, Dance, Drama, Visual Arts and Media Arts.**

Each element of Arts Education is unique and distinctive with its own discrete knowledge, symbols, language, processes and skills. As part of their Arts education students will have the opportunity to use their senses to make and present different artworks using elements of each art form and to understand, appreciate and respond to each element in creative and critical ways.



# MUSIC

St Thomas More School offers a developmental classroom Music and Dance Program from Prep to Year 6. This program is based on the new Australian National Curriculum – **response** to and **appreciation** of music or dance; **performance**, **presentation** and **display** of music or dance; **exploring** and **improving** musical or dance skills; as well as development of musical and dance ideas.

As part of the school arts program, all students have the opportunity to work with and learn from our Specialist Music teacher. In music, students use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They learn about the elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality) and have the opportunity to apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources and information and communication technology.

The school offers an instrumental bank program with small and large group lessons. They perform regularly at Musical events.

Students are exposed to a wide range of music and dance styles or genres, with a fairly strong focus on popular modern as well as Indigenous and Torres Strait island examples. The overall aims of the classroom Music Program are exposure, enjoyment, learning, performance and fun.

Singing also forms a large part of lessons throughout the year. Students from year 3 are welcome to join the **school choir** which provides an opportunity for choir members to share their talents at school events throughout the school year. The choir contributes in a significant way to the celebration of school events, including school masses and liturgies. Extra Curricular Music and dance opportunities for students from Year 3 to Year 6 include the Glee Club and private vocal tuition to students of all ages.

Tutors are also available within the school, teaching students on a number of different instruments, e.g. guitar and piano.

# DANCE



In dance, students develop knowledge, understanding and skills to communicate ideas using the elements of dance, including space, time, dynamics and relationships. In each year the starting point will be everyday movement. Students work with the body as the instrument and movement as the medium of dance, using dance composition processes to help them explore, organise and refine movement for choreography and performance. Students will develop their movement vocabulary, with techniques from simple to advanced skills in locomotion, balance, coordination, alignment and expression with consideration of safe dance practices and consideration of the needs of individual students.

# DRAMA

Drama is a collaborative art, combining physical, verbal, visual and aural dimensions. In drama, students explore, depict and celebrate human experience by imagining and representing other people through live enactment. Students experience theatre and develop an understanding of the performer/audience relationship. Learning in drama can be both process and performance. Students will combine the elements of drama to make, present and respond to representations of human situations, characters, behaviour and relationships. They will make drama through dramatic play, role-play and improvisation, structuring the elements into play-building, directing and scriptwriting. In presenting drama they will learn, as actors, to use body and gesture, voice and language, through interpretation and rehearsal processes as well as production and performance. In responding, students will learn about how drama contributes to personal, social and cultural identity.

# VISUAL ARTS

Visual Arts at STM's fundamental aim is to inspire creativity. Students develop abilities in a huge range of mediums, from drawing, design, ceramics, to collaborative installations, sculpture, printmaking and animation. They examine and respond to a vast selection of artists and artworks throughout history to encourage and nurture a love of the creative world and develop an appreciation and understanding of why art is made. The learning is always embedded in art literacy, with continual reflection on artistic principles and conventions



# MEDIA ART

Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. In media arts, students have opportunities to develop their knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. The role of media arts is enhanced by the use of digital technologies and through the use of a range of devices within classrooms, stimulates thought processes to explore the diverse cultural, creative, social and institutional factors that continue to shape communication.



# LANGUAGES - INDONESIAN



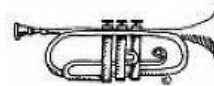
Indonesia is Australia's closest neighbour, consisting of over 17000 islands and many different cultures. At St Thomas More, students learn Indonesian language (Bahasa Indonesia) and culture in Years 3 to 6. Students in Prep to Year 2 engage in cultural literacies.

Although the program's main focus is language, the culture of Indonesia is embedded within this. Students learn everyday language that they could

use if ever travelling to Indonesia - how to order food, time, bargaining and simple conversational language. Indonesia's diverse culture is also explored through the program that includes students participating in food taste-testing days; Wayang puppet and mask making and learning Indonesian musical instruments such as the Angklung.

Information technology is embedded into the teaching of Indonesian and the use of ipads is a very successful tool to support language acquisition. The program also offers opportunities for students to extend their language through participation in a variety of speech and language competitions

# INSTRUMENTAL MUSIC PROGRAM



The St Thomas More School Instrumental Music Program offers a unique and exciting music experience. The aim of the program is the development of the students' musical, social and personal awareness through participation in instrumental music lessons, ensembles, rehearsals and performances.

Students in Years 3 – 6 are eligible to enroll in the program. The Instrumental Music Director, together with the Classroom Music Teacher, Class Teacher and Principal, review all applications for inclusion in the Instrumental Program. Recruitment for the following year generally commences in Term 4 for Year 2 to Year 5 students. **New students commence at the beginning of each year.** When accepted into the **4 year program**, it is expected that students will remain committed for the duration of their time at St Thomas More Primary.

## INSTRUMENTS TAUGHT

Students can supply their own instrument or hire an instrument through the school. Tuition is available in the following instruments:



Woodwind	Brass	Percussion
<b>Piccolo</b> <b>Flute</b> <b>Clarinet</b> <b>Alto Saxophone</b> <b>Tenor Saxophone</b> <b>Baritone Saxophone</b>	<b>Trumpet</b> <b>French Horn</b> <b>Trombone</b> <b>Baritone Horn</b> <b>Euphonium</b> <b>Tuba</b>	<b>Tuned- Glockenspiel, Xylophone.</b> <b>Un-tuned – Timpani, concert percussion, Kit &amp; other miscellaneous instruments.</b>

## COSTS AND COMMITMENT - Current

**Enrolment in the IMP is an annual commitment.** Parents are responsible for the cost of tuition and providing an instrument. Tuition fees are currently \$640/year. This is billed at the beginning of the year and be paid at \$160/term.

## TUITION

Tuition includes a 1 x 30 minute **weekly group lesson** (2-8 students) in school time and a 1 x **band rehearsal (times below)** before school. A minimum of 8 x 30 minute group lessons are provided for each child per term. Make up lessons are not given in the absence of the teacher or the student. Most terms will see your child receiving 8 – 10 lessons. Participation in lessons, band rehearsals and performances is compulsory when being part of the IMP. Students are expected to attend all lessons and bring all tutor books, ensemble music, accessories and their instrument to each lesson and rehearsal. They are also responsible for set up and pack up of the band for rehearsals and performances.

<b>JUNIOR CONCERT BAND</b> <b>WEDNESDAY - 7.45 – 8.30 am</b>	<b>SENIOR CONCERT BAND</b> <b>TUESDAY - 7.30 - 8.30 am</b>
Beginner students in their first year of learning.	Students that have been learning longer than one year.

## INSTRUMENT HIRE - Current

Students are currently able to hire instruments through the school. This is encouraged for students in their first year of playing and for those playing bigger, more expensive instruments. As there are a limited number of instruments available, the cost of hiring an instrument is **\$240 per year**. This requires commitment by the student, **as the billing is Non Refundable and set for the entire school calendar year.**

## REPORTING & ASSESSMENT

All students involved in the IMP will receive a special report on their progress at the end of each semester.



# HEALTH AND PHYSICAL EDUCATION

Health and Physical education offers experiential learning in a relevant, engaging, physically active and developmentally appropriate way. Through engagement with the HPE curriculum during their primary years of schooling, students develop knowledge, understandings and skills to inform them about health and wellbeing and to support them in developing resilience, becoming informed decision makers and being supported in strengthening their sense of self. An important part of Health and Physical Education is the acquisition of movement skills, along with the development of concepts and strategies that will enable students to confidently and competently participate in a range of physical activities.



Health and Physical Education is an integral component of the school curriculum and all round education for the students, forming part of everyday classroom teaching and learning. Each week students are expected to engage in one Physical Education lesson with a PE specialist. This complements work already carried out within the classroom and also builds on particular skills in preparation for school cross country and athletic carnivals. If children cannot participate because of medical reasons, this needs to be noted on the enrolment application or a note sent to the class teacher on specific occasions.

Students in Years 1 - 6 are also involved in swimming activities during the year.

At St Thomas More we attempt to develop the positive attitudes of good sportsmanship, fairness and spirit of teamwork and co-operation through our sporting endeavours. The school is a member of the Noosa District Primary School Sports Association. At this interschool level, students have the opportunity to participate in Swimming and Athletics Carnivals, Cross Country events and to be members of individual District sport teams, such as cricket, netball etc. Children may then advance to Regional and State teams if selected.



Within the school, there are four sporting houses: Marcellin, MacKillop, Xavier and Nagle. Sports days are coordinated for middle and senior primary school students. Families are allocated to one house for the duration of their time at St Thomas More School.



# STUDENT SUPPORT ADMINISTRATION TEAM

## This team consists of:

- The Principal
- The Assistant to the Principal Administration
- The Learning Support Teacher
- The School Guidance Counsellor.

## The purpose of the Student Support Administration team is to:

- Support class teachers and parents in educating and providing care to their students/children
- To gather current information and develop a plan of action to begin to answer questions or address concerns
- To share information and ensure a team approach when supporting students
- To investigate issues and provide feedback to parents and teachers regarding students' development, well-being and educational program
- To ensure accountability and monitoring in the support provided for students as they progress through school.

## How do you access this team of people in the school?

This team meets weekly. Class teachers may put in a referral regarding a student in their class, or a parent may call one of team to discuss their child. That team member will bring the issue to the group for discussion and possible action, if necessary. The issues that are discussed can be varied and many, including behaviour difficulties, learning issues, emotional concerns, social skills, extending and encouraging student achievement, looking into funding possibilities to support student success, etc.

## What are the outcomes of this process?

The outcomes of assistance from the *Administration Student Support Team* can be varied. It is an avenue of finding support and solutions within our own school community, as well as involving other support personnel as deemed necessary. At the conclusion of these meetings an action plan is usually put in place that is then reviewed over time. These actions may include, but not limited to, professional advice for a teacher, emotional and professional support for parents, program intervention by the class teacher or Executive team, further testing and data gathering and/or may result in a referral for the student/family to an outside support agency.





# PROCEDURE FOR RAISING CONCERNS

Should you have a concern regarding an issue that has arisen at the school, please speak first with the **relevant staff member**. Most often this leads to the issue being resolved / clarified in a timely and appropriate manner. Various staff and their responsibilities are listed to assist you with your enquiry.

All appointments of this nature are to be made through the school office.

<b>STAFF MEMBER</b>	<b>REASON / ENQUIRY</b>
The class teacher	Class programs, class discipline, friendship issues, issues outside of school that may impact learning and homework.
Mr. Paul Castelli Assistant Principal	Bus Issues, playground behaviour involving students from other classes, bullying and serious discipline issues.
Mrs. Ann-Maree Pitot Assistant Principal - R.E	The School's Religious Education Program, sacramental program, spiritual development of children and parents, school masses and celebrations.
Mrs. Cathy Maudsley Support Teacher Inclusive Education	Concerns about your child's learning (after seeing the class teacher) extension programs, speech issues and education assessments.
Ms. Caroline Clancy School Guidance Counsellor	Social and emotional issues, educational assessment and family tragedies.
Mrs Carmel Schaumburg Principal	Matters to do with the overall procedures, policies and functioning of the school, issues with school fees, bullying, general matters when you are not sure who to see, or you have seen one of these people and there seems to be no resolutions.
Fr. Jason Middleton Parish Priest	Anything to do with the faith development and life of your family, pastoral care of your family and general advice.
Mrs Marie Hayes School Pastoral Worker	Family support in times of need. Support and development of parent groups within the school.

# OTHER SUPPORT GROUPS

## LEARNING SUPPORT

The Learning Support services at St Thomas More assists teachers with students who may require some support to access the curriculum or adjustments to meet the specific needs of individual learners. The Support Teacher Inclusive education coordinates these services. Students who require support for academic, social and extension programs receive support from the service.

Classroom teachers work closely with the Support Teacher Inclusive education. If you have any concerns regarding the progress of your child, or difficulties they may be experiencing, please refer your concerns to the Classroom teacher.



Our inclusive practices ensure:

- We create conditions to support successful outcomes for all students
- Promote collaborative planning and decision making to include students, families and educators as part of the community
- Acknowledge the importance of using the knowledge and skills of all educators, including learning support personnel, and
- Promote collaborative partnerships with key learning support agencies.
- School Guidance Counsellor
- School Board
- The Parents and Friends Association.

## SCHOOL GUIDANCE COUNSELLOR

### STUDENT WELLBEING

Educational settings are uniquely placed to positively influence wellbeing. They have a critical role to play in fostering positive and sustainable characteristics that enable students to achieve their best. Evidence supports the strong, mutual relationship between wellbeing and learning. Identifying and reducing barriers to learning, including those linked to student wellbeing, can help to maximise the educational and social outcomes for students.

St Thomas More School is committed to building a community of learning that provides a safe, nurturing and academically challenging environment for all students. The social emotional wellbeing of our students is supported in many ways, some key areas include:

### THE ROLE OF THE SCHOOL GUIDANCE COUNSELLOR

The role of the School Guidance Counsellor focuses on the relations and interactions between students and their school environment, to reduce the effects of environmental and institutional barriers that impede student academic and life success. The Guidance Counsellor fosters educational equality, equity, access and academic success in a curriculum to assist in the development of students and to ensure that all students are happy, confident and faith-filled young people and successful learners who will use their knowledge and their gifts for the good of all. At St Thomas More we have a Guidance Counsellor on staff who services the school 8 days per fortnight.

# SCHOOL PASTORAL WORKER

This position has been made possible through the National School Chaplaincy and Student Welfare Program which is funded by the Australian Government Department of Education, Employment and Workplace Relations. Some of the activities that this position provides are:

- Assisting the Guidance Counsellor in the provision of student welfare services
- Being readily available to provide continuity and ongoing support for families and staff where this is necessary
- Facilitate access and link families to support agencies in the wider community
- Support the development of our social/emotional well-being programs for children in the school.
- Co-ordinating the Classroom Pastoral Parents Program
- Assisting the transition of new families into the school community

Contact can be made with the School Pastoral Worker via the school office.



Kids matter is an Australian mental health and wellbeing initiative set in primary schools and in early childhood education and care services. St Thomas More School is part of this initiative. It's not a program, but a framework that helps us take care of all the mental health needs of all students by focusing on:

- Creating positive school and early childhood communities
- Teaching children skills for good social and emotional development
- Working together with families
- Recognising and getting help for children with mental health problems.

**KidsMatter** is funded by the Australian Government and Beyondblue, and is a partnership between education and health sectors. It was developed by experts - Mental Health professionals and Education and Childcare staff - in response to the high rates of school-age children with mental health difficulties and the problems they face getting help. **KidsMatter Primary** is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. For more information about **KidsMatter Primary** parents can access their website at <http://www.kidsmatter.edu.au/primary>.

## YOU CAN DO IT (Program Achieve)

At St Thomas More all classes use the well-known, evidence based social emotional learning program, **You Can Do It (Program Achieve)**. The program focuses on the five keys to success which support the social and emotional learning of students. The **Five Keys** which focus on the development of young people's social and emotional capabilities include: **Confidence** (academic, social), **Persistence**, **Organisation**, **Getting Along**, and **Resilience**. The program instills in young people the **Twelve Habits of Mind** and also focuses on the blockers/barriers to learning and wellbeing.

Parents wishing to make an appointment to see the School Guidance Counsellor about their concerns for their child can do so by contacting their child's teacher.

*YOU CAN DO IT -*  
*For riding the waves to success*



# MARIST MUMS



The Marist Mums is a group who provide support, care and a sense of community between mums in our school. This group supports families in need within our school in simple and practical ways with meals for families in times of need; with care for families during times of loss and sadness and by responding to individual family needs in pastoral ways. All mums are most welcome to be part of this group at St Thomas More.

Our Marist Mums group also provides support in the running of our Annual Mother's day and Father's day stalls, along with supporting the work of the Marist Mums Café. There are many opportunities for mums to gather together, to enjoy hospitality and care, with options also available for prayer and reflection time during the year.

## MARIST CAFÉ

The Marist Café has been established to provide an opportunity for welcome and hospitality to parents at St Thomas More. The café is open every morning from 8.00 am and is a wonderful place to enjoy a coffee and to gather with other parents of the school. Money raised through the café is used to provide support to families in need within our school community.

## SCHOOL BOARD

The School Board is made up of:

- The Parish Priest
- Three Parent Members
- A St Thomas More School Staff member
- The St Thomas More School Executive team.

The role of the School Board is to meet monthly to discuss school policies and future directions. The Board mainly exists to act as a support group for the Principal and Parish Priest in their respective roles.

## OPPORTUNITIES FOR PARENT INVOLVEMENT



At St Thomas More School there are many ways that parents can be involved and contribute to the life of our school community. Each week parents can be involved in supporting classroom teachers with art, reading, or special year level celebration days; or by taking on the role of a class pastoral parent.

Our school tuckshop, which operates from Tuesday – Friday each week is reliant on the support of parent volunteers.

Our Marist Café is also grateful of parent support as volunteers, as is our school uniform shop.

Each year our School fete (held in August) is a huge success due to the commitment and hard work of parents. There are many opportunities to be involved in either the Fete Committee, as a stall holder or by working on a stall on Fete day.

Parent involvement is also welcomed through the support of special projects happening within the school or in the organisation and support of social events. Throughout the year parents are invited to attend school and year level Masses and Liturgies – this is a wonderful way of nurturing and supporting the Religious life of our school.

All parents are most welcome and encouraged to be involved in the life of our community.



# SCHOOL LIBRARY

The St Thomas More School Library is an educational and recreational hub of St Thomas More School, where resources are available to assist the individual needs of every student and to support the curriculum.

Children borrow resources weekly and need a waterproof library bag to protect and care for these resources. The library is open from 8.30 am until 3.00 pm every school day and at lunch time every school day.

**Prep students** have a set 20 minute borrowing time with students able to borrow 1 item; however they are able to change their book during the week. They also have a planned ½ hour lesson time with the Teacher Librarian each week.

**Year 1 and Year 2** have a set 20 minute borrowing time with students able to borrow up to two items for one week. They also have a planned ½ hour lesson time with the Teacher Librarian each week.

**Year 3** has a set 20 minute borrowing time with students able to borrow up to three items for one week.

**Year 4 to Year 6** have a set 20 minutes borrowing time and may borrow up to four items for two weeks, providing they have no overdue books.



## ORGANISATION OF THE LIBRARY

The St Thomas More School library contains a primary teaching area, known as the 'Marcellin Room'; a Middle and Senior primary circulation area with Fiction, Nonfiction, Picture Fiction and Senior Fiction; a Junior circulation area with Junior Nonfiction, Junior Fiction and Fairytale; a relaxed area made up of lounges and bean bags; a teacher planning room which houses teacher resources; a general circulation area; an office for the teacher librarian, a workroom and an equipment store-room.

## TEACHER LIBRARIAN

- The teacher librarian partners with teachers to resource and evaluate a curriculum which facilitates student learning
- The teacher librarian works collaboratively to provide opportunities for students to become discerning users of information
- The teacher librarian advocates reading, promotes literature for children and young people and offers reader guidance
- The teacher librarian develops and manages a supportive information rich environment which is responsive to the needs of the school.



# SCHOOL POLICIES AND PROCEDURES

## ENROLMENT POLICY

Whilst the school exists for the education of Catholic school age children, enrolment at the school is not restricted to Catholic families only. To ensure our Catholic environment, Catholic families seeking a Catholic education for the children will be accepted at the school, provided there are vacancies in the appropriate classes. If numbers are tight, preference is given to Catholic families. If places are available, non-catholic families can be considered if they wish their children to have a Catholic education and are accepting and supportive of the ethos of the school and are willing to join in the activities that we engage in as a members of the Catholic Community. On enrolment, all families are asked to give commitment to the following conditions:

## CONDITIONS OF ENROLMENT

Parents must accept that all students will participate in every aspect of the school program, secular and spiritual. They must also support the implementation of all school policies and procedures, including disciplinary measures, in line with the Behaviour Management Policy. They must accept and support all other school policies and procedures, including the School Fees and Collection Policy. These have been formulated for the effective management of the school and support of students.

## BELIEFS ABOUT LEARNING and BEHAVIOUR

At St Thomas More we provide a learning environment that is safe, supportive, flexible and creative, which actively engages the students in the process of learning. Positive student behaviour allows children to engage with their learning and achieve optimal educational outcomes.

Our Principles and beliefs are outlined in the St Thomas More Learning Framework –

- The Catholic Christian tradition is embraced, practiced and celebrated through symbol, ritual and story to enrich and nurture our faith
- Family and community spirit is nurtured, embraced and celebrated
- Quality Education is grounded in current research that provides frameworks to support the planning and enactment of quality learning and teaching
- Lifelong learning fosters the skills and attributes appropriate to students' developmental stage in an engaging learning environment
- Inclusive educational practices enhance the growth and development of students through the provision of equal opportunities and fosters a sense of belonging for all
- Action for justice is integral to the Christian way of life

## BULLYING and CYBER BULLYING

Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons”. (Rigby, 1996)



Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs and web pages.



A Bystander is a person who witnesses a bullying incident as an onlooker. At St Thomas More School, we believe the bystander has the greatest power to prevent bullying from occurring by having the courage to intervene or to go to an adult for assistance.

## BULLYING MAY INCLUDE:

- **PHYSICAL:**  
Hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- **VERBAL:**  
Name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- **EMOTIONAL:**  
Excluding, tormenting, ridicule, humiliation, intimidation
- **RACIST:**  
Taunts, graffiti, gestures, intimidation
- **SEXUAL:**  
Unwanted physical contact, abusive comments, intimidation
- **CYBER:**  
Unwanted text messages, emails, information technology, intimidation

## ABSENTEEISM

**Attendance** is essential for progress. A child should not be absent without good reason. If a child is absent from school, it is a requirement that a parent or guardian contact the school by 9.00 am.

Parents can either **phone the ‘Absentee line’** on 5455 3911 and leave a message advising the child’s name, room number and reason for absence, or alternatively – **email the school via the absentee email address**, i.e. [stmabsentees@bne.catholic.edu.au](mailto:stmabsentees@bne.catholic.edu.au), or via the **‘Report student absence’** icon on the parent portal.



In the event the parent/guardian does not contact the school an **SMS notification will be sent**. The parent who is the first contact for their child will receive a text message on their mobile phone. In the event a parent does not have a mobile phone, the school will contact you regarding your child’s absence.

**This is a very important process – please remember it is the parent’s responsibility to:**

- Notify the school if your **mobile number** has changed
- Notify the office, **not the teacher**, if your child will be away from school for more than 2 days

The correct form to notify the school of an extended absence is available from the school office and must be completed by a parent or guardian. In the case of illness, please notify the office at your earliest convenience.

Every effort should be made to ensure family holidays coincide with school vacations. Music lessons, dance lessons, dental appointments and haircuts should be arranged to take place outside of school hours whenever possible.

# PUNCTUALITY

Punctuality and regular attendance are necessary if a student is to make steady progress at school. The chronic latecomer creates repeated interruptions to the smooth operation of classes. Children should arrive at school prior to the first bell (8.40am) and will not be permitted to leave before dismissal time at 2.50pm, without the written permission of the parents.



## Education Risk Assessment Guide

Poor attendance at school will place your child's educational progress at risk

**Regular Attendance** Students attendance that over a term falls between 90 - 100%

**Indicated Risk** Student attendance that over a term falls between 80 - 89%  
*Student attendance may need to be closely monitored and case Management may be required.*

**Moderated Risk** Student attendance that over a term falls between 60 - 79%  
*Daily monitoring of attendance may be required. Case Management may be required.*

**Severe Risk** Student attendance that over a term falls between 0 - 59%

**Non attendance by a student on days when the school is open for instruction is referred to as absenteeism.**

## LATE ARRIVAL PROCEDURE



### A NEW UPDATE HAS BEEN RELEASED

- Establishing analytics so we can continue to enhance the BCE Connect experience.
  - Improvements to staff blogging.
- OTHER RECENT CHANGES INCLUDE:**
- A subset of My Students information is now accessible natively in BCE Connect
  - Newsletter logic adjustment to support web-based newsletters

### UPDATE THE APP TODAY

BCE Connect provides a platform to securely access school information, making it easier to keep track of all things school related and stay in touch.

All Brisbane Catholic Education schools are available in BCE Connect and the app integrates with the schools Public Website, Parent Portal, Social Media platforms and Google Maps.

Log in to BCE Connect using your Parent Portal login credentials and "favourite" your chosen schools to receive notifications direct from the school (including emergency announcements - such as school closures).



#### The benefits of using BCE Connect include:

- Stay connected, with up-to-date information and announcements
- Receive emergency alerts
- Easily notify the school of a student absence
- Add school events or term dates to your personal calendar
- Quickly access school newsletters, tuckshop information, class events, blogs and more
- Access documents such as uniform price lists and school policy documents



All students arriving after 8.40 am are required to register their late arrival on the **ALLE** attendance receipting application system which is located at **student reception**. The student will be provided with a **Late Arrival slip** which must be handed to the classroom teacher when entering the classroom. **ALLE** is a monitoring system directly connected to the School/student database.

Student attendance is managed through role marking twice a day via the electronic roll (eMinerva) marking system by teachers at 9.00 am and again at 11.45 am with the reason for late arrivals, early departure and student absences recorded.

Student absences must be registered with the school by 9.00 am on the day the student is absent by the parent or guardian.

This can be done via the BCE Connect app or through the Parent Portal.

# EARLY DEPARTURE PROCEDURE

It is preferable that appointments are made outside of school hours to cause minimal disruption to your child's educational program but if important medical appointments do encroach on educational time and you need to collect your child from school early or arrive late, **it is imperative** that you advise your child's teacher in writing and also by phone to **student reception**.

All students leaving the school early **must** register their departure on the **ALLE** monitoring system. Students must be signed out and collected from **student reception** by a parent or guardian.

## AFTER SCHOOL ROUTINE

After school pick-up points are located at:

- (1) A reminder that the front office circle is **only** for **parents who have a baby or very young child on board**. Car signage is provided and can be requested via the school office or student window.
- (2) **The back Bicentennial gate** for **ALL OTHER** after school pick-ups.
- (3) **The student window** for 'After School Care' – Camp Australia and Jelly Babies.

Staff members are on duty at all pick-up points. Students who are attending after school care at either Camp Australia or Sunshine Beach Child Care (Jelly Babies) meet the assigned class teacher in the Champagnat Centre. Once assembled, this teacher takes the students to the student window and waits with them until they are cross checked on the respective daily 'After School Care' list prior to being collected or taken to their respective after school care centres.

## CUSTODY INFORMATION



- Unless specified by a Court Order both **parents** have the same legal rights. If a Court Order does exist, the school should be provided with a copy.
- Requests for additional copies of newsletters and report cards are to be made through the school office.

## SCHOOL VOLUNTEERS

Under Queensland Legislation, the following procedures for Student Protection are required:

**VOLUNTEERS - Non Parent Volunteers** – e.g. **Grandparents, other relatives and friends**, must have a valid Blue Card before commencing volunteer work in the classroom. They must also complete the volunteer registration form and Student Protection induction process. Forms and relevant information are available from the school office.

For more information regarding the Blue Card System (Queensland Government Working with Children Check) go to <https://www.bluecard.qld.gov.au/>

**VOLUNTEERS – Parents** – Are not required to have a **Blue Card** but must complete the volunteer registration form – This form and the Student Protection Information booklet are included in and with the enrolment acceptance documentation for all parents. All volunteers are required to **sign in at the school office** and to **collect a 'Volunteer' badge**.

Student Protection Training Sessions for Volunteers are held throughout the year.

# INFORMATION AND COMMUNICATION TECHNOLOGY POLICY

At St Thomas More School, Learning technologies are an integral part of children's education and are not treated in isolation. They are integrated into all areas of the curriculum, to ensure that adequate time is given to develop concepts. Learning Technologies must be used as a resource; to motivate the children, to stimulate learning and to make learning more efficient and effective.

Students from Years Prep to 6 must have the opportunity to develop functional skills in the use of learning technology. The use of learning technology must be provided to support its integration across the primary curriculum.

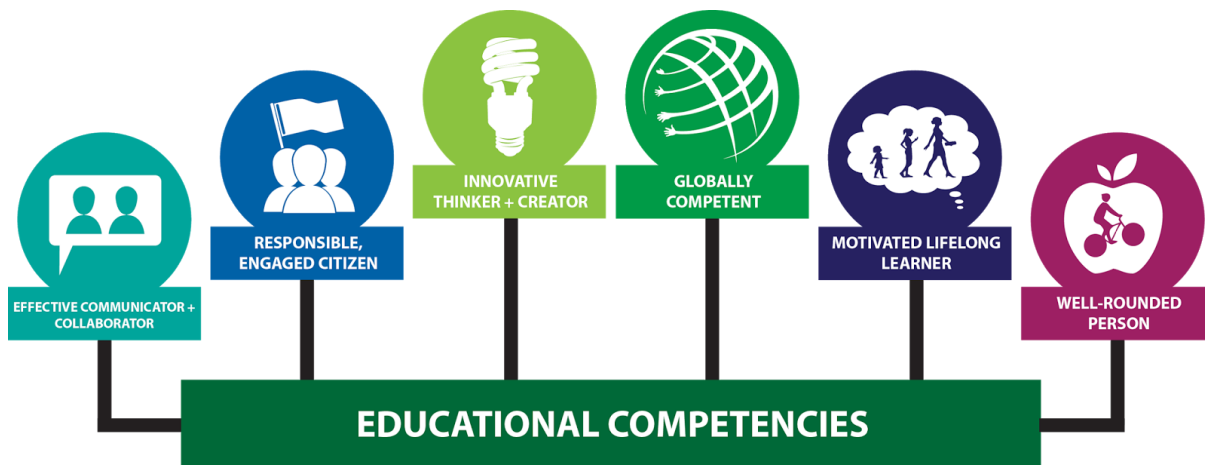


## RATIONALE

The Australian Curriculum expects students to develop ICT capability as they learn to use ICTs *effectively* and *appropriately* to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

Information and communication technologies are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different contexts. They transform the ways that students think and learn and give them greater control over how, where and when they learn. (ACARA Australian Curriculum, Assessment and Reporting Authority 2013)





# PROCEDURES:

## STUDENT RESPONSIBILITIES

- Students will remember their personal passwords for access and will not give this information to another student.
- Students will take care of the school's hardware and software.
- Students will make contact with other students using appropriate language and content.
- Students who receive inappropriate contact from other students must notify a staff member immediately.
- Ensure that content published is consistent with this document and the school's rules and mission.
- Students will use ICTs in a manner that adheres to the guidelines in this document, the schools rules and mission.
- Individuals using ICTs to photograph, record or video another individual must seek permission where possible, and ensure that the use of the content is consistent with the school values.
- Ensure that content stored on personal devices, mobile phones and other ICTs being brought to school are consistent with our school values and mission.
- Student mobile phones will be handed in to the teacher or student window during school hours.
- Students will not access the internet via any account other than the school's while on the school grounds (i.e. wireless, unlocked networks etc).
- Students will not publish or share any content about the school or any of its community members that is deemed to be contrary to St Thomas More's ethos and/or the school behavior policy and rules.
- Students will remove any content about the school or any of its community members which has been published or shared, and is deemed to be contrary to St Thomas More's ethos and/or the school behavior policy and rules, upon request from the Principal.
- Students will show teachers the stored content on any turned on devices they have at school, upon request.
- Students in **Years 5 & 6** are required to read, accept and sign an iPad Program agreement at the beginning of the school year. A copy of the agreement is held by the class room teacher.
- **BYOD:** (Bring your own device): All electronic devices brought to school and needing to be connected to the school's network must be submitted to the ICT technician. BYODs should only be used for education purposes and during class times.

## PARENT RESPONSIBILITIES

Parents are asked to support the school:

- By discussing privacy and safety issues with their child.
- By discussing with their children copyright laws and plagiarism of others' work from the internet.
- By discussing with their children the responsible use of ICTs.
- By monitoring their children's usage of ICTs in the home environment.
- By ensuring that content stored on personal media devices; mobile phones and other ICTs being brought to school are consistent with our school rules and mission.
- Parents will not publish or share any content about the school or any of its community members that is deemed to be contrary to St Thomas More's ethos.
- Parents will remove any published or shared content about the school or any of its community members that is deemed to be contrary to St Thomas More's ethos.



# BREACHING THE ACCEPTABLE USE POLICY

If a student misuses ICTs, a number of steps could be taken:

- Withdrawal of use of computers in the school for a period of time as deemed appropriate.
- Withdrawal of internet access for a period of time as deemed appropriate.
- Parents notified.
- Other consequences as deemed appropriate by the Principal.

Due to the changing nature of ICT, the Principal may be called to make decisions and enact consequences not outlined in this policy.

## ST THOMAS MORE SCHOOL'S TECHNOLOGY RULES

### Stay Safe

- Report any inappropriate content
- Think before you post
- If you see or hear something inappropriate on your own or someone else's device report it to a teacher immediately.

### Together We Learn

- Technology at STM is used for learning
- Collaborate justly and kindly
- Follow the teacher's instructions for use

### My Responsibilities

- Good online citizenship is important
- No drinks (liquids) near technology
- Charge technology ready for next use
- Ask before use

### Respect

- Technology is expensive, we need to look after them and keep them in good condition (don't leave them on the ground, carry them safely)
- People own their own image- did I ask before I used a photo of someone else?
- Copyright is important- acknowledge other people's work and ask permission



*Thumbs up for living by the STM Rules.*

# CONFIDENTIALITY AND CYBERSAFETY

1. Students should be aware that material they post on Internet sites (including Facebook and other social media sites) is **public**. The content of public posts may have personal implications for students if, for example, potential employers access that material. The content of posts also reflects on our educational institution and community as a whole. Once information is on the internet it may not be possible to remove it.
2. Students should not display personal information about themselves or others in a way which is public. For example, students should not post their own or anyone else's address, telephone number or other personal details on the Internet or communicate these details in emails. Students should not distribute someone else's personal information without their permission.
3. Where disclosure of personal information is made through authorised avenues (e.g. by the use of email or an official website), users should be aware that invasions of privacy may sometimes occur and it is outside **St Thomas More School's** control to prevent such instances from occurring.
4. Students should be aware that persons on the Internet might not be who they say they are. Students must not arrange to meet persons who they have met on the Internet.
5. The operation and maintenance of technology resources often requires the backup and caching of data, the logging of activity and the monitoring of general usage patterns and as such, complete confidentiality and privacy cannot be guaranteed. **St Thomas More School** may also be required to inspect or provide copies of electronic communications where required to by law, or where the investigation of possible misuses of technology resources is required.
6. 'Cloud' based tools and services may be used for data storage and learning opportunities. We are aware that these services may store data on servers located outside Australia.

## CYBERBULLYING AND DEFAMATION

7. Students must not use email or the Internet to say mean, rude or unkind things about other people or send threatening, harassing or offensive messages. Improper use of technology resources could amount to defamation.

## SECURITY

8. Students must perform a virus check on all attachments received by email and on all storage devices (e.g. USB, Discs, music devices, etc.) before opening. Students must ask for assistance if they are unsure as to how to perform a virus check or the virus check identifies a problem with the attachment/disk.
9. Students must select a secure password and keep their username and password information private. The password should be changed regularly and should be difficult for other people to guess. Students must log off at the end of their computer session.
10. Students must not use another person's name and password to access resources.
11. Students must report a suspected breach of security to a teacher.

## COPYRIGHT

12. Just because something is on the Internet it is not freely available - copying or downloading material from the Internet may be a breach of copyright or other intellectual property rights. Students must not use **St Thomas More school's** technology resources to copy, download, store or transmit any such material that may include music files, movies, videos or any other form of media.

## CONSEQUENCES FOLLOWING A BREACH OF THIS POLICY

13. A breach of this policy will be taken seriously and may result in disciplinary action.
14. Any known breaches of these Acceptable Use conditions must be reported by St Thomas More School to Brisbane Catholic Education's Legal Counsel and/or Chief Information Officer.
15. Examples of possible consequences range from loss or restriction of access to technology resources, to formal disciplinary action for breach of the School Discipline policy. Students and Parents/Legal Guardians may be financially liable for damage caused to resources.
16. Cases of serious, deliberate, and/or criminal breach will be referred to external authorities and may result in civil or criminal proceedings.

## SCHOOL ASSEMBLY AND LITURGIES

All year groups (prep to year 6 classes) are included in all whole school celebrations including Liturgies and school Assemblies. Unless advised otherwise, School Assemblies are held each Friday in the Champagat Centre, commencing at 9.00 am. Parents are warmly welcome.

Details relating to Liturgies are noted in the school Newsletter and again Parents are warmly welcome..

## EXCURSIONS AND SCHOOL CAMPS

Excursions and camps are an integral part of the school curriculum and are not optional activities. If costs are an issue, we encourage parents to speak to the Principal.

Educational excursions and school camps are important learning and socialising experiences and are undertaken by class teachers to enrich classroom experience. Children who are prevented from attending can be seriously disadvantaged and this can be reflected in school results. All requests for exemption must be referred to the Principal. Parents/guardians will be advised by class teachers of the details of any such excursions via Newsletter, notes and/or emails.

## LUNCH BOXES

Lunch boxes will be placed in the classroom refrigerators when the first bell rings at 8.40am. The students are asked to bring boxes not cool bags as they are not suitable for storage. Please advise the school of any allergies that may impact on your child's lunch and afternoon tea options. As some students have **severe nut allergies**, **NUTS ARE NOT PERMITTED AT THE SCHOOL**. It is therefore a requirement that you **DO NOT include nuts** or **items that have traces of nuts** into your child's lunch box.



# NUDE FOOD PROGRAM



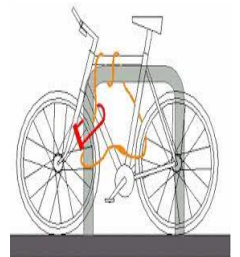
An initiative by the **Year 6** students in **Term 3/ 2017** was the introduction of the 'Nude Food' program. Part of their project was to reduce the large amount of waste the school produces each week. This means that food coming to school in lunch boxes were without wrappers, plastics, paper etc. If food must come in those wrappings, recyclable or biodegradable wrappers were requested. Students are also encouraged to take their 'waste' food home. St Thomas More is now a '**Nude Food school**' and we ask all families to consider that when packing lunches.

By introducing and teaching children the benefits of a healthy lifestyle, environmental sustainability and the difference their actions can make, we can influence the next generation to be global innovators. Engaging your child in a broad discussion about what happens to the different types of waste we each produce, is a worthwhile thing to do.

## BICYCLES ON SCHOOL GROUNDS

Children are not permitted to ride bicycles in the school grounds. Parents are asked to remind their children constantly about road safety on bicycles. They should insist on children going home immediately after school and they should regularly check bicycles for safety. The wearing of a cyclist helmet is compulsory by law.

For security purposes, it is advisable for your child to secure their bicycle to the bike racks with an appropriate locking device.



## SCHOOL BANKING

- Student banking is available to the school through the Commonwealth Bank. Students are to bring their bank deposit books in on Tuesday and Wednesday in readiness for processing on Thursday.
- Student bank books are sent to the Print room via the class 'Office box' system.
- Trained Parent volunteers provide this banking service.
- Training to volunteers is provided by the Commonwealth Bank Coordinator.

## LOST PROPERTY

Lost property is stored during the term in the timber '**Lost property box**' outside of Room 20. It is regularly sorted with student names called out to claim their lost property. At the end of each term unclaimed uniform items are offered to families in need or donated to our Uniform Shop and St Vincent de Paul. If all items are named, it is much easier to locate owners of lost property and it is much easier for students to keep track of their own belongings. Please ensure all items (including your child's school bag) are appropriately named. It is recommended Prep to Year 3 students also have a special ribbon or toy tied to their school bag for easy identification. White out pens are brilliant for naming bags and permanent black pens work well on the new style hat.



## SCHOOL PHOTOS

Class level, individual and sibling photos are taken each year. Information regarding school photos is communicated to parents via the school newsletter prior to the school photo date.

## SCHOOL CLEANLINESS

An outside contractor is responsible for the regular cleaning of amenities and classrooms. Groundsmen are employed to care for the general maintenance of the school and grounds. Working Bees are organized, with volunteers called upon to assist with planned projects.



# PARENT PORTAL

The Parent Portal is a one-stop-shop for parents to access important school information. All Brisbane Catholic Education Schools now have a parent portal available to them.

An email is sent to all new parents, whose children have commenced at St Thomas More School in relation to the Parent Portal. It includes instructions on how to access the School Parent Portal and their password. It is important that once you have been given a password, you record it in a safe place. In the event you have forgotten your password, please contact the Enrolment Secretary at the school office.

Information that can be sourced by parents on the parent portal is, but not limited to, Access to the school calendar, forms, documents, school newsletters, student reports, school events, school fees etc.. **Parents can report student absences** via the **'Report Student Absence'** icon.

**Parents are encouraged to use the 'Update Details'** icon to advise the school of any change to their personal details, i.e. change of postal and/or mailing address and home, work and mobile telephone numbers. In the event of an emergency, it is important that the school is advised of any change to these details as soon as possible. Any changes/updates to the parent portal will be communicated to parents via the school newsletter.

## LOG ONTO THE PARENT PORTAL VIA THE SCHOOL WEBSITE Via your computer:

Go to: <https://extranet.bne.catholic.edu.au/parent/stmsunshine/Pages/default.aspx>

1. Once on the school website, you need to click on:

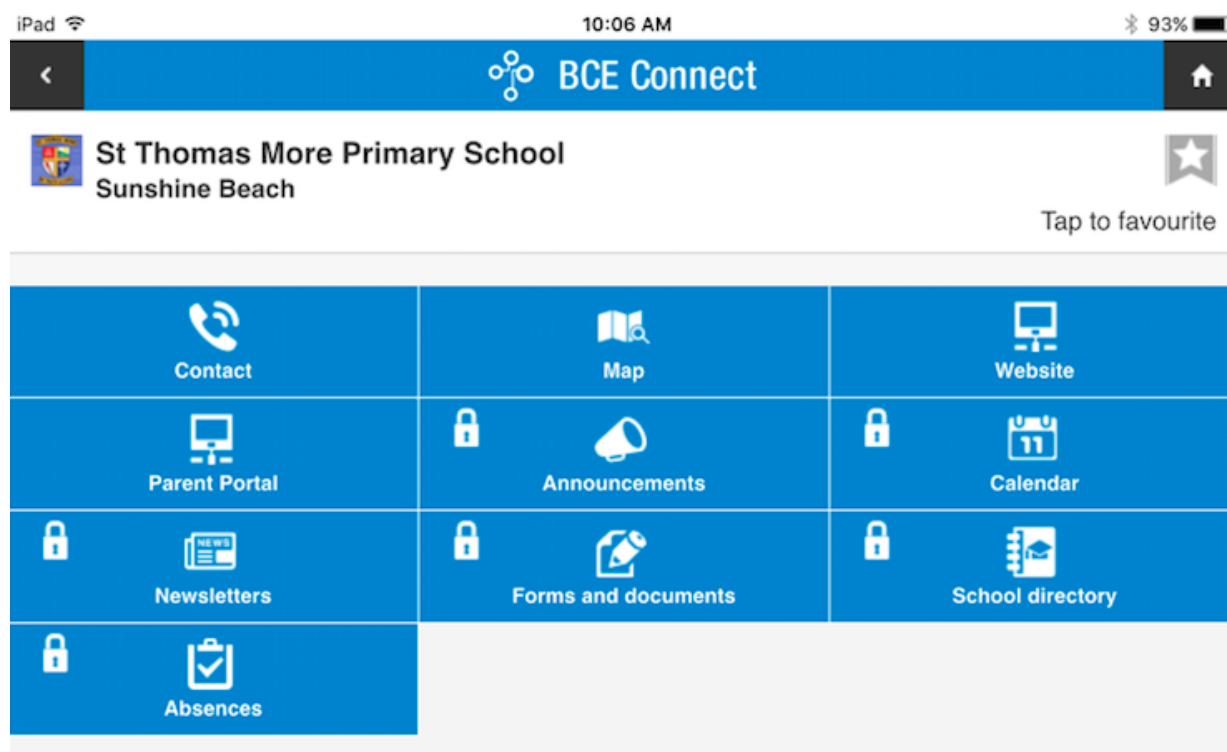
- Community Access
- Parent Portal address

**Below is a snapshot of what will appear, once on the Parent Portal**

The screenshot displays the St Thomas More Primary School Parent Portal. The top navigation bar is blue with the school name and a search bar. Below this, a sidebar on the left contains red buttons for 'Report Absence', 'Newsletters', 'Permission Forms', 'Forms and Documents', 'My Details', 'Payments', 'Contact School', and 'School Directory'. The main content area features a yellow header with 'My Students' and 'Announcements'. The 'Announcements' section shows a notice about 'Class Placement Requests for 2018'. Below the announcements, there is a grid of colorful icons for various school services like 'Parish', 'School Shops', 'Co-curricular', 'School Website', 'Classroom Links', 'Facebook', 'OSHC', 'PTO', 'School Community Groups', 'Everything RE', 'Library', and 'School Fete'. To the right of the icons is a 'Calendar' section showing dates for 'Wed Sep 06' and 'Fri Sep 08'. Further right is a 'Forms and Documents' section with links for 'Help and How Tos', 'Policies', and 'Student Pastoral Care'.

# PARENT LOG ONTO THE PORTAL / Via Phone or Tablet App

**BCE Connect** has been designed to work on both **Apple and Android devices**. You can download our app from:



**The app makes it easy to get information anytime, anywhere.**

- Search for BCE Connect and download
- You use your BCE email account to login
- You can submit your absence
- View private announcements, calendars, forms, documents, newsletters, reports etc.
- We also use the app to send Emergency Announcements.

The app is free to use and download, and is free of all advertising.

## Feedback

The app has a feedback form and you can send through any issues of suggestions you have.

# THE SCHOOL TUCKSHOP GOES Qkr

The Tuckshop is regarded as a valuable service to the school community. It operates within the Queensland Healthy Foods Legislation and is staffed by a paid Convenor who is supported by a team of volunteer parents. With their support the tuckshop operates to a very high standard and is well supported by the school community.

The tuckshop uses a mobile app called Qkr! (pronounced 'quicker') which enables consumers to order and pay for goods and services directly from their smart device. Qkr! Accepts all major credit and debit cards accepted by the school (Visa and MasterCard) and you can register more than one card within the app. The app on tablets and phones is a preferred option than the use of a computer.

## PLEASE NOTE

- Your child's order will need to be submitted for Qkr before the **cut off time of 8.30 am** on the day the lunch is required.
- You are able to place orders in advance, i.e. place an order on a Tuesday for the following Friday.
- Lunch orders are delivered to the child's classroom.
- Children are still able to purchase incidentals over the counter at lunch time.
- The tuckshop operates from Tuesday to Friday.

**QkR is also available and can be used to include the ordering, payment or completion of:**

- School Uniforms
- Netball fees and Netball uniform payments
- School Excursions that include permissions
- School Permissions forms – with no payment required (instructions below)



## VARIOUS WAYS TO ACCESS Qkr

1. Via the App for Tablets and Smart Phones – this method is available from the Apple App and Google Play, or
2. Via computer – the website address is: <https://qkr.mastercard.com/store/#/home>  
**Okr works best through google chrome or fire fox web browser**

### For Smart Phones or Tablets

If you choose to use your smart phone or tablet - simply download the Qkr App from your App Store. Search for the St Thomas More Primary School, add your children's names and class details, your MasterCard, Visa credit or debit card details and you are ready to place orders and make payments.

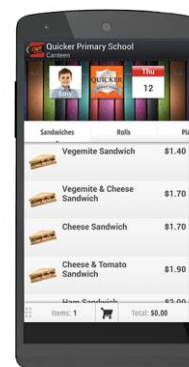
### For Computers

The website address is: <https://qkr.mastercard.com/store/#/home>

Save this site to your Favourites or Desktop for quick access. Currently it is not possible to Google this website. If you have any queries, please call the school office on 5449 2022.

## Qkr PROCEDURE FOR PERMISSION FORMS WITH NO PAYMENT

- Access Qkr and register
- After filling in the permission form and entering your signature:
- **Go to:** Payment and enter details with a Zero payment
- Go back to cart and process - **If this final step is not done, the permission form will not be processed.**



# BUS TRAVEL & CONVEYANCE ALLOWANCE

## ABOUT THE BUSES

Students enrolled in Prep to Year 6 may travel to and from St. Thomas More School by the bus service. Buslink Bus Company provides a service for the children from Cooroy, Noosa Parklands, Tewantin, Noosaville, Noosa Heads, Sunshine Beach and Sunrise Beach, Coolum and Peregrine areas. Coolum Coaches services only the Peregrine Springs area.



If you desire to make use of the school service offered by these companies, you should phone the companies to make arrangements. (e.g. pick-up points, times and cost.)

Buslink: Bartlett St., Noosaville Ph. 5474 4733 or [www.buslinkqld.com.au](http://www.buslinkqld.com.au)  
Coolum Coaches: P.O. Box 1242, Buderim Ph. 5351 1165 or 0499 000 302

**For students in lower primary**, parents should notify their child's teacher when their child commences travelling to and/or from school by bus. It is preferable that this advice is received in writing, stating the Bus Company and on which days your child/children will be travelling by bus.

If your children are utilising the bus services provided, please ensure that they are familiar with the code of conduct. More information relating to the code of conduct can be found at [www.tmr.qld.gov.au](http://www.tmr.qld.gov.au).

## CONVEYANCE ALLOWANCE

Some children may be eligible for a Conveyance allowance to offset the cost of bus travel. Please contact your child's Bus Company when making your enquiries. Application for Conveyance allowance is made by completing the appropriate forms which are available through the Department of Transport & Main Roads Office on 132 380 or via their website: [www.tmr.qld.gov.au](http://www.tmr.qld.gov.au).

A Non-Government School Transport Assistance Scheme (administered by the Queensland Catholic Education Commission) includes a Conveyance allowance for Students with a Disability. **Information regarding this is provided to parents via the school newsletter at the beginning of the year.**

## PARKING – Drop off and pick-up areas

1. The **safest** place to **park** is the Bicentennial Car Park. **This includes drop-off and pick-up.**
2. Please be patient. Respect and understanding will prevent you losing your cool. One minute extra will not make a difference.
3. Drive slowly in the school grounds as there are children about.
4. The **front office circle** is the **dedicated drop-off and pick up area for parents who have a baby or very young child on board.** The **Bicentennial back gate** area is the designated place for all **other** drop-off and after school pick-ups. This area is supervised by teachers until 3.15pm. As mentioned previously, front pick-up vehicles must have **window signage** to collect from this area. This can be arranged via the school office.
5. **Please do not park in the Staff Car Park.** This car park provides parking **for staff and school visitors.** **Two disabled parking spaces are available in this area for a parent or student with limited mobility.**
6. Parents are also reminded not to drop students off at the **front gate entry** or **anywhere near the bus area.**





# AFTER SCHOOL CARE

The school is serviced by two before and after school Day Care Centres.

- **Jelly Babies Child Care Centre** – Ben Lexcen Drive, Sunshine Beach  
Phone: **5448 0422**, and
- **Noosa Child Care** on 90 Goodchap Street, Noosaville.  
Phone: 5455 6033 or 5455 6533

Parents should be aware that these services are not connected to the school and that we do not recommend them over other services that may be available. Parents are requested to notify the office if/when their child commences at either centre and again when and if the child's nominated days alter.

Students booked with **Sunshine Beach Day Care Centre (Jelly Babies)** are walked over to the school by their staff each morning and collected by them from the student reception each afternoon.


Students booked at **Noosa Child Care** are collected from the Student Reception and transported via a small coach to their Day Care Centre.

Parents should be aware that these services are not connected to the school and that we do not recommend them over other services that may be available. Parents are requested to notify the office if/when their child commences at either centre and again when and if the child's nominated dates have been changed or cancelled.



# BEGINNING OF THE SCHOOL YEAR - 2019

## YEARS - One to Six

<b>Monday</b>	28 <sup>th</sup> January	Australia Day / Public Holiday		
<b>Tuesday</b>	29 <sup>th</sup> January	Professional Development Day	<b>Staff Only</b>	
<b>Wednesday</b>	30 <sup>th</sup> January	Normal School Day	8.40 am	2.50 pm
<b>Thursday</b>	1 <sup>st</sup> February	Normal School Day	8.40 am	2.50 pm
<b>Friday</b>	2 <sup>nd</sup> February	Normal School Day	8.40 am	2.50 pm

## PREP

### PARENT / TEACHER INTERVIEWS

<b>Wednesday</b>	30 <sup>th</sup> January	20 Minute interview time slots	8.00 am	4.00 pm
<b>Thursday</b>	31 <sup>st</sup> January	20 Minute interview time slots	8.00 am	4.00 pm
<b>Friday</b>	1 <sup>st</sup> February	20 Minute interview time slots	8.00 am	4.00 pm

### PREP STUDENTS COMMENCE SCHOOL

<b>Monday</b>	4 <sup>th</sup> February	Prep Group 1 (half day)	9.00 am	1.00 pm
<b>Tuesday</b>	5 <sup>th</sup> February	Prep Group 2 (half day)	9.00 am	1.00 pm
<b>Wednesday</b>	6 <sup>th</sup> February	<b>Normal School Day</b>	8.40 am	2.50 pm
<b>Thursday</b>	7 <sup>th</sup> February	<b>Normal School Day</b>	8.40 am	2.50 pm
<b>Friday</b>	8 <sup>th</sup> February	<b>Normal School Day</b>	8.40 am	2.50 pm

## TERM DATES - 2019

- **TERM 1**      **Wednesday 30<sup>th</sup> January**      to      **Friday 5<sup>th</sup> April**
- **TERM 2**      **Tuesday 23<sup>rd</sup> April**      to      **Friday 28<sup>th</sup> June**
- **TERM 3**      **Monday 15<sup>th</sup> July**      to      **Friday 20<sup>th</sup> September**
- **TERM 4**      **Monday 8<sup>th</sup> October**      to      **Friday 6<sup>th</sup> December**

## PUPIL FREE DAYS - 2019

Professional Development and Planning Days are being held during the vacation times with the exception of term 4.

- **TERM 1**      **Tuesday 29<sup>th</sup> January**
- **TERM 4**      **Monday 21<sup>st</sup> October**

## PUBLIC HOLIDAYS - 2019

<b>28<sup>th</sup></b>	January	Australia Day
<b>19<sup>th</sup></b>	April	Good Friday
<b>22<sup>nd</sup></b>	April	Easter Monday
<b>25<sup>th</sup></b>	April	Anzac Day
<b>6<sup>th</sup></b>	May	Labour Day
<b>6<sup>th</sup></b>	September	Noosa Show Holiday
<b>7<sup>th</sup></b>	October	Queen's Birthday

### OTHER IMPORTANT DATES – 2019

<b>26<sup>th</sup></b>	July	Grandparents Day
<b>17<sup>th</sup></b>	August	School Fete

# SCHOOL UNIFORM

*The School uniform was chosen by a group of parents after considerable discussion. Parents are asked to adhere to the correct regulation uniform.*

## PREP

GIRLS	BOYS
Navy Skort	Navy Blue <b>Sports</b> Shorts
Red Sports Shirt - Monday to Thursday	Red Sports Shirt - Monday to Thursday
School tracksuit pants / or navy tights (winter)	School Tracksuit pants for winter
<b>Red</b> or <b>Navy</b> Hair Ribbons	
STM Jumper	STM Jumper
STM Jacket Optional	STM Jacket Optional
Library Bag	Library Bay
Homework Bag	Homework Bag
Regulation School Bag	Regulation School Bag
GIRLS SPORTS	BOYS SPORTS
House Colour T-Shirt To be worn on Friday and other advised sports days.	House Colour T-Shirt To be worn on Friday and other advised sports days.
<p align="center"><b>BOYS AND GIRLS SHOES/ SOCKS AND HAT</b></p> <div> <div> <p>SOCKS - WHITE ANKLE TYPE</p>   </div> <div> <p>SHOES –White Joggers</p>  </div> <div> <p>HAT – School Hat</p>  </div> </div>	

Please **do not purchase** a coloured shirt until you have been advised of your child's house colour. You will be advised of your child's house and colour by your child's teacher early in Term One. House colour shirts are a Polo shirt (Collar / Pocket) no logos – just **plain** colour.

The shirts are **NOT** available from the Uniform Shop – they can be purchased from 'Big W' or Target.

# YEARS 1 - 6

GIRLS FORMAL	BOYS FORMAL
Blue Dress with white collar – Years 1 - 6	Blue Shirt with red piping
Red or Navy Hair Ribbons	Navy Blue <b>Formal</b> Shorts
White Socks	Navy Blue Socks
Black Shoes	Black Shoes
School Tracksuit for winter	School Tracksuit for winter
GIRLS SPORTS	BOYS SPORTS
Navy Skort	Navy Blue <b>Sport</b> Shorts
Red Sports Shirt	Red Sports Shirt
House Colour T-Shirt (for Sport Carnivals & Cross Country) T-Shirt	House Colour T-Shirt (for Sport Carnivals & Cross Country)
White Socks	White Socks
Joggers (mainly white in colour)	Joggers (mainly white in colour)

- Regulation Navy School hat to be worn.
- Regulation Two-Way Navy School Bag for both boys and girls.

**Teachers will advise parents at the beginning of each term when the Sports Uniform is to be worn.**



## SCHOOL SHOES POLICY – Years 1 - 6

- **SCHOOL SHOES:** Plain Black Polished Shoes or Black leather or leather look Joggers (No colour inserts). Basketball Boots, High Ankle Boots, Suede Shoes and other sporting shoe wear are NOT part of the uniform and are **NOT** acceptable.



- **SPORTS SHOES:** Joggers (mainly white) with white laces or velcro for both boys and girls.

- **SCHOOL SOCKS:** Boys – Plain Navy Blue Ankle Socks; Girls – Plain White Ankle Socks



- **SPORTS SOCKS:** Boys and Girls – Plain White Ankle Socks as above.

- **PLEASE NOTE:** Shortened Cut-off Socks or Sockettes are **NOT** permitted.



# SCHOOL UNIFORM *(Continued)*

## PLEASE NOTE THE FOLLOWING

Those children who do not have the complete Sports Uniform must wear their ordinary school uniform and bring some play clothes to change into for their P.E. Lessons. Children will not be allowed to take part in P.E. or sports lessons in their School Uniform.

## MARKING OF CLOTHING

All articles of clothing **MUST** be clearly marked with your child's name. A name written on clothing in ink is not sufficient. It is very difficult to trace the owner of lost articles that are not marked.

- **EVERY CHILD MUST HAVE A SCHOOL HAT TO WEAR AT RECREATION TIMES.**
- All uniform items except for shoes & house colour shirts can be purchased from the school uniform shop, by completing the uniform order form that is available from the school office.
- **SHOES** should be cleaned and shined regularly. Socks are to be worn at all times.
- **HAIR** should be neat and tidy and its natural colour. No layered, ridged or undercut styles are acceptable. It should be free from rinses, streaks and tints.



## GIRLS

Hair is to be tied back at all times. Hair ornaments are not part of the uniform and should not be worn. Girls are to wear correct hair ribbons.

## BOYS

Hair is to be above the ear lobes and off the collar, and when combed forward it must be out of the eyes. Long hair must be tied back at all times.

## OTHER

- Jewellery is not permitted with the exception of Religious items such as medals, crosses etc. Girls only may wear sleepers or studs with one per ear only.
- Finger nails should be cut and clean – No finger nail polishes or gloss.
- School bags to be neat and tidy - no drawings or stickers.

These points are a continuation of the school Uniform policy and directed towards training the children to be conscious of their appearance in a sensible way and to appreciate that God has created each one of us in his own image.

**Your co-operation in maintaining a satisfactory standard of neatness and dress for your child, especially in footwear, is very much appreciated.**

## UNIFORM ORDER FORM – Current prices

The Uniform shop is operated by a Convenor, supported by parent volunteers. It is open each Tuesday and Thursday morning from 8.30 am until 9.30 am. **Orders can be placed via Qkr and when processed, they are sent to your child's room.**

FAMILY NAME:		Please tick one: <input type="checkbox"/> CASH <input type="checkbox"/> CHEQUE <input type="checkbox"/> CREDIT CARD (See below) <input type="checkbox"/> Ordering via Qkr		
PHONE NO:				
Child's Name:	Room No:			
ITEM	PRICE	QUANTITY	SIZE	TOTAL
BOYS SHIRT Years 1 TO 6 only	\$35.00			
BOYS <b>FORMAL</b> SHORTS Elastic Waist Stubbies	\$25.00			
BOYS <b>SPORT</b> SHORTS	\$25.00			
SPORTS T SHIRT (girls & boys)	\$35.00			
GIRLS DRESSES Years 1 – 6 Sizes 4 - 18	\$60.00			
GIRLS SPORTS SKORT	\$27.00			
HAT– 57cm, 59cm, 61cm & 63cm	\$15.00			
SCHOOL BAG	\$60.00			
HAIR ACCESSORIES	From \$5.00			
HOMEWORK BAG – Red or Blue	\$15.00		Colour:-	
LIBRARY BAG Green	\$15.00			
SOCKS pack of 2 WHITE OR NAVY Size 5-8 (white only) 9-12, 13-3, 2-8, 7-11	\$10.00 WHITE			
	\$10.00 NAVY			
SHOE LACES per pair	\$ 3.00 WHITE			
PAINT SMOCK	\$20.00			
<b>WINTER UNIFORMS</b>				
TIGHTS – Navy: 5-6yrs, 7-9yrs, 10-12yrs	\$12.00			
Years 5 to 6 Senior Girls stockings	\$ 6.00			
ZIPPERED JACKET SIZE 6 TO 20	\$60.00			
TRACK TOP - SIZE 6 TO 18 AVAILABLE	\$48.00			
<b>Current prices as at September 2018</b>		<b>TOTAL</b>		\$

**CREDIT CARD PAYMENTS:**

☐ Visa      ☐ MasterCard

Card Number: \_\_\_\_\_ Expiry Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Please make cheques payable to: St Thomas More School Uniforms.

For convenience: PLEASE LOG ONTO Qkr for placement and payment of uniform orders.

# WORKPLACE HEALTH AND SAFETY

The Workplace Health and Safety Committee at St Thomas More School are responsible for matters in relation to Workplace, Health and Safety at the School. All Staff are familiar with the School Policy Document on Workplace, Health and Safety.

Committee meetings are held each term with informal meetings and discussions taking place as needs arise.

## WEATHER CONSIDERATIONS

During wet weather, primary responsibility for students rests with the classroom teacher; however members of the executive team will assist with supervision to enable everyone to have a break.

Teaching staff are aware of the procedures to follow **Before School, 1<sup>st</sup> Break, 2<sup>nd</sup> Break and Dismissal.**

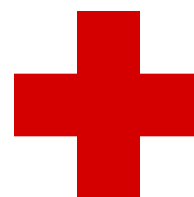


In the event of serious weather conditions, i.e. heavy storms, cyclones, localized flooding etc., arrangements will be made for all children to be sent home. Parents will be contacted via an appropriate message sent via the SMS system. The message would be received by the main parent contact. **It is important to remember to advise the school office of any changes to parent mobile numbers to ensure all important SMS messages from the school are received.**

## SCHOOL ACCIDENTS

In the event of a student being involved in an accident at St Thomas More School, the following procedure is applied:

- Ascertain if patient is able to be moved
- If so, the student is taken to the First Aid Room
- The Principal or the Assistant Principal in the absence of the Principal is notified
- The Principal or the Assistant Principal will arrange for the student's parents to be contacted
- All students will be treated by the First Aid Officer or those holding a First Aid Certificate
- The student's record is to be printed from the school data base which provides information of existing medical conditions including allergies
- If parents or emergency contacts cannot be contacted, the Principal or Assistant Principal will decide on the action to be taken



The First Aid officer will monitor the patient's progress and where contact can be made with the student's parents; they will be kept informed of the students' progress.

## INJURY/ACCIDENT REPORTING PROCEDURES

If/when a child is injured in the school grounds, the child is treated in the First Aid room. A record of the child and the injury is entered in the First Aid Register.

In the event the injury requires a visit to a doctor or hospital, the above procedure applies and in addition, an ***Incident form*** is to be completed by the teacher on duty or a witness. This form is to be returned to the office within 24 hours.

A green rectangular form with a white cross at the top. Below the cross, the text 'First Aid Responders:' is followed by five horizontal white lines for recording names.

# EVACUATION AND LOCKDOWN PROCEDURES

The school has Evacuation and Lockdown procedures to adopt in the event of an Emergency or Natural Disaster. The staff and students are aware of the procedures with regular practice sessions carried out.

In every classroom there are summaries of the procedures that are followed, in the event of such emergencies.

## EVACUATION PROCEDURE

The following procedure would apply in the event of a fire alarm or bomb scare. Drills are carried out twice a year.

- A special 'Alarm' is sounded
- The school staff call the Fire Brigade and Police
- Children stop work and listen carefully
- The class teacher directs children to leave the room quietly and in an orderly manner
- The teacher and children go to the school oval via a suggested path
- The teacher is instructed to take a class list to the oval
- Students and staff assemble on the oval
- A roll call is taken
- When each teacher is satisfied that all children are accounted for he/she notifies the Principal or Deputy Principal that all is correct. Special sheets for recording the results are kept.

## LOCKDOWN PROCEDURE

In the event of a dangerous situation necessitating a 'Lock Down', school procedures are in place.

- The Principal or a nominated staff member would take control of the situation.
- **A Bell tone** would alert staff and students of the type of emergency.



- All Staff are aware of their role and would follow the practiced Lockdown procedure/instructions.

Practice on the above procedures takes place once a year. **Students are reminded of the various alarm sounds once a term.**



# SUN POLICY

Skin damage caused by solar exposure commences at a very early age. UV radiation damage is both cumulative and permanent. Over exposure commences at very early age. Over exposure to the sun during childhood contributes significantly to the development of skin cancers.



The major cause of skin cancer is exposure to solar radiation and it is this component of sunlight which is harmful. Skin cancer is easily prevented by reducing the frequency and duration of time spent in direct sunlight.

Everyone in our School community – children, teachers and parents should understand the need for protection from the sun. Everyone in our school community protects themselves from the sun during all outdoor school activities including assemblies and carnivals.

Teachers will enlist the support of parents in ensuring students take appropriate precautions whenever they are likely to be exposed to the sun for lengthy periods – for example at sporting events or in break supervision.

## Such precautions include:

- Wearing the school hat
- Wearing protective clothing (e.g. rash shirts) for swimming
- Applying a reliable 30+ sunscreen lotion evenly over exposed skin before going into the sun and reapplying as frequently as directed by the manufacturer
- Remaining in the shade, if possible, during the hottest part of the day



Teachers and students are required to wear hats at all times when they are out in the sun at school.

Teachers regularly remind children of the need to protect themselves from the harmful affects of the sun.

## St Thomas More School has introduced the following rules with regards to sun protection:

- Have hat – will play ✓
  - No hat – no play outside ✗
- School hats only are to be worn**
- On Free Dress days it is still a requirement that a ‘Sun Smart’ hat be worn by all students

## At St Thomas More School we have implemented a ‘SUN PROTECTION STRATEGY’, which encourages:

- Flexible planning of activities to reduce, as far as practicable, time spent by students in the sun
- Planting and caring of shade trees
- The erection of shade cloth in various outdoor areas
- An early lunch break (11.00 am – 11.35 am) to avoid exposure during the hottest part of the day
- Each classroom has their own 30+ sunscreen for children to utilise when required

**Teachers remind students to apply sunscreen and they are required to apply it themselves.**



**St Thomas More School**  
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