VALUES FOR AUSTRALIAN SCHOOLING

Care and Compassion
Care for self and others

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Honesty and Trustworthiness
Be honest, sincere and seek the truth

Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Respect
Treat others with consideration and regard, respect another person’s point of view

Responsibility
Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Understanding, Tolerance and Inclusion
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

CHARACTER IS DESTINY
— George Eliot
National Safe Schools Framework

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.

Guiding Principles

Australian Schools:

- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school’s child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach.

The Framework, along with a supporting resource manual for schools, is available at: www.safeschools.deewr.gov.au
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Parish Administrator
Fr. Peter-Damien McKinley
St. Thomas More Parish House
69 North Street
Hadfield 3046
Phone 9357 1422  Fax: 9357 1372

School Principal
Mrs. Marcy De Nardis
St. Thomas More School
30 Angus Street
Hadfield 3046
Phone 9306 6225  9306 0210
Fax: 9304 2675

Finance Manager
Mrs. Maree Gleeson
St Thomas More School
30 Angus Street
Hadfield 3046
Phone 9306 6225  9306 0210
Fax: 9304 2675

Email Address: principal@stmhadfield.catholic.edu.au

Home Page: http://www.stmhadfield.catholic.edu.au
We aspire to be a school where the story and living presence of Jesus Christ underpin all that we do.

We aspire to be a school that embodies an atmosphere of faith, hope and joy.

We aspire to be a school where the parish and school communities work as one.

We are a school that strives for excellence, promotes leadership and involvement and where learning is realistic and meaningful.

We aspire to be a school where we all understand, respect and value ourselves, others and the environment.

We aspire to be a school where there is access to a relevant, dynamic and comprehensive curriculum and all are motivated by a desire to learn and achieve.

We aspire to be a school where children work towards fulfilling their dreams and maximising their potential, where they learn leadership and ways to contribute towards making the world a better place.

We aspire to be a school where parents and staff work in partnership to foster in students a desire to learn and achieve.

We aspire to be a school where the home, the school and the parish communicate in an open and interactive environment, where everyone has a voice and is valued for their unique gifts, talents and cultures.
At St. Thomas More School we acknowledge that we are part of the parish community at Hadfield. Our vision, which compliments that of the parish family, models itself on the life of Jesus Christ.

We are a Catholic school which endeavours to maintain a quality of life committed to Christ and his Gospel, and we participate in the liturgy, sacraments and traditions of His church.

We work in partnership with families and the parish in the formation of the faith of our children, our parents and ourselves. We celebrate our faith in different ways whilst respecting other faith traditions.

We aim to be creative, energetic and enthusiastic in our teaching and learning and to cater for the needs of all children in our care.

We are a welcoming community of celebration, openness and warmth, supportive of each other and accepting of our multicultural backgrounds.

We aim to be an innovative school, open to new challenges and initiatives that will enhance the teaching and learning experiences of our school community while maintaining proven, successful practices.

Our school community aims to keep abreast of current educational research and development. We acknowledge the need for continuous professional development to keep in step with latest initiatives and enhance student learning.

We strive for educational excellence and high standards of achievement for our students. We aim to develop their self-confidence and encourage a pursuit of their highest potential.

We identify and provide for the individual needs of students through the implementation of comprehensive literacy and numeracy programs that are relevant, flexible and open ended and that encourage student success.

We are committed to providing the best opportunities in ICT for our students at school and with links to home. We recognise that ICT is an integral part of life and a tool for learning and enrichment in our global society.
Dear Parents,

A very warm welcome to St. Thomas More Parish Primary School for you and your child. We hope that you enjoy your time as a member of our school community and we look forward to working with you to provide the best in faith development and academic education for your child. We have a warm and supportive community that strives to ensure your child’s school days will be happy and successful.

We are a Catholic faith community that welcomes your child and celebrates the unique gifts and personality with which God has blessed them. We strive to help them develop an understanding of Christian values and an appreciation of God in their life, in other people and the world. During your child’s time at the school he/she will develop a sense of their place as a part of the St. Thomas More parish community and their links with the global faith community.

The school curriculum is organised to meet the intellectual, social, emotional, physical and spiritual needs of the child. All our programs are child-centred and cater for their developmental growth. Special programs are implemented for children with particular needs and outside agencies are involved to support these programs where appropriate.

Children commencing school for the first time or moving from another school come with a range of talents and skills which parents and other educational communities have nurtured and developed. We endeavour to build on these skills so your child will develop a love of learning and the self-discipline to fulfil their potential.

We are here to facilitate learning within a 21st century context and we look forward to working with you to provide challenging and valuable learning experiences that foster success, achievement and positive self esteem.

Welcome to our school community,

Yours sincerely,

Marcy De Nardis
Principal
We aspire to be a school where there is access to a relevant, dynamic and comprehensive curriculum and all are motivated by a desire to learn and achieve.

At St. Thomas More, we strive to provide our students with the knowledge, skills and practices required to succeed in the 21st century.

In doing so, we seek to address the needs of a rapidly changing world filled with fantastic new problems as well as exciting new possibilities.

At St. Thomas More, we know that children learn best when they are emotionally engaged in their learning. We also understand the importance of a supportive and stimulating classroom climate which enhances each and every child’s ability to achieve their potential.

Based on the philosophy of constructivist learning and teaching, we use an inquiry approach that enables staff and students to take ownership of their learning. Our learner centered curriculum ensures we teach about thinking, for thinking, of thinking and with thinking. All teachers use assessment ‘for’, ‘as’ and ‘of’ student learning to guide their teaching practice.

As digital learners, we work towards the integration of the latest technology to engage students in their learning journey. We strive towards the education of the whole child, intellectually, emotionally, physically, socially and spirituality.

As such, we provide our students with a range of programs to both assist, strengthen and challenge student understandings.

Ultimately, we aim to provide a curriculum which is:
Rigorous
Real
Requires Independence
Rich in Thinking
Revealing
Rewarding, and
Reflective

St. Thomas More therefore works towards the development of students who will grow to be active, informed and compassionate members of our local and wider community.

We aspire to be a school where the whole person – body, mind and spirit – is developed, nurtured and celebrated.
St Thomas More School aims to enhance the development of all children socially, emotionally, physically, academically and spiritually. We believe in nurturing the whole child and encouraging their independence and self-esteem. We believe that every child must be given the opportunity to discover his or her special talents, skills and interests and the time and encouragement to achieve to the highest standard.

**Developmental Learning**
Each child at our school is unique and has their own gifts & talents and areas of challenge. Each child develops at their own rate and is ready for stages of learning at different times.
The staff at St. Thomas More use the very latest in teaching methodology, philosophy and resources to cater for the individual needs of the children in their care.
Children’s learning is maximised in an environment where each individual is valued, where their individual learning needs and processes are identified and planned for, where small group instruction and activity provide the basis for focussed teaching and where the skills of staff and students are shared to maximise the effectiveness of the teaching and learning.
Children whose learning is matched to their needs and development experience success and develop into confident, life-long learners.

**Vision of Teaching**
We believe that children learn best when:
- The curriculum contains content that is relevant to their experience and is purposefully integrated
- They receive effective modelling and time to practise skills
- They are involved in collaborative learning that includes co-operation, effective team processes, and respect for others’ opinions and contributions
- They are given the opportunity and taught how to take responsibility for their own learning
- The expectations of their teachers, parents and themselves are high
- The environment is a positive one that fosters trusting relationships and risk-taking
- They view the teacher as partner, facilitator and mentor
- Negotiated curriculum, inquiry approach, developmental programs and collaborative learning are all part of the school teaching strategy.
We aspire to be a school where the story and the living presence of Jesus Christ underpin all that we do.

St Thomas More School has a visible Catholic partnership with the parish.

Throughout the year the school community participates in various Sacramental and Liturgical practices including our celebrations of Reconciliation, Eucharist and Confirmation.

The Christian values and ideals of the Gospel, embodied in the person of Jesus Christ, are the foundation of the Religious Education curriculum at the school.

The teachings and traditions of the Catholic Church are explored from Grade Prep to Grade Six.

Being a strong Christian community it is essential that we support those members who may be struggling with grief and feelings of loss resulting from separation, divorce, life threatening illness or death of a loved one. At St Thomas More we provide the Seasons program.

The Seasons program is a peer support program that trained staff members provide for students at school who are in need of guidance during difficult times.

At St Thomas More, the teachers update and plan the Religious Education curriculum in collaboration with the Religious Education Co-ordinator. The To Know Worship and Love program from the Catholic Education Office forms the basis of the curriculum.
We are a school that strives for excellence, promotes leadership and involvement and where learning is realistic and meaningful.

We aspire to be a school where there is access to a relevant, dynamic and comprehensive curriculum and all are motivated by a desire to learn and achieve.

St Thomas More Primary School strives for excellence in Literacy through an explicit focus on data driven teaching.

At St Thomas More we aim to cater for each child’s literacy needs through the following 4 steps:

**Assessment**
We formally test each student in the areas of reading, writing, speaking and listening at the beginning, middle and end of each year. Teachers also continually monitor student skills throughout each term through a variety of assessment techniques.

**Analysis**
All the data gained from the formal and ongoing assessment is analysed by the teacher to identify specific areas of need for each child.

**Data Driven Teaching**
The identification of the various areas of need from the data analysis is used to tailor the curriculum so that your child’s needs are met and the state benchmarks are achieved.

**Encouraging success in Literacy**
Through this process we aim for each child to receive the highest level of education. Each child is encouraged in a nurturing environment and given opportunities to experience success throughout each literacy area.

**Whole Class Share time:**
After completing their activities, students gather together as a whole class again. During this time they share with the class the Literacy Strategies they have been using in their activities and they develop their ability to also self reflect on their progress. This allows the teacher to explicitly discuss literacy skills in context, assess the children’s growing understandings and it also allows students to share strategies with each other.

**How Literacy Lessons are run at St. Thomas More:**
Each Literacy lesson follows what is termed a “Whole-small-whole” approach.

**Whole:** A concept or literacy strategy (identified from the testing/ VELS guidelines) is introduced to the whole class. With specific focuses given to the children, the class interact with the teacher and each other in a variety of ways in order to grasp the concepts being taught.

**Small:** In a reading and writing context, children are given activities that will help develop their area of need. These activities range from computer tasks, to activity sheets, to games and experiments. These activities are often facilitated by parent helpers who help guide and encourage the students.

**Whole Class Share time:**
After completing their activities, students gather together as a whole class again. During this time they share with the class the Literacy Strategies they have been using in their activities and they develop their ability to also self reflect on their progress. This allows the teacher to explicitly discuss literacy skills in context, assess the children’s growing understandings and it also allows students to share strategies with each other.
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The St Thomas More Maths program focuses on the ability to become numerate.

A strong foundation of number is essential in order to build skills in the five dimensions.
- **Number** – counting, magnitude and order
- **Space** – Shape and location
- **Measurement, Chance and data** – units of measurement, measurement itself, chance, likeliness and inference
- **Structure** – logic, function, set and algebra
- **Working mathematically** – problem solving and posing, modelling and investigation.

Children learn to understand the mathematical processes to enable them to articulate their discoveries and conclusions both internally and externally.

Maths provides a way of approaching, developing understanding, constructing meaning, making connections and processing information and develops a distinctive method of logic and reasoning.

Maths involves knowing mathematical facts, following mathematical processes and procedures and being able to solve problems and describing and understanding the world through using mathematics.

The SINE approach is used to address Maths in Curriculum. This successful numeracy program involves having a focus, core number skills, counting, sharing strategies, and having tasks that require application of skills.

At Thomas More we allow for individual progress and engage in stimulating tasks to develop skills and strategies in maths for everyday life.

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St Thomas More Primary School supports a variety of Specialist subjects in its quest to provide a comprehensive curriculum.

St Thomas More offers four specialist subjects for students across the year: Music, Art, Italian and Physical Education.

**PHYSICAL EDUCATION - KELLY SPORTS**

At St. Thomas More, students are taken for Physical Education by members of the Kelly Sports team. Comprised of sports people with full teaching qualifications, Kelly sports have been providing sports clinics and In School Programs to children throughout Australia since 1984. ([www.kellysports.com.au](http://www.kellysports.com.au))

The Kelly sports message of Skill-Safe-Smile is carried throughout all the activities and the requirements of the Victorian curriculum are achieved through specific skill instruction interactive games and focussed teaching.

**Art, Music, Italian**

Students at St. Thomas More participate in the Physical Education program all year. The remaining specialist subjects of Art, Music and Italian will be offered across the year meaning that students will be offered two specialist subjects in one half of the year and three specialist subjects in the other.

**Library**

Although not a specialist subject this year, all children still have the opportunity to visit the library once a week. All children are encouraged to borrow or renew their books each week and middle and senior levels are expected to either borrow or renew two books per week. This is so they are able to keep one at school and take one home to read.

We are a school that strives for excellence, promotes leadership and involvement and where learning is realistic and meaningful.
Assessment is an important part of the teaching and learning cycle.

At the beginning of the year teachers involve students in assessment activities that help them identify what the students know and what skills they have acquired. This assessment is done formally and informally. The information gained is used to plan for the students’ learning. Assessment is a continual part of classroom activity and forms the basis of reports to parents.

Teachers report to parents about their child’s learning and achievement in a range of ways:

- Blogs are updated weekly for each year level and outline key learning, work samples and photos for the whole class as well as important dates. The blogs can be accessed from the school website under ‘Learning and Teaching’.
- Introductory meetings at the beginning of the year
- Informal chats with parents
- Impromptu appointments made by teacher or parent to discuss concerns or issues
- Home tasks throughout term both online with Edmodo and hard copy.
- Curriculum information night for parents that identify teaching strategies
- Learning profiles – samples of work for each term that go home at the end of the term
- Mid and end of year Parent / Teacher interviews and written reports (3 way conference)
We aspire to be a school where we all understand, respect and value ourselves, others and the environment.

At St Thomas More, Student Wellbeing can be described by Figure 1. We endeavour to support students to learn effectively and to develop positive attitudes and behaviours in a number of ways.

Primary Prevention is a major area of Student Wellbeing. Programs such as Bounce Back, The Safety Club, Student Representative Council, Better Buddies Program, Chess Club, Singing Group, Dancing Group and Outdoor Activity boxes are all initiatives that St Thomas More have included in their weekly structure to assist in the nurturing of each student and the relationships they foster.

St Thomas More is also aware of the students’ health. A Sunsmart policy ensures that students are safe during the Summer time, only healthy choices are sold at the school canteen and each class participates in the Brain food program.

Early Intervention for those students at risk of not achieving their academic potential are supported through various programs. Some examples include ERIK (Literacy), Reading Recovery, MOPS (maths program), and other Intervention programs run by the Catholic Education Office and OnPsych.

Restoring Wellbeing is also a priority at St Thomas More. Restorative Practices and assertive discipline underpin the Behaviour Management Policy at the school. To support this initiative senior students have been trained as peer mediators who assist with minor social situations that occur during break times, with the guidance of the teacher on duty.

At St Thomas More it is a common belief that the teachers work in partnership to foster in students a desire to learn and achieve. Parents are encouraged to take part in their child’s education through a variety of ways. To mention a few; many parents are involved in the Literacy Parent Helper Program, the Parents and Friends Association, the School Board and the canteen.

Teachers and students are also encouraged to engage with each other through ‘Celebrations of Learning’ where each term, students are provided with the opportunity to share and explain what they have learnt across the term to their parents.

Figure 1. Student Wellbeing Framework, Department of Education and Early Childhood Development
We aspire to be a school where we all understand, respect and value ourselves, others and the environment.

Relationship Building

Building and maintaining relationships is a priority at St. Thomas More. Emphasis is placed on making good choices and respecting others and preventative practices are of utmost importance.

For situations where relationships need to be restored or poor choices have been made, the school employs a combination of assertive discipline & restorative practice.

1. Assertive Discipline

Our discipline policy fosters self-control and personal accountability for one’s decisions and actions. Our rights and rules reflect the values and attitudes of a Christian community.

We use an Assertive Discipline approach at our school. This approach focuses on the need for clear rules and consequences (both positive and negative) in order for the classroom & playground to function effectively. Student expectations (which are negotiated with students at the start of the year) are posted in each classroom. A Warning / Away / Time Out / Exit system is in place for classroom and playground. Where appropriate, discussion is of course the first step taken, with a view to restoring positive behaviour.

We try to focus on positive behaviour and reward this with positive recognition / acknowledgement i.e. gestures, positive comments, classroom rewards, communication with parents (comments in diary and discussions), Assembly Awards etc. This is extended in the playground where students are given a pink slip to recognize positive behaviour which goes into a weekly class raffle. At the end of the week the raffle is drawn and students are given a reward by the Principal.

Teachers handle most behavioural problems with eye messages, directive statements, defusing statements, positive reinforcement and rule restatements.

When these do not resolve the issue, the Warning / Away / Time Out / Exit system operates:

1. Warning
2. Away - Child moved away from the situation but remains in the classroom
3. Time Out - child moves to time out area in the classroom
4. Exit from classroom / playground

The student fills out a green note, notifying their parents of the Exit, the details of the incident as well as the future actions. This must be signed and returned by the parent(s) and recorded by the student’s classroom teacher. Severe or dangerous misbehaviour may result in immediate removal (exit) from the classroom / playground.

Bullying – verbal or physical, is not tolerated at our school and students who bully are dealt with immediately and appropriately. This may mean being exited from the classroom/playground and negotiating re-entry with the Principal.

The class teacher must notify the Principal/ Deputy/Wellbeing Coordinator when a child has received 3 Exit slips. A meeting with the student and parents will be called to discuss the behaviour, the consequences and the strategies that will be put in place to rectify / improve the situation.

2. Peer Mediation

Senior students are trained to be mediators and are rostered onto the playground to mediate minor arguments/disagreements and to promote inclusive, safe activities. Conflicts that the mediators solve are: arguments about playground space, being left out of games and minor teasing. The children in conflict see a teacher on playground duty who determines whether the conflict is a job for the mediators. They are given a card which they hand to the mediators who then have set guidelines to follow.

3. Restorative Practices (RP)

Strategies aimed at mending and rebuilding relationships. Circle Time, Affective questions and student reflection (Behaviour Incident) sheets are all a part of RP. Integrating RP into our Behaviour Management Program is a consistent focus.
We aspire to be a school where parents and staff work in partnership to foster in students a desire to learn and achieve.

Parents as resource creators
Parents who may not be able to become a regular parent helper in the classroom still have opportunities to mix with other parents from the school and help us deliver the best learning opportunities for our children. On the Friday of the 2nd week of each term the schools central areas will be open to parents who are able to come into the school to help create resources that can be used in the classroom. This can involve creation of learning centre activities for literacy, laminating various resources or assisting with school displays.

Parent Representatives
At St Thomas More, each classroom has its own parent rep. This representative volunteers at the beginning of the school year to be the contact person for that grade. The role of the parent rep is to help build community and friendship between the parents of that grade and help the teacher find parental assistance for special events for the class such as excursions, creation of resources, or parental supervision of special class activities.

Parent Helpers – Literacy, Numeracy, arts, sport, excursions etc.
All parents who assist teachers with the children in any capacity are required to sit the Parent Helper courses held in Terms 1 & 2 as well as have a ‘Working with Children’ check. Visit online.justice.vic.gov.au/wwcu for online volunteer applications.

Parents & Friends Committee
The Parents & Friends committee consists of a group of parents who meet once a month to plan for the social and fundraising activities at the school. This is a very important committee as many of the extra resources we have for the children have been supplied through their organisational efforts. All parents are welcome to join this fun group. Meetings are held on the 3rd Tuesday of the month at 7.30pm in the staff room.

School Advisory Committee
The School Advisory Committee has 8 representatives from the parent body. This group support, assist and advise the Parish Priest and the Principal in the efficient management of the school. The Council also meets on the 3rd Tuesday of each month at 7.30pm in the staffroom.

Working Bees
Periodically we ask parents to assist us with special project or maintenance tasks. Working bees are generally held on Saturday mornings. We rely on your support to keep the costs in these areas down and to provide some extras for the students.

‘We aspire to be a school where the parish and school communities work as one.’
We aspire to be a school where children work towards fulfilling their dreams and maximising their potential...

Special Needs

Children with special learning needs are welcome at St. Thomas More. The Principal & staff work with parents to support the needs of these students.

Special assessments are organised through the Catholic Education Office support services – speech, educational and psychological assessments help identify students needs and support staff help teachers in our school and their parents plan for the requirements of the students.

Our “Integration Program” provides additional assistance for eligible students with special needs. Regular meetings are held with parents and support staff to ensure ongoing development.

When the time comes for these students to move on to secondary school the staff from both schools work together to ensure a smooth transition from primary to secondary for the students.
Intervention Programs

**Reading Recovery**
Reading Recovery is implemented in Year 1 to assist those children at risk in the literacy area. Children on this program receive 1 to 1 teaching on a daily basis until they reach a reading level comparable to the average in their class.

**LLI (Levelled Literacy Intervention)**
Students in Years 2-6 have access to the LLI (Levelled Literacy Intervention) which is a targeted small group instruction strategy focusing on reading, writing, phonics, fluency and comprehension.

**Mathematics intervention**
Mathematics intervention strategies are adopted from Year 1 to identify the difficulties being experienced. Individual or small group teaching is then implemented to meet the student’s needs.

**Extension programs**
St Thomas More also offer extension programs for children who need further challenges. We have recently enrolled a number of children in the MOPS(Maths Olympics program), Gateways and Maths Talent Quest.

**Screening Assessments**: Screening assessments are available for...
1) **Phonological processing/awareness difficulties** (Using the Phab).
2) **Irlen Syndrome** (Perceptual Dyslexia). Information on Irlen Syndrome / Perceptual Dyslexia is on the school website. Parents who feel they would like to investigate phonological processing problems or Irlen Syndrome with regard to their child, can contact the office for further information.

**CEOM Assistance**: The school is able to apply for support from CEOM Psychologists, Speech Therapists, Occupational therapists and other allied health professionals for students requiring extra assistance or for students with additional needs.

**Counseling**: STM offers counseling for students and family members through ‘Healing Minds’. ‘Healing Minds’ are a passionate team of fully qualified, registered psychologists and social workers who specialise in child and adolescent services. We operate onsite in primary, secondary, and special schools, from both public and private sectors, working in both individual and group settings with students and parents. In most cases, services are performed at no cost to the school, student or parent.
General Information

School Hours
School hours are from 8:50am - 3:20pm
Children are required at school no later than 8.40am in order that classes may commence at 9.00am sharp. There are two bells in the morning first bell rings at 8.40am (where students get their bags and organise themselves to go into class) and the second rings at 8:50 (where students move into their classrooms for role call and classroom administration time). In the interests of your child’s safety, he/she should not arrive at school before 8.30am.

Breaks/ Lunch
First Break (When lunch is eaten): 11:10 - 11:50
Second Break: 1:50 - 2:30

Student Lateness
Children who arrive late need to report to the school office to have their attendance registered and to collect a late pass before going to their classroom.
Repeated instances of lateness will be addressed formally via Principal and parent interviews and in some cases further referral to the Catholic Education Office.

School Office
The office is open between 8.30am and 4.00pm Monday to Friday.
School telephone numbers are 9306 6225 & 9306 0210
SCHOOL PROCEDURE FOR THE BEGINNING OF SCHOOL YEAR

1. All Students begin school on the same day.

2. From week 2, all Preps start normal school hours but they do not come to school on Wednesdays during February.

3. From March, Prep students attend every day.

4. Some children find the classroom situation very demanding and are completely exhausted at dismissal. If your child is over tired, ignore rather than punish ‘after-school crankiness’ until he or she adjusts to this situation.

5. We ask that during your child’s first three weeks at school you deliver your child to and collect from the classroom, thus enabling the teacher to associate child and parent.

6. We request that you do not speak to the class teacher at length before school. She / he must be available to give her/ his undivided attention to the children to re-assure them and provide a happy start to each day. After school has been dismissed would be a more suitable time for discussion with the teacher. Please make an appointment with the teacher for any lengthy discussion.

7. LUNCH - children are supervised while they eat their lunch indoors. Healthy lunches are available at the school canteen.

Parent/Teacher Consultations

We welcome your visits to school. 3 Way Conferences will be arranged to allow you to meet with your child’s teacher and discuss their needs and progress. You are most welcome to make an appointment to talk to your child’s teacher at any time but we would ask that you do not interrupt learning time.

Parents are not to approach students (other than their own), to reprimand or to discuss issues regarding students. If you have any concerns, please contact the child’s teacher or any member of the leadership team.

Please familiarise yourself with the Communications Policy which is also available on our school website.
School Canteen
Children are able to purchase their lunch from the canteen five days per week. We have a full time canteen manageress who has completed the health department’s ‘Food Handlers Course’. Our manageress relies on volunteer support of parents and grandparents for the daily roster. These volunteers help with the bagging of lunches and without this support we cannot have a canteen. Current price lists are sent home at the beginning of every year.

Teacher Professional Development Days
Teacher Development days are days when the whole school staff undertake training in an area of the curriculum either at school or at an alternate site. No students attend school on these days. Parents are notified of the dates in the school newsletter.

Staff Meetings
The staff have two meetings each week – a Staff Meeting (Tuesdays) and a Professional Learning Teams meeting (Mondays). It is important that teachers are prompt to these meetings so you are encouraged to make time with teachers on other days.

School Excursions
Excursions are part of the learning program for the school and the costs are covered by the school fees. No additional money is requested of parents. No child is permitted to attend an excursion without a signed parent permission form. Parents helping on excursions need to supply a current ‘Working with Children’ card.

Money
Any money sent to the school for any activity eg. fundraising, fees etc. must be sent in an envelope with the child’s name and class CLEARLY MARKED and the reason for the money identified. Please try to send each child’s money in separate envelopes.
Newsletters & Notices
The school newsletter is published every fortnight and emailed to families (the alternate week to the whole school assembly). Most school notices will accompany the newsletter on Thursdays, these may include:
* Canteen or uniform lists
* Notices from community groups or Catholic Ed. Office
It is important that the school has your current email address as our preferred method of communicating notifications, newsletters and reminders is via email.

School Uniform

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>Summer</th>
<th>School dress, maroon jumper, navy socks &amp; black school shoes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Winter</td>
<td>Check pinafore or check slacks, light blue school long sleeve shirt, maroon jumper, navy socks &amp; black school shoes.</td>
</tr>
<tr>
<td>BOYS</td>
<td>Summer</td>
<td>Stubby grey shorts, blue school shirt, maroon jumper, grey socks, black school shoes.</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>Long grey school trousers, blue long sleeved shirt, maroon jumper, grey socks &amp; black school shoes.</td>
</tr>
</tbody>
</table>

SPORTS UNIFORM
All children are expected to have runners, white socks, navy shorts, school polo shirt and a school track suit for Physical Education lessons & sports days.

Uniform Supplies
The supplier of our uniforms is Academy Uniforms. They are located at 238 Wolseley Place, Thomastown 3074. Ph: 9460 8011 Fax: 9460 8033 or visit www.academyuniforms.com.au

Our school office keeps a minimal supply of school hats at a cost of $13.00.
FINANCIAL INFORMATION

School Fees
There is one school fee for all families regardless of the number of children in the family, however an additional curriculum levy for each child will apply on top of the school fee. School fees are subject to change. Families are notified of the fee structure for the following year at the end of the current year. As an inclusive Catholic school, we welcome children from other faiths and denominations. There are no exemptions from the religious education levy as all students are involved in all preparation tasks and activities. Whilst the children do not receive the sacrament, these children are invited for a blessing and are able to participate in this regard.

Families may nominate to pay their fees annually, quarterly (each term), monthly, fortnightly or weekly. Parents will receive an account each term. A number of facilities have been introduced to assist parents in the payment of fees:
- Direct debit (payment frequency to suit family)
- EFTPOS or Credit Card facilities
- Cash or cheque
School fee accounts need to be finalised by the nominated Date in Term 3

Parish Levy
Commencing 2012, our Parish Priest has introduced a Parish Levy of $100.00 per year per family to assist the parish with maintenance and repairs to the church.
School Banking

There are two Banking institutions you can bank with at STM

1) The Catholic Development Fund (C.D.F.) operates a school banking system. All new accounts will receive a special gift as well as useful gifts during the school year. CDF also run competitions during the year where the school and the child has a chance to win great prizes. **SCHOOL BANK DAY FOR CDF IS ON TUESDAY.**

2) The Commonwealth bank also enables Commonwealth Bank Dollarmite accounts for students to be created. Whilst there are application forms at the office, students are encouraged to go to the Hadfield Commonwealth Bank branch to set up their accounts. Bank books can be brought in on Wednesdays and are to be at the office by 9:15 am. **SCHOOL BANK DAY FOR COMMONWEALTH IS ON WEDNESDAY.**

Office banking is performed regularly and only minimal cash is kept on site.

**ORGANISATIONAL PROCEDURES**

Student Absences

If a child is to be absent from the school the parent is asked to notify the teacher or phone the school prior to 9am. The child is required to bring a note upon their return to school explaining his/her absence. These notes are most important for school records.

Early Dismissal

If you need to collect your child early or during school hours for dental appointments etc. you must call at the office and fill in the early dismissal book with the details. Your child will be called to the office via the intercom.

Playground Supervision

Four teachers are on duty in the playground during recess times. Every effort is made to ensure close supervision of the children and to provide safe recreation for all.

Wet Day/ Hot Day Program

On wet days & days over 32 degrees children remain in their classroom and participate in suitable indoor activities. All teachers share the supervision of the students on these days.

General Etiquette

The dignity of each person is of ultimate concern to us here at St. Thomas More and general etiquette is one means by which we respect the other person. To this end children will be expected to:

→ Knock gently on any door before entering
→ Remember to say ‘please’ and ‘thank you’
→ Not to interrupt a teacher or adult if already engaged in conversation with someone else
→ Address all teachers politely both in and out of class
→ Allow adults to go before them into a room
Emergency Forms
When you enrolled your child you were asked to complete a form listing, among other details, phone numbers which the school could use to contact you in case of an emergency. So that school records can be kept up-to-date you will be asked periodically to complete a family information form. If your child is ill at school or accidentally injured or if we need to contact you without delay for any reason whatsoever we must have accurate & current phone numbers.
If at any time you change your address, phone number, emergency person or doctor please notify us immediately.
You are also expected to provide the name and phone number of an alternate emergency person. In the best interests of yourself and your child we urge you to cooperate with us in this important matter. It is your responsibility to keep us advised of such details. We should be supplied with the name, address and phone number of your family doctor.

HEALTH INFORMATION
Children are required to have all necessary immunisations before commencing school. Parents are asked to notify the school of any medical problem or allergy that their child may have. All staff will be informed if necessary. If special medication is being taken to school written instructions must accompany it. All medication is kept and administered from the office.

Dental & Medical Appointments
It is requested that these appointments be made out of school time if possible.
ENTERING AND EXITING THE SCHOOL

NORTH STREET
Children exiting from the church gate need to wait for their parents on the path beside the gate and NOT in front of the church. The teacher supervising needs to be able to see the children while they are waiting to be picked up.
Park only in bays and observe the ‘No Parking’ signs. If you are picking up / dropping off but not parking, the Pull in Bay is to be used.

School Zone - Speeds
Speed zones around the schools – Angus and North Street are a permanent 40km speed zones.

School Crossing
All children should be instructed in road safety before coming to school. Parents are asked to ensure children use the school crossings in Middle Street and North Street.

School Car Park Safety
No cars are to be driven inside the main gates for the purpose of delivering or picking up children.
Preps will remain with the teacher until collected by the parent or older sibling.

ANGUS STREET
- If you wish to just stop and pick up your child please DO NOT arrive at 3.20pm but delay your arrival for 3-5 minutes to give the children time to get from their classrooms to the gate. NO ONE should be sitting in the pull in bay for more than 30 seconds. It is for PICK UP ONLY.
- PARENTS SHOULD NOT BE PARKING ON THE CURVE NEAR THE SCHOOL ENTRANCE
- No parent should be pulling into driveways to pick children up and then make a three-point turn.
- For the safety of all children, not just your own, parents should either park on the side of the street or use the pickup bay as directed – no parents are to drive into the Angus street gate for drop off, all parking is in the North Street church car park or out along the street in Angus Street.
- For security reasons, North St entry gate will be closed at 9.00am. Parent Helpers or visitors to the school who know their visit will extend past 9.00am are asked to park their cars at Angus St. North St gate will then re-open at 3.00pm. Access to the school grounds outside these hours is only available via Angus St. Please use the intercom security device located at the pedestrian pathway in Angus St to contact the office during the day.