



# St Thomas the Apostle Primary School – Kambah

## INFORMATION BOOKLET 2020



"I am the way, the truth and the life."

John 14:6



## Contact Information

### St Thomas the Apostle Primary School

Principal	Mrs Ursula Jamieson
Address	39 Boddington Crs KAMBAH ACT 2902
Phone	02 6231 4144
Fax	02 6296 2621
Email	office.sttapkambah@cg.catholic.edu.au
Website	www.sttap.act.edu.au
Front Office Opening Hours	8:30am until 4:00pm

### St Thomas the Apostle Church

Parish Priest	Father Peter My
Address	37 Boddington Crs KAMBAH ACT 2902
Phone	02 6231 9219
Fax	02 6231 9005
Website	stthomasapostle-kambah.org

## 2020 School Year Term Dates

Term 1	Monday 3 February	Friday 9 April
Term 2	Monday 27 April	Friday 3 July
Term 3	Monday 20 July	Friday 25 September
Term 4	Monday 12 October	Friday 18 December

## 2020 Kindergarten Commencement Dates and Timetable

### Week 1

Monday 3 February	9.30 am - 3.10 pm
Tues 4 February	9.00 am - 3.10 pm
Wednesday 5 February	<b>REST DAY (No School)</b>
Thurs 6 – Fri 7 February inclusive	9.00 am - 3.10 pm

### Week Two, Three and Four:

Monday 10, 17, 24 February	9.00-3.10
Tuesday 11, 18, 25 February	9.00-3.10
Wednesday 12, 19, 26 February	<b>REST DAY (No School)</b>
Thursday 13, 20, 27 February	9.00-3.10
Friday 14, 21, 28 February	9.00-3.10

## Daily Timetable

School Commences	9.00 am
Recess	10.50 – 11.30 am
Lunch	1.00 – 1.40 pm
Dismissal	3.10 pm

Supervision of children is between 8.30 am and 3.30 pm.

Children should not be in the school grounds before 8.30 am or after 3.30pm.

<b>Principal</b>	Mrs Ursula Jamieson
<b>Assistant Principal</b>	Mrs Judy Egan
<b>RE Coordinator</b>	Mrs Penny Vanzwol
<b>Curriculum Coordinator</b>	Mr Luke Mooney
<b>Office Manager</b>	Ms Jodie Luhrs
<b>Publications Officer</b>	Mrs Lynette Wilson
<b>Teacher/Librarian</b>	Ms Penny Vanzwol
<b>Learning Support</b>	Ms Cathy Duffy
<b>Music &amp; Indonesian</b>	Mrs Zita Clifford
<b>KB</b>	Miss Aimee Barry
<b>KR</b>	Ms Bernadette Rayner
<b>1B</b>	Mrs Anne Barbic
<b>1R</b>	Miss Kaitlin Reedy
<b>2PT</b>	Ms Patty Porteus/Ms Tona Tallarida
<b>2V</b>	Miss Laura Vandenbroucke
<b>3/4KP</b>	Mrs Natasha Pank/Mrs Tathra Kennelly
<b>3/4LO</b>	Mr Matthew Lowe
<b>3/4LE</b>	Miss Leyrizza Leyes
<b>5/6G</b>	Miss Monique George
<b>5/6KE</b>	Mrs Rachel Kennedy/Mrs Judy Egan
<b>5/6R</b>	Mr Geoff Ryan
<b>CAs</b>	Ms Nicole Joyce Mrs Karen Bruce Mrs Lynette Wilson Mrs Sally Cameron Mr Daniel Nguyen
<b>Early Career Release</b>	Mrs Tathra Kennelly
<b>Canteen Manager</b>	Mrs Paula Papandrea
<b>STEM &amp; Learning Technologies</b>	Mr Luke Mooney
<b>Sport</b>	Mr Matt Lowe
<b>Counsellor</b>	Mrs Amy Kennedy
<b>Wellbeing Counsellor</b>	Mrs Veronica Harris
<b>Maintenance</b>	Mr Mick Kennedy

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# 1. Welcome

Dear Parents,

As Principal of St Thomas the Apostle School it is with much pride that I introduce you to our school and thank you for your interest in joining our community.

With a tradition of excellence in Catholic education since 1977, St Thomas the Apostle School offers students an opportunity to grow and thrive in a nurturing, faith-based, values driven community. It is my hope that these early school years will be happy and rewarding for your child as school and family grow together in peace, harmony and the love of God.

At St Thomas the Apostle, we believe in a strong partnership between home and school. Our staff are highly enthusiastic and through this partnership will ensure that our three-way channels of communication between students, parents and teachers, are kept open to enhance the development of your child. We encourage you to become an active participant in your child's education and we welcome your involvement. By being actively involved you are sending your child a positive message that school and education are extremely important. It is certainly our privilege to work with you and to share with you the responsibilities of educating your child. In partnership with families, we endeavour to create a happy, safe and nurturing climate for the children in our care.

Teaching and learning are the core business of our school. In addition to our Religious Education, there is a strong emphasis on Literacy and Numeracy. Through linking our core curriculum areas, we strive for relevance and authenticity in our teaching and learning to assist the children to develop skills for an enriching, active and purposeful future.

The following pages contain some practical details to inform you about St Thomas the Apostle Primary School. Should you have any queries or wish to discuss matters concerning your child, please do not hesitate to contact me.

I encourage you to visit our joyful and engaging learning community and look forward to meeting you soon.

Yours sincerely,

Ursula Jamieson  
Principal



## 2. Mission Statement

Our Mission Statement provides context and structure for learning, teaching and growing at St Thomas the Apostle Primary School. It states:

Our Mission as the Community of St Thomas the Apostle, Kambah is to follow Jesus,

***The Way,  
The Truth,  
and The Life,***

by providing a welcoming and supportive learning environment where we strive to live the gospel values of love, compassion, forgiveness, justice and peace.

### **At St Thomas the Apostle Primary School:**

We believe that we share, celebrate and grow together as a Christ-centred faith community to encourage a sense of belonging to God's family.

We believe that positive relationships develop in an atmosphere of trust, which recognises the dignity of each person.

We believe that it is our responsibility to provide quality education, which allows the full potential of all in the community to be developed.

We believe that each person is unique and gifted and we will provide opportunities for experiencing success, happiness and fulfilment.

We believe that the Catholic School has a special role in the Parish community and therefore we aim to develop effective partnerships with parents, families and the wider community.

We believe in building a caring environment that encourages children to make informed choices while recognising that personal freedom is linked with responsibility.

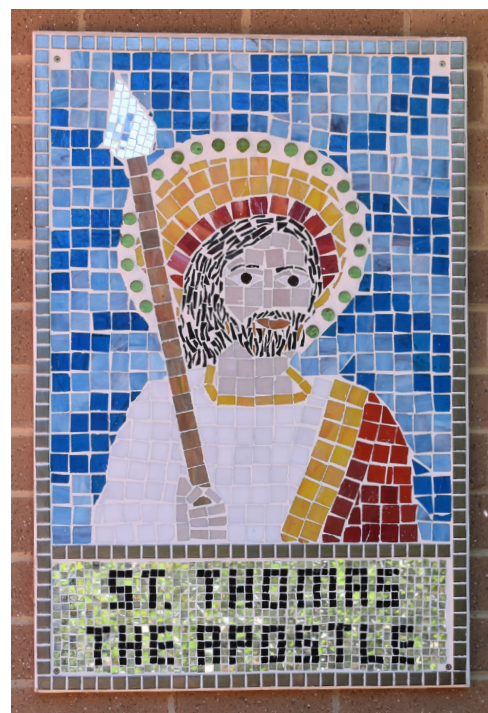
### **As Parents at St Thomas the Apostle:**

We actively support the staff in their efforts to provide a quality education that promotes the development of the whole person.

We are dedicated to a genuine partnership between parents and the school and accept the responsibility that comes with it.

We welcome all families to the school community, treating all with equality.

We value effort and achievement equally while encouraging all in our community.





## PARENT\* CHARTER FOR CATHOLIC SCHOOLS IN THE ARCHDIOCESE OF CANBERRA & GOULBURN



*Catholic schools in the Archdiocese of Canberra Goulburn work in partnership with parents and their school communities to promote a shared responsibility for the education of each child.*

*This Charter provides the principles and expectations that will help to achieve this critical partnership.*

### **This partnership recognises:**

- Parents as the primary and continuing educators of their children
- The contribution that parents make by valuing the Catholic identity of our schools
- The shared responsibility for the moral, spiritual, emotional and social development of students in our schools

### **Parents can expect that their child's school will:**

- Provide an excellent education based on the traditions of Catholic teachings
- Strive to maintain a safe, secure and welcoming environment for their children
- Involve parents as the first educators in any decisions that affect their child's learning or well being
- Provide timely and accurate information about their child's progress
- Demonstrate respect for the privacy of families in all interactions including through the use of technology and social media

### **The School can expect that parents will:**

- Actively support school policies and expectations
- Work collaboratively with school leaders, teachers and staff
- Respect the skills, knowledge and experience of school leaders and teachers
- Demonstrate respect for the school and staff in all communications including digital technologies and social media
- Contribute to the life of the school in ways that reflect their interests, skills and experience
- Support their child's consistent and punctual attendance at school
- Fulfil their commitment to pay all fees in a timely manner, and in hardship circumstances to actively work with the school to seek out mutually suitable arrangements for their payment
- Respect a teacher's working hours in terms of response times to emails and phone calls
- Request a formal interview time with their child's teacher when there is a concern to be discussed

### **Integral partners in the life of school communities, the school with parents have a co-responsibility to:**

- Value and respect the Catholic identity of the School, its relationship to its parish communities and the teaching of Catholic beliefs
- Model Christian values and support the ethos of Catholic schools with all members of the School community
- Value and respect the diversity of faiths and cultures within the School community
- Contribute to a welcoming and inclusive school community
- Support the child's learning at school and home
- Contribute to consultation and decision making processes
- Work toward resolving grievances through respectful discussion and negotiation
- Contribute to a culture where privacy and confidentiality are assured
- Ensure respectful and caring relationships are reflected in the ways in which staff, students and parents interact when engaging in sporting and extra-curricular activities
- Acknowledge and support the work of the School Community Council/Board and associated committees

*\*Parent is used in this document as a term to include natural, adoptive or foster parents, guardians and caregivers of students.*

# St Thomas the Apostle School Prayer

Jesus,

You are the Way, the Truth and the Life.

Open our hearts to your love.

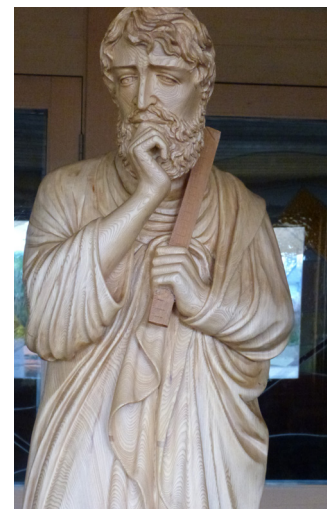
Help us to be true to you and to each other.

Give us the courage to be your disciples in all we do and say.

Thank you for our school community,  
a place of wonder, learning and peace.

Unite us with St Thomas when  
we say “My Lord and My God”.

Amen



### 3. Student Outcomes

At St Thomas the Apostle we work toward ensuring that our students leave our school with an understanding and knowledge of the following:

#### CITIZENSHIP

The children are encouraged to:

- Respect and understand the interdependence of rights and responsibilities of themselves and others
- Be actively involved in the school community
- Respect the need for just rules
- Show and respect leadership
- Value cultural diversity and similarity
- Show concern for the environment



#### SPIRITUALITY

We at St Thomas' strive to be like Christ by being:

- Compassionate
- Joyful
- Prayerful
- Truthful
- Forgiving
- Faithful to Gospel Values
- Followers of Christ
- Workers for Social Justice
- Sharers of the Good News



#### GLOBAL COMMUNITY

At St Thomas the Apostle we believe that we all share the responsibility for our world by:

- Respecting and appreciating the richness of all cultures
- Reaching out to make positive change
- Promoting equity and the dignity of each person
- Promoting and celebrating peace
- Reflecting critically on justice issues and the need for reconciliation
- Developing an awareness of the sacredness of our environment and our responsibility to care for all creation



## THINKING

At St Thomas the Apostle we challenge the children to express their opinions and communicate effectively by being:

- Problem solvers
- Resourceful
- Interdependent
- Able to seek new challenges
- Creative
- Independent
- Discerning
- Active listeners
- Self-motivated
- Critical thinkers
- Reflective

## COMMUNICATORS

At St Thomas the Apostle the children will be given opportunities to learn to:

- Articulate confidently and fluently
- Actively listen
- Write legibly and effectively
- Comprehend, assimilate and respond to the written and spoken word
- Develop interpersonal skills
- Use technology with competence and skill
- Choose from a variety of methods of communication

## BALANCE

At St Thomas we believe that everyone needs balance in life and we strive to do this by:

- Possessing a sense of personal mission e.g.; self care, others, community
- Being responsible risk takers who are also prepared to learn from mistakes
- Allowing/making time for various work and leisure activities
- Nurturing self-esteem and having a commitment to growth

## CHARACTER

At St Thomas the Apostle we endeavour to provide an environment where children will grow in:

- Courtesy – respecting others and their ideas
- Self-discipline – reflecting on their actions and making informed choices
- Resilience – developing the ability to reflect positive risk-taking
- Tolerance – respecting people and their ideas, and value differences
- Humour – demonstrating a positive approach through humour
- Initiative – being self motivated
- Compassion – understanding the worth of each person
- Integrity – demonstrating honesty and responsibility
- Loyalty – being true to yourself and others

## 4. Parent Involvement

### 4.1 SCHOOL COMMUNITY COUNCIL

The School Community Council provides the opportunity for members of the school, parish and Archdiocesan community to support the mission of Catholic education in our school. Working with the Parish Priest, Principal and staff the Council members provide leadership to the school community. The School Community Council has a responsibility to provide advice and/or make decisions in the following areas:

- Supporting the development of the Catholic ethos of the school;
- Supporting the pastoral care strategies;
- Promoting the school in the local community;
- Developing the school's enrolment policy in line with the Catholic Education Commission's enrolment guidelines;
- Approving and monitoring the school-based budget including the fees collection and remission policy;
- Developing and monitoring of school enterprises e.g. hall hire;
- Developing capital and maintenance programs;
- Developing local strategic plans (finance, buildings, resources) and contributing to Archdiocesan educational strategic planning;
- Approving school uniform items decided at school level;
- Overseeing and providing students services e.g. canteen, before and after school care;
- Helping prioritise resource management and purchases to benefit the learning of all students;
- Providing opportunities for social events through the class parent group;
- Ensuring that all parents have a voice to raise issues of concern and ensure discussion is inclusive and open;
- Ensuring that the parish and school community receives the annual School Community Council report.

The School Community Council meets regularly throughout the year. The dates and times of the meetings are published in the school calendar and newsletter.

### 4.2 PARENT ASSISTED PROGRAMS

Parents are welcome to assist at the school in a variety of ways. Parents will be offered training as reading and writing tutors and are assured of support and further assistance if required. Parents are welcome to assist in the classroom according to curriculum needs and with the many school events that take place. The School Canteen is always appreciative of volunteers.

The school has a Class Parent program which is aimed at including and supporting all families in the school. This group is also essential in providing classroom support.

All parent helpers are required to be registered under the Working with Vulnerable People (Background Checking Act 2011) and hold a current WWVP card. For more details visit [www.ors.act.gov](http://www.ors.act.gov) or contact the School's front office.

## 5. Associated Support Services

### 5.1 SCHOOL COUNSELLOR

CatholicCare provides our school with a professional counsellor for approximately one and a half days per fortnight. The services of the counsellor are available to both parents and students. Requests for appointments can be made through the principal by contacting the front office.

### 5.2 HEALTH SERVICES

Community Nurses examine and test all Kindergarten children for hearing, eyesight etc. All consultations are carried out with parental consent and assistance.

### 5.3 BE YOU

St Thomas the Apostle is a 'Be You' School.

Be You is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children.

Be You provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced children.

#### **The Be You Framework**

Be You fits naturally with the School Wide Positive Behaviour approach at St Thomas the Apostle. It provides us with tools and support, both training and financial, to work with our community to nurture happy, resilient children with skills to manage social and emotional situations.

### 5.4 Trauma, Understanding and Sensitive Teaching (Berry Street)

St Thomas the Apostle is a Trauma, Understanding and Sensitive Teaching School. The Berry Street Education Model provides schools with training, curriculum and strategies to engage the most challenging students. It is a positive education framework that supports teachers to meet the specific needs of young people, particularly those who have been affected by trauma. Teachers and all school staff have a huge role in the lives of the children in our care. It is essential that we provide safe and supportive environments where the impacts of experiences of adversity and trauma are recognised and acknowledged. Trauma sensitive schools interventions are based on teaching the essential skills of social-emotional competence and increasing the opportunities children have to learn and contribute to others.

The focus of being trauma sensitive is not on identifying experiences of adversity and trauma in individual students and responding to this, but rather on improving the quality of relationships between teachers and all students and building children's social and emotional competence in order to improve academic engagement and success.



## 6. Policies

### 6.1 Student Welfare and Management Policy

At St Thomas the Apostle we aim to provide a framework for a School Management Policy which is founded on the belief that:

- Every child is an individual.
- Every child is entitled to respect, trust and dignity.
- Every child should know that he or she is loved and cared for under all circumstances.
- Every child should be allowed the opportunity to grow through their mistakes.
- Positive relationships develop in an atmosphere of trust where the dignity of each individual is recognised.
- Every child should be encouraged to make informed choices while recognising that personal freedom is linked with responsibility.

We work in partnership with parents and we have clear guidelines for contacting parents in the event of any issue concerning their child.

We have a Schoolwide Positive Behaviour Program called MATES. This program includes the development of clear rules and expectations for all students and its outcomes are social competence and academic achievement.

### 6.2 MATES



# MATES

## Thoughtful, Engaged & Safe

At St Thomas the Apostle Primary School we have developed a school wide positive behaviour system based on the concept of **MATES**.

**Mates Are Thoughtful, Engaged and Safe.** Children can earn **MATES** cards distributed by staff, for demonstrating thoughtful, engaged and safe behaviours around the school and in the classrooms.

Examples of Thoughtful, Engaged and Safe behaviours for all areas of the school are displayed in the classrooms and around the school.

Children can trade their **MATES** cards for a series of coloured bands working towards a blue band.

The system is as follows:

5 **MATES** cards = 1 green band

5 green bands = 1 red band

3 red bands = 1 blue band

When a student achieves a Blue Band they also receive a certificate of recognition of this which is presented to them at a whole school assembly. As an added bonus to this achievement, the student has a special activity with the school principal, Mrs Jamieson.

## 6.3 Bullying Policy

At St Thomas' we are very proactive in addressing bullying issues. The school Bullying Policy is reviewed annually and a copy is always available at the front office or via the school website.

## 6.4 Home Learning Policy

Children in Years 3–6 are given home learning each week and parents are asked to assist teachers by providing supervision and encouragement. Please contact your child's teacher if there are any problems. The home learning policy is available on the school website.



We value home learning as an opportunity for parents to be linked to the school and assist the children in establishing regular study routines for the future.

Every child is encouraged and supported to read every night.

**Kindergarten, Year 1 and Year 2** – A Home Reading program is implemented in all infants grades. This provides an opportunity for the children to share and practise their developing reading skills. In Kinder and Year 1 reading activities may be also given to the children.

In **Year 2** more formal home learning beyond reading skills practice may be provided for those children ready for this.

**Years 3 and 4** – Teachers set written home learning, which complements work already taught in class and should not exceed twenty minutes per night. Daily reading and listening to stories at home is essential to students' literacy development.

**Years 5 and 6** – The time spent on written home learning should be for approximately thirty minutes, plus fifteen minutes of reading a day. As well as completing activities complementary to class work, children will be expected to complete assigned research tasks. They are encouraged and assisted by teachers to organise their home study timetable to ensure work is completed within set time limits.

If home learning is not completed, no punitive measures are undertaken by the school. There are many pressures on family time and we understand that family and outside commitments are a priority over home learning.

## 6.5 Sun Protection Policy

The school recognises the danger and long term damage posed by lengthy exposure to the sun and has developed a Sun Protection Policy in accordance with recommended guidelines. The "No Hat, Play in the Shade" policy is strictly enforced. All children are to wear uniform hats unless exempted by a medical certificate. Children who do not have hats spend their time in the shaded area on the playground.



## 6.6 Pastoral Care and Leadership

### School Houses

The School House teams are named after farming properties and homesteads that were in this area. They are as follows:

Erindale	Yellow	Riverview	White
Coolleman	Green	Lanyon	Red

New Kinder parents who attended St Thomas may nominate for their child to be in their old School House.

### Monday Prayer

Each Monday morning the whole school gathers in the church to pray and introduce a value or scripture which will be the focus of teaching and living for the following few weeks. A different class hosts this special morning prayer each week. Parents are encouraged to attend if possible and also discuss and act on these values at home. Parents are also welcome to attend Module Prayer in the classrooms on Friday mornings.

### Assemblies

Each fortnight on a Friday, the school captains lead the School assembly which showcases some of the learning taking place in the classrooms or across the school. The assembly is also used to award the efforts and achievement of the children across all aspects of school life. All parents are invited to attend.

### Buddies

The buddy program at St Thomas' is about developing the relationships between the primary and the infants children in the school.

Primary children spend time throughout each term with the infants children as a whole class, small group and individually in both formal and informal activities. These activities might also include peer tutoring in reading to support the developing literary skills of the infant students.

### Peer Support

Peer support is an integral part of our Student Welfare Policy, helping students from across grades to know and support each other on a daily basis. Nominated teachers attend professional development to prepare them for the role of facilitating training and weekly preparation of the student leaders. Each year our Year 6 students are trained by school staff to become Peer Support Leaders. Pairs of Year 6 students are then assigned 10-12 students from across the school into their peer support group. The Year 6 students are assisted by Year 5 Co-leaders as needed.

Peer Support is a program created to develop leadership in Year 5 & 6 students and also to create a supportive and positive student community within the school. The senior students are trained and guided in leading structured activity sessions with groups of mixed age students. The activities centre on building self-esteem, resilience, social skills and school identified values.



## Seasons for Growth

The Seasons for Growth program is aimed at teaching strategies to students who have had to deal with issues of grief or loss. The program is particularly directed towards children and families experiencing breakdown of relationships.

## Leadership Teams

Each student in Year 6 nominates to be part of a Leadership Team. Each team has responsibility for certain areas or functions within the school.

The teams and their roles include:

### The Green Team

The Green Team keeps abreast of environmental issues and shares these with the student body and gives weekly reminders at assembly as to how we can be more sustainable. Their roles include creating Chicken and garden roster and following routines, caring for chickens/ collecting eggs, caring for the garden, assisting in the design and build of the new part of the garden, locking/unlocking the garden gate, assisting teachers with the Garden Club, being Part of the Fresh Tastes Team and watering the school gardens and monitoring litter.

### The Fun and Fitness Team

The Fun and Fitness Team lead healthy initiatives at St Thomas'. They always display good sportsmanship, organise lunchtime games with other students as part of CLUB activities, pump up balls, ensure classes have sports equipment, take responsibility for making sure the sports container is tidy at all times, being on roster for sports container at recess or lunch and show leadership by taking care of younger students during school sports events.



### The Hospitality Team

The Hospitality Team helps with welcoming visitors to the school, Canteen duty, School tours, setting up the Hall, providing support on whole school activity days including set up, clean up and pack up, opening and closing various school gates as required.



### The Technology Team

The Technology Team helps with setting up/ putting laptops/ iPads away, taking responsibility for PowerPoints at Masses/ Prayer, assisting teachers with Technical support as required, taking responsibility for operating music in the Hall, ensuring the PA is fully charged and set up/packed up each day and the Coding Club Roster.



### The Community Service Team

The Community Service Team helps with the Talent Quest (Term 4), keeping an eye on the buddy bench and maintaining playground harmony (KidsMatter Initiatives), Mini Vinnies Leaders, Liturgy Leaders e.g Mass Reading, Mission Leaders. caretakers (possible sustainability initiatives e.g. recycling).

## 7. Curriculum

At St Thomas the Apostle we teach a varied curriculum to the children in order to assist their spiritual and academic development. Religious Education is the thread that links all our teaching. We use the Key Learning Areas of the Australian Curriculum, updated and released by the Australian Curriculum Assessment and Reporting Authority (ACARA). Our main focus is teaching Literacy and Numeracy through linking all Curriculum areas such as Science, Technology, History, Geography, Health and Physical Education, The Arts and Indonesian (Years K-6).

### 7.1 Religious Education/Sacramental Program

At St Thomas the Apostle, we use an approach to Religious Education which teaches children about the Catholic faith as well as teaching them how to live the faith in their daily lives. We draw upon the Catholic Christian tradition in ways that are mindful of local contexts and the ecumenical and multi-faith realities of contemporary culture.



It is an exciting time in Religious Education as we move towards a new curriculum that encourages students to engage in personally meaningful ways with Scripture and with the teachings of our faith. We offer a wide variety of opportunities to encourage all members of our community to develop in their faith, meeting them wherever they are on their faith journey. A close connection between the Parish and school is nurtured through shared liturgies, School and Parish Masses, a Parish-based Sacramental Program, a combined Fete and other social and faith-based activities.

Many opportunities are offered for families to join us in prayer celebrations including Monday Prayer, Friday Module Prayer and numerous liturgies and celebrations throughout the year. Mini Vinnies is an important avenue for students to build their social conscience and to be active participants in our community.

The Sacramental Programs for Reconciliation, Eucharist and Confirmation are very much parish-based with parents, Parish Priest and school working closely together. There is an expectation of significant parental and family involvement in these programs.

### 7.2 Literacy

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy as developed in the Australian Curriculum. Teaching and learning programs balance and integrate all three strands. Together the three strands focus on developing students' receptive skills of listening, reading and viewing, as well as their expressive and productive skills of speaking, writing and creating. Literacy learning builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

Daily Literacy Blocks incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way. Students have access to quality literature both in the classroom and via the school library. Students are encouraged to learn new vocabulary through listening and reading and applying their knowledge and understanding in speaking and writing as well as in the comprehension of spoken, written and digital texts.



### 7.3 Mathematics

Mathematics is integral for children to understand our world. The Australian Curriculum, Mathematics sets out skills in Mathematical understanding, fluency, problem-solving and reasoning. Over the primary years children develop competencies in Number and Algebra, Measurement and Geometry and Statistics and Probability. In Years K-3 children are involved in mathematical activities, which are designed to improve mathematical knowledge and to encourage students to develop and articulate strategies for understanding numbers. Activities are planned that allow for all children to have an entry point and an exit point further along the learning continuum.



### 7.4 Inquiry Learning

At St Thomas the Apostle, the inquiry approach to learning and teaching is used. Our implementation of Inquiry Units from Kindergarten to Year 6 supports contemporary learning theory. This approach is built upon the idea that students are actively involved in learning and continually reconstruct understandings in the light of experience. It encourages students to participate in active investigation, and to integrate, rather than separate, knowledge, as they move from acquisition of facts to the development of deep understanding.



The integrated Inquiry units are planned so a sequence of activities and experiences is developed to build on and challenge student perceptions. Integrated Inquiry units bring together content from the Australian Curriculum in the key learning areas of History, Geography, Science, Technology, Arts and Health & PE.

Integrated Inquiry units are based on:

- higher order thinking skills
- problem solving knowledge
- connecting learning to the world beyond the classroom
- the acknowledgement and recognition of individual differences.

### 7.5 Information and Communication Technology

The school's main aim in this domain is to ensure the children are competent and confident in using technology to support and enhance their learning. We strive to be responsive to emerging technologies and best practice with ICT use. All classrooms K-4 have a bank of iPads available for shared use. Years 5-6 have a BYOD 1:1 iPad program. Children have access to a bank of laptop computers and Chromebooks in the flexible learning spaces and each classroom is equipped with Interactive Boards (IB) to enhance teaching and learning through the use of ICT.



## 7.6 Science, Technology, Engineering and Mathematics (STEM)

Science, Technology, Engineering and Mathematics (STEM) are identified as essential areas of learning for Australia to maintain a high quality of life. At St Thomas the Apostle we recognise that future prosperity depends on students gaining proficiency in these areas in order to foster scientific and technological developments. We aim to develop student agency through the design thinking process so that students are able to innovate and improve systems and products in the future.

## 7.7 Sport and Physical Education

Children have many opportunities to participate in a variety of sports, which aim to improve their physical fitness and co-ordination. Our emphasis is on enjoyment, skill development and willing participation.

In the Infants grades the emphasis is on the development of motor skills, coordination and team participation. Students from Kindergarten to Year 2 are involved in an intensive Gross Motor program. In the Primary classes team sports such as soccer, netball, cricket and all football codes are introduced. Regular exercise and fitness are integral components of the school day and contribute to the wellbeing of our children.

All children participate in the school carnivals for Swimming, Athletics, and Cross Country. Intensive swimming lessons are organised for Kindergarten to Year 4 students in Term 4.

The Year 5 and 6 students participate in a variety of sports. The cost of these activities is included in the school fees.

Gym lessons are also organised for children from Kindergarten to Year 6. The cost for these lessons are also included in the school fees. St Thomas the Apostle participates in inter-school competitions in a range of sports through the Tuggeranong Primary Schools Sports Association.



## 7.8 Languages (Indonesian)

Indonesian is taught to all students. Each K-2 class has a weekly, forty minute lesson and Years 3-6 class has a fortnightly, eighty minute lesson.. The aim of the Indonesian program is for the children to be able to communicate orally, in writing and to read a variety of texts. The students' understanding of the Indonesian culture is developed using topics such as self, family, school, housing, clothing, food and eating out, shopping, the calendar, sport and leisure.

## 7.9 The Arts

At St Thomas the Apostle the Arts are integrated into many curriculum areas and the students are given opportunities to respond creatively to a range of experiences. The children experiment with a variety of media to produce individual artworks. They are exposed to, and are encouraged to appreciate the work of artists, craftspeople and designers.

Years 3-6 students have an opportunity to participate in the school musical every second year.

The school also has a choir which children can join. The choir sings at various school functions as well as special events such as Floriade.



## 7.10 Learning Support

The Learning Support Program primarily focuses on the development of Literacy and Numeracy skills. All students' skills are tracked regularly and if there are any concerns in their development, assistance and extra support are given by the Learning Support Team. We aim to support all students, particularly in the early years of schooling. The Learning Support team works in close partnership with parents and class teachers.

## 7.11 Enrichment Programs

**da Vinci Decathlon:** The students work in teams to solve problems in a range of Curriculum Areas.

**Rostrum:** An interschool public speaking program.

**Debating:** Students are involved in debating experiences within the school and with other schools in our district.

**Competitions:** The students are encouraged to participate in many competitions and throughout the year students are also provided with information and opportunities to enter a range of Australia-wide activities or competitions.

**Chess:** Chess is offered to all Primary classes and the students as part of our lunchtime clubs. The school has a long history of learning chess and also enters ACT Primary School Chess Competitions.

**Lunchtime Clubs:** We provide lunch time clubs for children to foster new interests and support children making friends. These run in five week blocks throughout the year. Examples of clubs are: coding, robotics, lego, building, art, table tennis, fun and fitness, origami, meditation. New clubs are continually being added based on the interests of the children.



## 7.12 Excursions

Excursions link to classroom activities and provide students with practical experience of curriculum. An annual fee is charged as part of the levy system to cover the cost of all excursion activities. A separate fee is charged for the Year 5/6 Camp.

## 7.13 School Camp

Students in Year 5/6 have the opportunity to attend a two night camp. The camp is a vital component of the Curriculum and all students are expected to attend. The organisation and timing of the camp is discussed in detail at the Parent Information Evening at the commencement of each year.



## 7.14 Extra Curricula Options

All children have the option to be involved in learning a musical instrument through Musicorp or private tutors for keyboard, piano and guitar which is integrated into the school day.



## 8. School Administration

### 8.1 Parent/Teacher Communication

Members of staff work closely with parents for the benefit of the children in their care. Therefore parents are always welcome to visit the school and speak with the Principal and/or teachers. It may be necessary to make an appointment first. An information night is held early in Term 1 with the classroom teachers and at this meeting school procedures are explained. It is a good occasion to meet your child's teacher. All parents are encouraged to come and talk to teachers during Term 1. Each term teachers send home an information letter outlining the events and activities for that term. In Term 1 interim reports are sent home and parent/teacher interviews are available to discuss these.

In Term 2 and Term 4 written reports are prepared and parent/teacher interviews are again offered for parents to discuss their child's progress around these.

The school newsletter is published each Thursday informing the community of happenings, events and general interest items. The newsletter is available on the school website and a link to the newsletter is emailed out to all families each week. A term calendar is available on the website.

Our school website [www.sttap.act.edu.au](http://www.sttap.act.edu.au) is an important avenue for communication. All school policies and important information is regularly uploaded to the site.

The school also has an app for your mobile device which provides information on events at the school. It can be downloaded by following the links on the school website. The School Facebook pages is used to celebrate what happens at St Thomas the Apostle.

### 8.2 Messages

Interruption to classes must be kept to a minimum. Parents are therefore requested to make all necessary arrangements with their child before he/she leaves home in the morning, thus reducing the need to phone during school hours. Please make arrangements with your child if the weather is doubtful. In cases of emergency messages will be conveyed to students and this is to be done through contacting the School Office.

### 8.3 School Visits

If you are visiting the school for any reason you are required to sign in and out at the front office. It is also a requirement that you wear a visitors badge for the duration of your visit.

If you are staying to help with classroom activities or coaching, you will need to log a copy of your Working With Vulnerable People card with the front office.

### 8.4 Contact Phone Numbers

Parents are asked to notify the school immediately if there is a change of address, e-mail, home or work phone number. It is in the interest of your child's welfare that these contact details are kept up to date.

### 8.5 Student Absences

Parents are requested to inform the school (teacher) of all absences. If an absence is planned in advance, a note explaining the absence is to be sent to school. All absences must be explained in writing and returned to the school as soon as possible. If your child is late, there is a Sign-In Book at the Office which parents are asked to complete.

## 8.6 Leaving the School Grounds

Children are not permitted to leave the school grounds during school hours. If it is necessary for a child to leave during school hours, a note must be sent to the child's teacher explaining the reason and time they will be collected. All parents/guardians collecting students from school must report to the front office. The student will be called via the phone system to come to the office to meet their parent/guardian.

- Children are not called to the front office until the parent/guardian has arrived at the school.
- If children are to be collected during Recess or Lunch breaks, parents are asked to come to the school shortly before the bell (10.50 Recess, 1.00 Lunch) to collect their child.
- Parents must sign the 'Sign-Out book' in the front office.

## 8.7 Sickiness at School

Office staff with current first aid qualifications will care for any student who becomes ill at school. If necessary, his/her parents, or a nominated contact person, will be informed and asked to take the child home. In the event of an accident the following procedures will apply:

- (1) Minor Accidents (that is, normal scratches and bruises). The child will be treated and returned to class.
- (2) Accidents of a more serious nature (that is, broken limbs, serious cuts, head injury etc.) Parents (and an ambulance, if necessary) will be notified.

Medication will only be dispensed to children with written parental permission. Please speak to the classroom teacher and the office staff if your child has special medical needs or problems. Our medication policy, including *Request to Dispense Medication* forms are on the school website.

For children with severe allergies or specific medical conditions, parents must complete an ASCIA Action Plan. Students are identified to the staff for their safety and the staff undergo regular first aid courses to address the medical needs of our children.

If your child has a case of Head Lice please inform the front office and treat the child.

### Periods of Exclusion from School for Children with Infectious Diseases

The Public Health regulations require children with infectious diseases be excluded from school for the periods stipulated below:

Chicken Pox	Exclude until recovered or for at least 5 days after the eruption first appears AND all blisters are dry AND the person is systemically well.
Conjunctivitis	Exclude until discharge from eyes ceases.
Diarrhoea	Exclude until diarrhoea ceases.
Hepatitis A	Exclude for at least 7 days after the onset of jaundice and return to school on the advice of a medical practitioner.

*continued...*

Impetigo	Exclude until appropriate treatment has commenced and sores on exposed surface are covered with a watertight dressing.
Measles	Exclude for at least 4 days after the appearance of the rash.
Mumps	Exclude for at least 9 days after the onset of symptoms.
Ringworm	Exclude until the day after treatment has commenced.
Rubella	Exclude until recovered or for at least 4 days after rash.
Whooping Cough (pertussis)	Exclude for at least 21 days from start of cough, or for 5 days after starting antibiotic treatment.

<http://www.health.act.gov.au/>

## 8.8 Car Park

The school's main concern with the car park is the safety of students and all parents are therefore requested to drive carefully and courteously. Please note the signs that indicate direction and instructions.

In the morning cars are able to park on the netball court. Parents are requested to park within line markings. When using the drive-through area, drive along the side of the school and stop against the yellow bollards to allow your child/children to alight safely from the kerb side of the car. This is a designated 'Kiss and Drop Zone'.

Please use the crossings to reach the school and walk at all times in the car areas. Morning assembly for all grades is held on the stage in the main playground.

In the afternoon students walk with their teacher to the stage or are accompanied to the pick up area. The pick up area is clearly marked in yellow, alongside the school building. Parents who park in the car park can collect their children from the stage and walk them across the crossings into the car park. Children who are not collected by their parents are dispersed as walkers, or riders.

The crossings are clearly marked and we ask that everyone watches carefully as this is a shared zone. Patience and thoughtfulness are the keys to safe driving in the school grounds.

The Staff Car Park should not be used for picking up or dropping off students.

On wet weather days, in the morning, children will come to the hall from 8.30am and will sit quietly in their class groups until school begins. In the afternoons, the children will wait in the hall and all parents are asked to park and walk and collect their child/children from there.



## 8.9 School Fees

The Catholic Education Commission is responsible for setting the tuition and building levy each year. The School Community Council sets the school levies, which cover the following costs:

**Tuition Fees:** This is used to pay administration costs for all systemic schools.

**Building Fund:** This is paid at the school of the eldest child in the systemic system. The fund is used for the maintenance of all systemic schools.

**St Thomas Levy:** This payment goes towards expenditure in the classroom and our services e.g. electricity, gas, water, cleaning, classroom consumables and general administration costs.

**Activities Levy:** All local excursions, performances, dance program, gym program, swimming program and Year 5/6 sport program. This is monitored closely to ensure that the levy is used each year to provide educational and interesting experiences for the children.

**Information Technology Levy:** Purchasing, replacement and maintenance of hardware and learning technologies, along with the costs of software licensing, internet fees etc.

**Council Levy:** This levy replaces all fundraising except for the Annual Parish/School Fete. The School Community Council as representative of parents liaises with the staff to use these funds to enhance the learning of our students, replace and purchase resources and/or maintain and create an attractive and safe school environment.

Accounts are sent out in the first weeks of each term with the due date before Week 5 (of that term). Fees can be paid by QKR, cash, cheque, direct debit, Bpay, EFTPOS or credit card and regular instalments are accepted.

### 2019 SCHOOL FEES

Number of Children	CEO Tuition Fees	School Levy	Building Fund	IT Levy	Council Levy	Activity Levy	Total per Term
1 Child	\$381.00	\$250.00	\$173.00	\$50.00	\$40.00	\$62.00	\$957.00
2 Children	\$495.00	\$366.00			per family	\$126.00	\$1250.00
3 Children	\$571.00	\$437.00				\$189.00	\$1460.00
4 Children	\$571.00	\$437.00				\$252.00	\$1523.00
5 Children	\$571.00	\$437.00				\$315.00	\$1586.00

## 9. School Services

### 9.1 Canteen

The Canteen is open Wednesday, Thursday and Friday to provide lunch and morning recess for the children and staff. The menu is in line with the Fresh Taste initiative, which ensures healthy nutritious food for the children. A manager with volunteer parents and friends operates the Canteen. All parents are invited to volunteer their assistance. Your support is always needed and will help you to meet the children and other parents. Parents can use the online system for ordering lunches.

### 9.2 School Uniform (Clothing Pool)

The school clothing pool usually has a supply of good used clothing and is open on the same days as the canteen which is Wednesday, Thursday and Friday. New clothing is available at the local schoolwear shops located in the major shopping area in Tuggeranong.

Hats may also be purchased from the Canteen or Front Office.

### 9.3 Before and After School Care (CAST)

Before and after school care is available at St Thomas the Apostle. This care is provided by Communities@Work School Age Care and is located on school grounds.

Enrolment information and packs for before and after school care can be obtained from the Communities@Work website at <https://www.commsatwork.org/> or by phoning (02) 6293 6500.



School Summer Uniform



School Sports Uniform

### 9.4 Wellbeing Officer

We have a Wellbeing officer in the school three days a week. Their role is to provide support to the students (and sometimes extended to the family). Interaction with our Wellbeing Officer is usually in the form of: short individual interventions, triage, parent/carer support, groups of children and occasional groups for parents. Groups will provide psychoeducation and skill-building e.g. relating to anxiety, dealing with anger, transition to high school.

# St Thomas the Apostle School Uniform

## GIRLS SUMMER

Dress	Catholic Primary Uniform
or Shorts	Royal Blue
with Polo Shirt	Sky Blue with logo (being introduced in 2020)
Sloppy Joe	Maroon or Polar Fleece
Socks	Plain white
Shoes	Black
Sandals	Brown or Black
Hair accessories to match uniform	

## BOYS SUMMER

Shorts	Navy
Polo Shirt	Plain Sky Blue with logo (being introduced in 2020)
Socks	Plain Navy
Shoes	Black (no Black runners)
Sandals	Brown or Black
Sloppy Joe	Maroon V neck jumper

## GIRLS – SPORT

Skirt	Royal Blue pleated
or Shorts	Royal Blue St Thomas style shorts
Polo Shirt	St Thomas sport shirt with logo
Socks	Plain white
Sports shoes	Predominately White
Tracksuit	Royal Blue Tracksuit or Royal Blue Polar Fleece

## BOYS – SPORT

Shorts	Royal Blue poly cotton or rugby knit shorts
Polo Shirt	St Thomas sport shirt with logo
Socks	Plain White
Sports shoes	Predominately White
Tracksuit	Royal Blue Tracksuit Royal Blue Polar Fleece

## GIRLS WINTER

Slacks	Navy
or Pinafore	Catholic Primary
with Shirt	Light blue with Peter Pan collar
or Skivvy	Light Blue
Parka	Navy
Shoes	Black
Socks	Plain white
Tights	Navy
Cardigan	Maroon with logo or
Windceater	Maroon
Polar Fleece	Maroon
Hair accessories to match uniform	

## BOYS WINTER

Trousers	Navy
Shirt	Light Blue with tie
or Skivvy	Light Blue
Sloppy Joe	Maroon
Jacket/Parka	Navy
Tie	St Thomas the Apostle
Socks	Navy
Shoes	Black

## SCHOOL HATS

Royal Blue Legionnaire	or Broad brimmed
Summer and Winter	
Royal Blue Beanie	– Winter
Bucket	– Summer and Winter

## 10. Beginning School

It is a big change for a five year old to pass from the intimacy of the family circle to school, even if he/she has attended pre-school. Here are some practical ways in which you can help this transition.

- Buy clothing that is easy to fasten.
- Ensure that all articles brought to school (shoes, hat, jumper, bag, books, lunch box etc) are marked clearly in a prominent place with the child's christian name and surname.

Teach your child to:

- Carry his/her school bag.
- Tie shoelaces, do up buttons, put on and take off outer clothing without help.
- Recognise his/her name among other names.
- Repeat his/her name and address.
- Use his/her handkerchief and put it away when not in use.
- Put away toys, books etc. after use.
- Wash his/her hands and flush the toilet unassisted.
- Know how he/she goes home after school.
- Open and close his/her school bag.
- Listen to stories, look at pictures and talk about them.
- Greet teachers and companions by title and name.

However, your child's greatest asset is the development of a measure of independence. While we endeavour to provide a happy, safe and nurturing environment please remember that the school does not replace the home. As a school community we value your support and believe that working together we can achieve the best social, emotional and educational outcomes for all children.

