



Parent Handbook

St Thomas More

Primary School, Hadfield

Updated February 2022

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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

MCEECDYA

Ministerial Council For Education, Early Childhood
Development And Youth Affairs

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

Our Commitment to the Values for Australian Schooling

Source of Obligation

The Victorian Registration Standards (sch 4 cl 1) (CECV Guidelines ref 1.1) require that the programs of, and teaching at the School must support and promote the principles and practice of Australian democracy, including a commitment to:

elected government; and the rule of law; and

equal rights for all before the law; and

freedom of religion; and

freedom of speech and association; and

the values of openness and tolerance.

As stated in the ETR Regs, the requirements of the commitment above are not intended to affect the rights accorded to, or the compliance with any obligation imposed on, the School under the enactment of the State or of the Commonwealth.

Statement of Democratic Principles

St Thomas More's School is committed to the principles of a liberal democracy. We believe in an accountable, democratically elected government.

We respect and observe the rule of law and believe that no person is above the law.

We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes.

We believe not only in the freedom of religion, but also the need to practise tolerance and understanding of others' beliefs.

We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom.

We believe in the values of openness and tolerance, and value and respect all members of the School community regardless of background.

Communicating the Statement

This Statement of Democratic Principles is communicated to staff, students, parents and guardians and the School community.

The School displays a poster of our Statement of Democratic Principles prominently in the School.

This Statement is also published:

On the staff noticeboard; in the staff handbook; in the parent information book; in the School's annual report; and on the School's website

Personnel Directory

<p>Parish Priest</p> <p>Fr. Giang Tran St. Thomas More Parish House 69 North Street Hadfield 3046 Phone: 9357 1422</p> <p>Fax: 9357 1372</p>	<p>School Principal</p> <p>Mr David Hurn St. Thomas More School 30 Angus Street Hadfield 3046 Phone: 9312 8200</p> <p>Fax: 9312 8299</p>
<p>School Administration Officers Mrs Mary Anastasopoulos & Mrs. Maree Gleeson</p> <p>St Thomas More School 30 Angus Street Hadfield 3046 Phone: 9312 8200 Fax: 9312 8299</p>	<div data-bbox="1162 963 1395 1198" data-label="Image"> </div> <p>Email Address: principal@stmhadfield.catholic.edu.au</p> <p>Home Page: http://www.stmhadfield.catholic.edu.au</p>

St Thomas More Vision Statement

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 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.

We aspire to be a school where the whole person – body, mind and spirit – is developed, nurtured and celebrated.

We aspire to be a school that is committed to prioritising the safety and wellbeing of the children in its care.

We aspire to empower our families, children, young people and staff to have a voice and raise concerns when needed.

We commit to rigorous risk-management and employment practices to ensure safety for all.



St Thomas More Mission Statement

At St. Thomas More School we acknowledge that we are part of the parish community at Hadfield. Our vision, which complements 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

We are committed to being a school that prioritises the safety and wellbeing of the children in its care.

We are committed to empowering our families, children, young people and staff to have a voice and raise concerns when needed.

We are committed to rigorous risk-management and employment practices to ensure safety for all.



St Thomas More Philosophy & Values

St Thomas More Primary School provides rich learning programs and opportunities, with the long-term goal of empowering students to become lifelong learners. We believe that this is achieved through the strategies, skills and practices of the Inquiry Approach to Learning. By providing opportunities for all students to learn through the Inquiry Approach, we enable them to develop their full potential and unique gifts in a stimulating, challenging, purposeful and safe environment. Accordingly, St Thomas More will develop its role as a place of learning excellence, focusing on essential learnings, which will prepare students to participate fully within society.

St Thomas More Primary School is committed to prioritising the safety and wellbeing of the children in its care and strives to empower its families, children, young people and staff to have a voice and raise concerns when needed. The school commits to rigorous risk-management and employment practices to ensure safety for all.

Our learning environments, which are open and flexible, embrace the learning and teaching strategies of interaction, communication and collaboration enabling students to share and learn from each other. Personalising the learning is vital to the success of each child and the provision of state of the art ICT resources is integral to our belief of accessing information from a global perspective.

St Thomas More is committed to the faith development of all members of its community.

We encourage a shared responsibility to challenge learners and their families to reflect on their relationship with God and the Catholic tradition. We recognise the critical importance of the relationship between faith development and the Gospel teachings of Jesus Christ. By providing stimulating relevant learning opportunities, we empower students to make connections with real life experiences and church doctrine. Our Religious Education program includes learning and teaching strategies, which engage the whole school community, in the development of each child's faith journey

We believe parents, carers and families are by far the most important influences on children's lives. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages of education. Therefore, at St Thomas More, we provide opportunities for all members of the community to continue learning, embracing possibilities to be challenged and motivated as well as feeling worthwhile. We do this by providing ongoing professional learning for staff and parents thus keeping them up-to-date with the latest and most effective practices in education.

We nurture an atmosphere of respect, honour, trust, justice, independence, creativity and resilience, which are qualities and values as taught in the Gospels' and demonstrated by our patron Saint - St Thomas More. It is a place where each member is called by name, recognised for their achievements and appreciated for their contribution to the community of St Thomas More Primary school.



St. Thomas More Catholic Primary School acknowledges the traditional custodians of the land on which our school stands. We thank the elders past and present for their care and protection of the land. We will carry on this tradition through our care of the environment.

"We are a contemporary Christ centered, Child centered, learning community."

A message from the Leadership team

'Welcome to the St Thomas More Primary School website. We hope that you find all the information you need and are impressed with all our school has to offer.'

St Thomas More Primary focuses heavily on personalised learning based on the ongoing collection of data coupled with challenge-based learning. Our school strives for engagement and achievement across the school.

At St Thomas More, children are offered high-quality experiences in all areas of the curriculum so that they can discover their giftedness. Through their learning opportunities, children build the self-confidence they require to both embrace challenges and experience success.

Intelligent, passionate teachers are employed at St Thomas More. Teachers plan and work in teams with the guidance and support of a leader and they actively collaborate to facilitate rich, real and relevant learning experiences for the children. Children are consistently immersed in a stimulating learning environment and are encouraged to set goals and challenges. They are provided with opportunities to discover their own individual learning styles and are supported by a variety of resources and technologies.

An extended/distributive leadership team, passionate and innovative staff and contemporary learning-initiatives have resulted in the establishment of a vibrant learning community for all stakeholders. Staff, parents, students and community members are all involved in the pursuit of excellence in education, faith development and providing opportunities for students to exceed their own expectations.

As a driven and cohesive staff, we offer a variety of experiences across the curriculum, designed to provide specialised opportunities for each individual to discover their giftedness. Data-driven teaching based on comprehensive, ongoing testing and planning is focused on the constructivist approach to teaching and learning, enabling the creation of understanding through rich, real and relevant experiences.

Personal goal setting is a high priority for staff and this forms the basis of the 'performance and development appraisal culture.' The AITSL standards of professional practice are used as a foundation for personalised goal-setting. This practice highlights the importance of self-reflection and feedback that is the basis for improvement across the board, equipping stakeholders to exceed all expectations.

At St Thomas More we believe that it is important to develop a child's faith as well as their knowledge about the catholic traditions. Through the teaching of religion, the children reflect on scripture teachings and are encouraged to put the words of Jesus into action

through social justice. Our religious faith is reflected through prayer and the way we treat one another. We strive to live by God's greatest commandment 'love one another as I have loved you.'

St Thomas More Primary School is committed to prioritising the safety and wellbeing of the children in its care and strives to empower its families, children, young people and staff to have a voice and raise concerns when needed. The school commits to rigorous risk-management and employment practices to ensure safety for all.

St Thomas More is a contemporary, Christ-centred, child-centred learning community.

Welcome to our school community,
Yours sincerely,

David Hurn <i>Principal</i>	Rita Totino <i>Deputy Principal Learning & Teaching Leader</i>	Julie Hanna <i>Literacy Leader</i>	Clara Privitera <i>Religious Ed Leader</i>
Rita Marcon-Nuciforo <i>Learning Diversity Leader</i>	Melanie Horan <i>Student Wellbeing Leader</i>	Aleisha Lewis <i>Numeracy Leader</i>	Kate Mackintosh <i>STEAM & School Community Leader</i>
Sonia Mazzei <i>Digital Technologies Leader</i>			

St Thomas More Philosophies, Programs and Facilities

Philosophies	Programs	Facilities
<ul style="list-style-type: none"> • A focus on contemporary learning • A nurturing Catholic community with Gospel values • That working with other schools assists increased outcomes for all children • Data driven teaching • A visible curriculum that is accessible to staff, students and parents • A commitment to child safety standards 	<ul style="list-style-type: none"> • Kelly Sports Physical Education Teachers • Kelly Sports after-school sport sessions • Faith nights for sacraments • Choir, school band and Private Singing, Keyboard and Guitar & drum lessons • Homework club • Resiliency Programs, Positive parenting, Peaceful kids, Student Wellbeing, CASEA • Literacy & Maths intervention e.g. LLI • Before and After School Hours Program • Senior inter-school sports • Integration and Extension programs: MOPS, G.A.T.E.W.A.Y.S., Maths Talent Quest, Maths Treasure Chests • Biennial Concert and Arts Festival • Whole School Independence/Camping program • Parent Information sessions and parent helper courses in both literacy and numeracy • Student leadership Programs: SRC, Leadership seminars, Assembly Award Leaders • Google Workspace for Education 	<ul style="list-style-type: none"> • Award winning building designs • Spacious, bright and flexible classroom spaces • A safe, secure environment • A range of current technologies • Large screen TVs in every learning space • 1:1 Chrome-books from P-6 • Well equipped playing areas • State of the art Natural Play space/ Learning space • Synthetic turf on the Junior and Senior Sports Green, Basketball court and Quadrangle • A chicken enclosure • Vegetable gardens and industrial interactive kitchen for cooking with children



School Information

School Office Hours	8:40am - 4:00pm Monday to Friday
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Bell Times	8:50 am First Bell	Students are asked to arrive at school for the 8:50am bell as this is when supervision begins. Students move quietly into class to take the roll and complete administration requirements for the day ** Students are considered late if they are not present by this bell and therefore need to go to the front office for a late pass. Repeated lateness will be addressed formally with the Principal and in some cases, reported to the Catholic Education Melbourne
	9:00	Lessons commence
	10:00	BRAIN FOOD TIME (please provide your child with fresh fruit/ vegetables (ideally peeled and chopped for easy consumption)
	11:00	First Break
	11:35	Drink and Toilet bell
	11:40	LUNCH: Start of Eating time for Prep - Yr 6
	11:50	Start of the next two hour learning block
	1:50	Second Break (SNACK TIME)
	2:30	End of Second Break and Start of last learning session
	3:20	End of school Bell

Information regarding the beginning of the year

(For Preps)

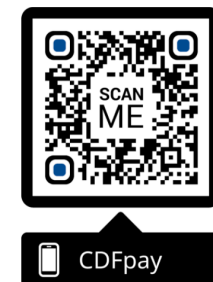
1. All students begin school on the same day however Preps **do not attend school on Wednesdays for the month of February.**
2. From March, Preps attend school every day.
 ***Some children can find the classroom environment very demanding, especially once they attend full time. Often children finish their days very tired, please bear with them as they adjust to being at school
3. Normally, we ask that during your child's first **3 weeks** of school, that you deliver your child to school and collect them from their classroom door, however, during Covid times, we may ask that you drop off and pick up your child from the allocated school gate. If this is the case, your child's teacher will be there at the gates. This helps your classroom teacher to know which child belongs to which parent and to also ensure their safety upon dismissal.
4. If you need to discuss things about your child with your child's teacher, we warmly invite you to email or to make appointments to speak with your child's classroom teacher by phone, email or google meets.
5. **Lunch** is eaten at 11:40am.
 Children are supervised while they eat. As we encourage nude food, we kindly ask that you remove packaging for your child's food and that you practice opening your bento boxes/ lunch containers with your child so they can eat their food with minimal complications.
 Healthy lunch options can be purchased from the canteen.

The canteen is open 4 days a week (Closed Tuesdays) and is managed by a manageress who has completed the health department's 'Food Handlers Course.' The list can be found on the STM website and orders are placed through the CDFpay App.

Orders must be in by 8:45am at the latest.

Instructions on how to set up the CDFpay app can be found here: bit.ly/3jTyGII

Scanning this QR Code will take you to the CDFpay app



Uniforms

	Girls	Boys
Summer	<ul style="list-style-type: none"> • School summer dress or skirt & school blouse • School woollen jumper • Navy socks • Black shoes • School Hat 	<ul style="list-style-type: none"> • light blue short sleeve shirt • School woollen jumper • Grey shorts • Grey socks • Black shoes • School Hat
Winter	<ul style="list-style-type: none"> • School winter pinafore / checked school pants • School blouse • School woollen jumper • Navy tights or socks • Black shoes • School spray jacket 	<ul style="list-style-type: none"> • light blue long/short sleeve shirt • School woollen jumper • Grey pants/shorts • Grey socks • Black shoes • School spray jacket
Sport	<ul style="list-style-type: none"> • STM Sports Tracksuit • STM Sports Polo (long sleeve/ short sleeve) • Navy shorts • White socks • White runners 	<ul style="list-style-type: none"> • STM Sports Tracksuit • STM Sports Polo (long sleeve/ short sleeve) • Navy shorts • White socks • White runners

- The supplier of our uniforms is Academy Uniforms. They are located at 238 Wolseley Place, Thomastown, 3074
Ph: 94608011 Fax: 94608033 or Visit <http://www.academyuniforms.com.au>
- Our school office keeps a minimal supply of school hats at a cost of \$15

General Information

A

Absences (student)

If a child is to be absent from school, the parent is asked to notify the teacher or phone the school prior to 9:00 am.

All absences require a note upon the child's return to school explaining their absence. More than 5 unexplained absences must be reported by the school. Absences are noted on childrens' reports. A doctor's certificate is required for more than one day away from school. Any other extended absence for holidays etc must be after discussion with the Principal and must be put in writing to be placed on their child's file.

Allergy and Anaphylaxis

STM has a number of students with allergy and some are at risk of anaphylaxis. For this reason we have a '**no food sharing**' rule from prep to six. This is in line with current Government guidelines and recommendations from the Royal Children's Hospital. If your child has an ASCIA plan you must notify the office prior to the commencement of school and in the case of an ASCIA plan for Anaphylaxis you will be required to meet regarding the Individual Management Plan for your child which outlines risk minimisation strategies.

Arts Festival

STM holds an arts festival every 2 years (alternating with the STM school concert). This includes visual (2D & 3D) and performing art elements.

Assemblies

Newsletters and School Assemblies are held on alternate weeks. Whole School Assemblies are held in odd weeks on Fridays at 2.45pm over Google meet or in the school hall. Parents are invited to attend assemblies onsite if COVID restrictions permit it.

Attendance

Attendance at school is mandatory for all primary school students unless an exemption from attendance has been granted. Information on attendance expectations is located in our attendance policy on the school website.

B

C

Camp:

The STM Camping program is designed to assist children in developing their independence. The camping program increases from an afternoon tea after school for the preps, to sleepovers, to one night camps to multiple night camps.

Canteen:

Children are able to purchase their lunch from the canteen four days per week (Every day except Tuesday) . Our canteen staff have completed the health department's "Food Handlers Course" and endeavour to source the most healthy, tasty and preservative free food possible. Our manageress relies on the volunteer support of parents, grandparents and caregivers. These volunteers help with the bagging of lunches and any help is always gratefully received! Please contact the school office if you'd like to help or see below for the canteen price list. Lunch orders are paid for through CDFpay. No cash is accepted for lunch orders or for canteen sales.

Communication with Families:

The school will communicate with you in a variety of ways which include:

- Emails
- Fortnightly newsletter (emailed to families & housed on the school website)
- Google Meets
- The Parent Hub
- Blogs (housed on school website)
- Apps (e.g. Operoo, Seesaw, Class Dojo)
- Phonecalls
- Notices
- Survey forms (emailed or through Operoo)
- Fortnightly Assemblies - Friday 2:45 every second week (alternating with newsletter)
- Parent Information sessions (at the beginning of the year for Sacraments, camps, specific events relating to a cohort of children etc)
- Parent Teacher conferences- after reports have been sent out - between teacher and parent/ caregiver and child if required
- Formal reports (twice yearly)
- Notes in student diaries
- PSGs (Program Support Group - Meeting with STM leadership and/ or external support services for personalised learning plan development (PLP) and update)
- Celebrations of learning

** where face to face meetings and gatherings are required, these will go digital where possible during Covid times.

** It is very important that the school has your current email account and phone details to ensure you do not miss out on any information sent through these modes. Please note that changing your email on Operoo will not change your email on the school database so please inform the office if you have updated your email address on Operoo.

Concert

STM holds its school concert every 2 years (alternating with the STM Arts Festival). Teachers often require assistance with costumes and props etc so keep your eye out for requests from them or your classroom reps.

D

E

Early Dismissal:

If you need to collect your child early or during school hours, you must go to the office first to fill in the early dismissal record with the details. Your child will then be called to the office via the intercom.

Emergency Forms:

When you enrolled your child, you were asked to complete a form listing, among other details, phone numbers which the school can use in 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 or injured at school, or if we need to be able to contact you without delay for any reason, we must have accurate and current phone numbers.

If at any time you change your address, phone number or emergency contact or doctor, **please notify the school immediately.**

We request you also 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 also require the name, address and phone number of your family doctor.

Enrolment: Please refer to our Enrolment section of our Website for details regarding enrolment. Our enrolment policy . Our detailed enrolment form outlines the requirements and conditions of enrolment.

Entry to the school:

There are two entrances to St Thomas More - Angus Street (Front Entrance) and North Street (Back Entrance). Staff are on duty at these entrances at 8:40am and 3:20 pm.

Angus Street: Children exiting from Angus Street need to wait for their parents on the path in front of the school. If you wish to pick your child up from Angus Street, please do not arrive at or before 3:20 as this causes a significant backing up of cars and the residents are unable to use the road.

Please delay your arrival by 3-5 minutes to give the children time to exit the school. Please note that no one should be pulled up in the parking bay for longer than **30 seconds**. It is for **pick up / drop off only**.

Parents are also asked NOT to park in the curve of the road just after the pick up zone, or execute 3 point turns in the driveways zone as this causes a traffic hazard.

North Street: Children exiting from North Street need to wait for their parents on the path beside the Bocce court 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. Please note that no one should be pulled up in the parking bay for longer than **30 seconds**. It is for **pick up only**. If you arrive earlier than 3:20, please park along the fenceline and your child will be directed to you.

Etiquette

The dignity of each person is of utmost importance at STM and general etiquette is one means by which we respect each other. To this end, we request that all parents/ caregivers follow communication procedures as outlined in the school Code of Conduct/ Communication/ Grievance Policies. Failure to follow the conduct expectations could result in a cancellation of enrolment at STM.

Excursions:

Excursions are part of the learning program for the school and costs are covered by the school fees. No additional money is requested of parents (however this does not apply for camps/ sleepovers). A child is only permitted to attend excursions with a signed parental consent. Parents attending excursions will be selected by the classroom teachers and must hold a current working with children check.

Expectations (behaviour):

The same expectations apply to all members of our school community and all students are familiarised with the STM school expectations each year. The expectations are:



F

Financial Information:

- **School Fees** (Information on school fees can be accessed on the school Website under the 'Enrol' link)

There is one school fee for all families regardless of the number of children in the family, however, the curriculum levy will apply to each child attending the school. School fees are subject to change in accordance to the Consumer Price Index increases.

Families are notified of the fee structure for the following year at the end of the current year.

Families may nominate to pay their fees annually, termly (over three terms), monthly, fortnightly or weekly. Parents will receive an account each month.

Options available for fee payments include:

- Direct debit (payment frequency to suit family). The school's bank account details will be provided upon request if this is your preferred option.
- EFTPOS or Credit Card facilities. Payments may be made in the school office or over the phone for credit cards only. Regular deductions from credit cards may also be set up and processed by the school.

We ask that all payments are received on or before the due date as stipulated in the fee and levy forms sent home.

Prompt payment will save the embarrassment of having someone ring you with regard to fees.

It is expected that fees are paid according to the process nominated and that payments are kept up-to-date and finalised by the end of Term 3 of the current year.

- **School Levy**

The Curriculum Levy per child can be found on the school website and differs depending on the students' year level. This is due to the differing needs of students in regards to technology and resources across different grades.

This Levy covers the following:

- stationery packs (approximately \$50.00)
- To Know, Worship and Love RE resource
- reading materials
- class sets of reference materials
- paper, writing implements
- art materials
- mathematics equipment
- library books
- musical instruments
- sports equipment
- photocopying costs and paper
- software licensing for the classroom as well as the office
- excursions and incursions
- Kelly Sports
- Athletics
- ChromeBook usage/licensing/support
- Confirmation and Interschool Sport levies

- **Sending Money to School:**

We request that money is not brought to school. For any transactions, we will use the CDFpay app.

Gates: For safety reasons all gates are closed by 9:00am. If you are a classroom helper or will be visiting the school after 9:00, we kindly ask that you park on Angus Street as the gate can be easily opened for you when you need to exit the school. Gates are re-opened at 3:10pm in time for school to finish.

Parents/ caregivers wishing to enter the school outside of the gate lock times are asked to enter via the Angus Street entrance. Access can be granted through the pedestrian gate where there is a buzzer which lets the office know you wish to come into the school.

H

Health Information:

Children are required to have all necessary immunisations before commencing school. Parents are asked to notify the school of any medical problems or allergies that their child may have. All staff will be informed if necessary. If special medication needs to be taken at school, written instructions must accompany the medication. All medication must be kept and administered in the office.

Health appointments:

It is requested that these appointments be made out of school time if possible.

I - L

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.

M

More Learning: Each year STM offers a school readiness program known as 'More Learning'. This allows prospective prep students to become familiar with the school environment prior to them starting school as well as become familiar with letters, numbers, sounds, routines and behaviour expectations. It also allows parents to get to know each other before their child formally starts school.

N

Newsletters: The school newsletters are emailed out in even weeks and can be found on the school website under the 'News and Events' page.

O - P

Parking: We kindly ask that parents/ caregivers park in the church car park or on Angus Street. Please do not sit in the drop off zones at either entrance as flow through of traffic is needed at all times. Consideration for the needs of all in our school community when parking, dropping off /picking up your child, or when there is a queue of cars behind you, is appreciated at all times.

Playground Supervision:

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

Q- R - S

School Crossings: We ask that all children are instructed in road safety before coming to school. Parents are asked to ensure children use the crossings in Middle Street or North Street

School Hours:

School hours are from **8:50am- 3:20pm**. Children are required at school no later than 8.50am in order that classes may commence at 9.00am sharp. There are two bells in the morning. The first bell rings at 8.50am (students make their way into class from the quadrangle, unpack their bags, attendance roll is taken and administrative tasks completed) and the second rings at 9.00am (Learning sessions commence at this time). In the interests of your child's safety, he/she should not arrive at school before 8.30am.

School Zone Speeds: Please remember that the speed zones around the school are 40 kmph. Please also drive slowly within the church car park as there is also a lot of foot traffic at that end of the school as well as your cars.

STM Social Media: STM has a formal social media presence on **Facebook** (<https://www.facebook.com/stmhadfield>) and **Instagram** (<https://www.instagram.com/stmhadfield/?hl=en>) and **Youtube** (private)

T

V

Volunteers: All volunteers are required to attend a Volunteer Workshop every year, in accordance with the Government's Ministerial Paper 870. Additionally, a form with two referees needs to be completed, the Child Safe Code of Conduct must be signed together with a copy of a current Working With Children's Check.

W

Wet Day/ Hot Day/ Extreme Weather Programs:

On extreme weather days, children will remain in their classrooms and participate in suitable indoor activities. All teachers in the year level share supervision of the children on these days.

X- Z

Staff availability and Professional Development

Weekly Meetings for Staff:

All staff have weekly meetings on **Tuesdays** and **Wednesdays** from 3:30pm. We thank you for your understanding in not arranging meetings with staff during their meeting times.

Professional Development Days: All staff are entitled to Professional development and will on occasion be absent from school on these days. A replacement teacher will usually be arranged for such days.

Curriculum day/School Closure Days: The school holds curriculum days in Week 5 of each term. Curriculum days are student free days set aside for whole staff training and information relation to what staff have been learning can be found in the newsletters and on the school's social media posts.

Wellbeing at STM

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

Our whole school approach to Wellbeing encompasses these areas:

- Prevention – building structures that facilitate belonging and promote wellbeing
- Early intervention – programming and planning interventions that target students identified as 'at risk'.
- Intervention - supporting students through the facilitation of and access to a range of support services for identified 'at risk' students.
- Postvention – managing 'out of the ordinary' circumstances that require specialist support, management of trauma, limiting impact and restoring relationships.

We endeavour to support students to learn effectively and to develop positive attitudes and behaviours in a number of ways.

Wellbeing Initiatives at STM.

- whole school resilience programs
- parent representatives for year levels
- mindfulness initiatives
- positive parenting programs
- the Student Representative Council (SRC)
- Better Buddies Program



Sunsmart: The STM *Sunsmart policy* ensures that students are safe during the Summer time. Students wear hats in Terms 1 & 4, encouraged to wear/ bring sunscreen and are permitted to wear sunglasses at school.

Healthy Canteen: Only healthy choices are sold at the school canteen and each class participates in the *Brain food program*.



Grief and loss: 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. The Seasons for Growth program is a peer support program where trained staff members provide support and guidance for students at school who are in need during difficult times.

Psychologists: St Thomas More also offers counselling and support for students. Qualified psychologists from 'Healing Minds' provide this service at our school. <http://www.healingmindpsychology.com.au/>

Early Intervention & Extension: Early Intervention for those students at risk of not achieving their academic potential are supported through various programs. Some examples include *LLI (Literacy)*, *Maths intervention groups*, *Literacy Intervention groups* and other Intervention programs run by the Catholic Education Office and *Healing Minds*.

Extension opportunities at STM include participation in writing competitions, Writing club, Government Spelling Bee, MOPS (Maths Olympiads for Primary Schools), Maths Talent Quest through Latrobe University, the GATEWAYS extension program and personalised ILPs.

Parent partnerships: At St. Thomas More teachers work in partnership with families 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, the Class Parent Representative initiative and the canteen.

Behaviour Management At STM

At St. Thomas More we seek to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance well-being, foster responsibility, enable personal growth, and promote the common good. At St. Thomas More the essence of behaviour management is for children to be able to manage oneself, understand how behaviour affects others and to repair the harm done. St. Thomas More believes that managing personal competencies such as Self Awareness, Self Management, Social Management and Social Awareness is a learning continuum. St. Thomas More, in partnership with families, will ensure children and young people are engaged and active participants in decision-making processes, particularly those that have an impact on their safety. This means that the views of staff, children, young people, and families are taken seriously and their concerns are addressed in a just and timely manner. Children and young people are also provided with the necessary skills and knowledge to understand and maintain their personal safety and well-being (CECV 2016).

Building Relationships

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.

We kindly ask that parents do not approach students other than their own to reprimand or discuss issues. If you have any concerns, please contact the child's teacher or any member of the Leadership team. Please familiarise yourself with the [St Thomas More Communication Policy](#) which is also available on our school website.

The Restorative School believes in the "Three R's" - Relationships, Responsibility and Relevance.

At St. Thomas More, Restorative Practices, circle time and clear School Expectations teach key values that create an ethos of respect, inclusion, accountability, responsibility, commitment to relationships, empowerment and emotional articulacy. Key skills include active listening, facilitating, dialogue and problem solving, listening to and expressing emotion and empowering others to take ownership of problems.

Social Emotional Learning

Better Buddies

The Better Buddies program is an initiative of the Alannah and Madeline Foundation and enables prep students to feel safe and cared for while the older buddies feel valued and respected. The buddies are an important part of the transition process to start school. Social and emotional learning is about learning how to manage feelings, manage friendships and solve problems. These are essential life skills that support wellbeing and positive mental health. Either in school or at home, Social and emotional skills promote children's ability to cope with difficulties and help to prevent mental health problems. Children who have developed social and emotional skills find it easier to manage themselves, relate to others, resolve conflict, and feel positive about themselves and the world around them.

Kidsmatter

KidsMatter emphasises teaching social and emotional learning as a way of promoting children's mental health. Kidsmatter has many more fabulous resources and links for you to use. Here are just a few:

<https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning> (Kidsmatter website, an excellent resource for families)

<https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/suggestions-for-families> (Social & Emotional Learning for families)

<https://www.kidsmatter.edu.au/mental-health-matters/starting-school> (Great video about starting school, watch with your children)

<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/gotoschool/primary/a-special-place.pdf> ('A Special Place' story to read with children)



Learning & Teaching

"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 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.

At St Thomas More we Value...

Finding children's gifts and talents

We seek to address the needs of a rapidly changing world filled with fantastic new problems as well as exciting new possibilities. We also aim to help children discover their gifts and talents so that they reach their full potential and utilise their strengths.

Emotional engagement

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.

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, and questioning. All teachers use detailed assessments to guide their teaching practice and needs of students are identified and addressed constantly.

Visible Learning

St Thomas More are also a Visible Learning school where making the curriculum accessible to parents, teachers and students is valued. St Thomas More aims to enable children, teachers and parents to track students' progress through the curriculum and based on data & evidence, set goals relating to what they need to achieve next.

Digital Citizens

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

Differentiated 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.

Depth of Learning

Ultimately, St Thomas More Primary school aims to provide a curriculum that is:

1. Rigorous

2. Real
3. Requires Independence
4. Rich in thinking
5. Revealing
6. Rewarding and
7. Reflective

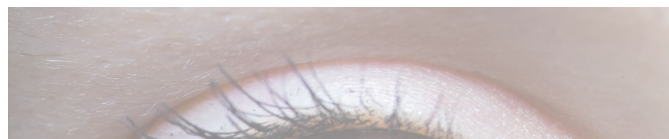
Sharing the Learning Journey

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. Each term 'Celebrations of Learning' are held where parents and students are provided with the opportunity to engage with each other about the learning across the term.

Teaching Vision

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
- They engage in a negotiated curriculum, inquiry approach, developmental programs and collaborative learning are all part of the school teaching strategy.
- They can track their own progress and using evidence



Religious Education

"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.

Religious Education

All students, from Prep to Year Six, participate in formal Religious Education classes through which they come to know the scriptures, especially the Gospels, and learn about the traditions, history and sacramental life of the Catholic Church. We aim to nurture the children's faith journey by assisting them to develop a relationship with God through which they come to know Him and His teachings. It is our aim to provide learning experiences for the children which enable them to respond to the world in the light of the Gospels so that their actions, decisions and relationships draw deeply on the example of Jesus Christ. Our hope is that throughout their lives they preach the gospel always through their actions in relationship with others. At St Thomas More, the teachers update and plan the Religious Education curriculum in collaboration with the Religious Education Leader and the Catholic education office, Melbourne (CEM).

Sacraments

The children of St Thomas More School receive three sacraments:

- The Sacrament of Penance and Reconciliation.
- The Sacrament of First Eucharist
- The Sacrament of Confirmation

The sacraments of Penance and Eucharist are received in Year Four and the Sacrament of Confirmation is received in Year Six. Throughout their primary schooling, however, all children are brought to a deeper understanding of the sacramental life of the church.

Prayer and Liturgy

Prayer and liturgy are important elements of the children's faith development as they provide opportunities for the children to deepen their relationship with God and experience being part of a faith community. Each day begins and ends with class prayer and the children are encouraged to contribute their own prayers of petition or thanksgiving at these times. The focus of our Assemblies is communal prayer and classes take turns to prepare and lead the community in a short prayer service that is an expression of their current RE unit, Church season or feast day, or in response to a current issue that requires people of faith to respond or stand in solidarity with those in need.

Participation in sacramental liturgy (Mass) is also an important element of the children's education in faith. Each Friday a year level prepares, and participates in, the regular parish mass, joining with members of our parish community to celebrate the Eucharist. On major feasts and special days, the whole school attends mass, again with parishioners, to celebrate, remember, pray and give thanks.

Student Liturgy leaders play an important role in the preparation of prayer services and masses and highlighting significant seasons, feasts or social justice actions and causes.

Social Justice

As a school community we are committed to the promotion of the principles of Catholic Social Justice. Throughout the year our children are encouraged to take action to help those less fortunate. This may involve 'raising awareness' campaigns, activities to raise money, action linked to their Inquiry units.

We aspire to actively support the following organisations:

- Our local St Vincent de Paul Society through food donation, winter appeals and a Christmas gift collection.
- The work of Hope in a Suitcase - to support foster children



- Communities abroad who work with the poor.

Literacy

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 5 steps:

1) Making the curriculum accessible and explicit

We engage children in the curriculum and break it down so that they are able to actively self assess, track and extend their learning. Children are also encouraged to peer assess also.

2) 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.

3) 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

4) 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.

5) Encouraging success in Literacy

Through this process we aim for each child to receive the highest level of education. Each child is encouraged to consolidate their Literacy understandings in context and within a nurturing environment. Students are given multiple opportunities to experience success throughout each literacy area.

How Literacy Lessons are run at St. Thomas More

Literacy lessons follow one of the following formats:

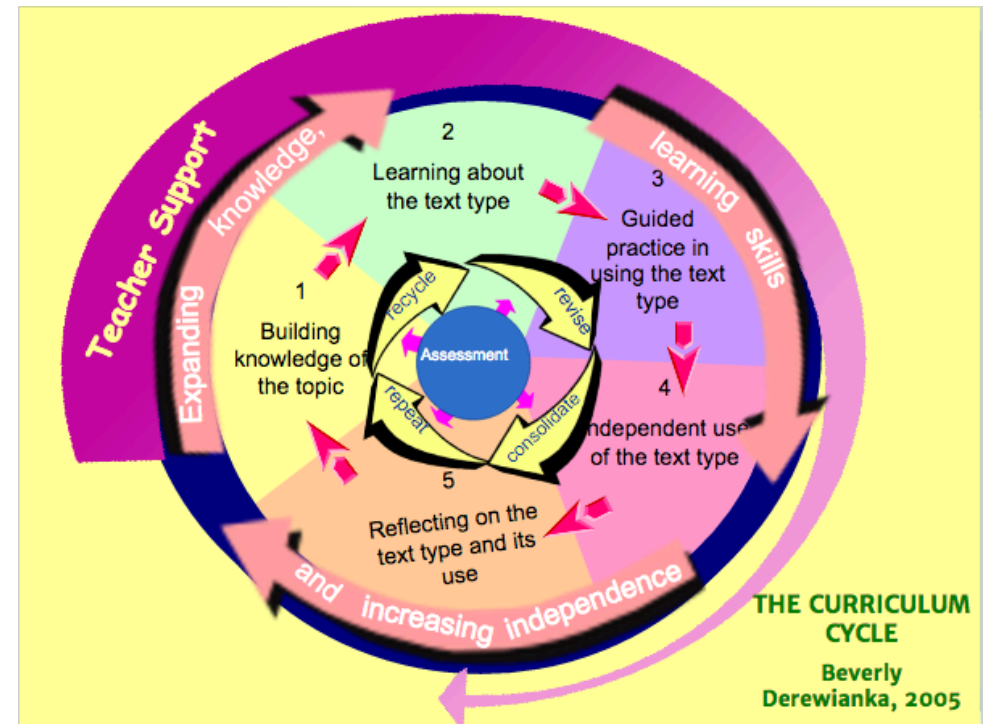
The “Whole-small-whole” approach.

Whole: A concept or literacy strategy (identified from the testing/ curriculum) is introduced to the whole class. With specific focus statements given to the children (known as WALT, WILF & TIB which mean ‘We Are Learning To’, ‘What I’m Looking For’ & ‘This is Because’), 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.

The Curriculum Cycle



1. Teachers expose children to the information they need to know
2. Teachers expose children to a range of quality examples of what they are learning to do and unpack the details with them
3. Teachers explicitly teach the text type one step at a time, allowing students to have a go at the same time and receive timely feedback
4. Students independently create the text/ complete the task using

- | | |
|--|--|
| | criteria/ rubrics
5. Teachers and students reflect on the text type/ task and self, peer and teacher assess |
|--|--|

Numeracy

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

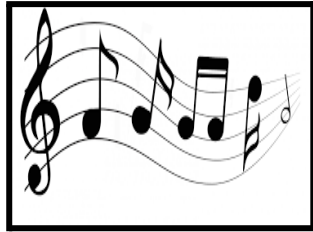
The St Thomas More Maths program focuses on the ability to become numerate. A strong foundation of number is essential in order to build skills in the following areas:

Strands	Number & Algebra	Measurement & Geometry	Statistics and probability
Sub-strands	Number & Place Value	Using units of measurement	Chance
	Fractions and decimals	Shape	Data representation & interpretation
	Real Numbers	Geometric reasoning	
	Money and Financial Mathematics	Location and transformation	
	Patterns and Algebra	Pythagoras & trigonometry	
	Linear and non-linear relationships		

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

The ENRP (Early Numeracy Research Project) is used to address the Maths Curriculum along with data driven teaching. At STM, we allow for individual progress and engage students in stimulating tasks to develop skills and strategies in maths for everyday life.

Specialist Subjects At STM



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, Drama and Physical Education.

PHYSICAL EDUCATION - KELLY SPORTS

At St. Thomas More, students are taken for Physical Education by members of the Kelly Sports team. Kelly sports have been providing sports clinics and 'In School Programs' to children throughout Australia since 1984. (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, Drama

Students at St. Thomas More participate in the Physical Education program all year. The remaining specialist subjects of Art, Music, Drama 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.

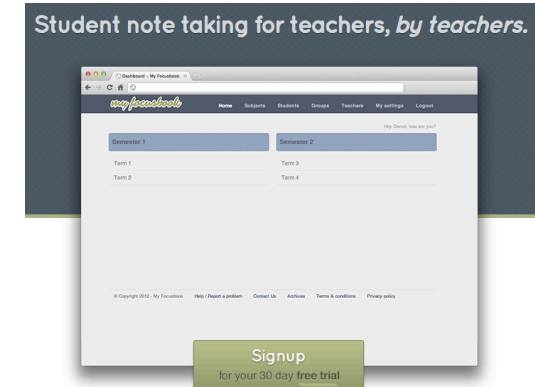
Library

Although not technically a specialist subject, 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.

Assessment

"Assessment is an important part of the teaching and learning cycle."

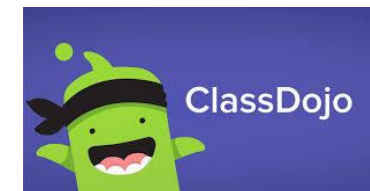
At the middle and end of the year teachers involve students in formal assessment activities that help them identify what the students know and what skills they have acquired. Informal and ongoing assessment are completed across the year. The information gained from all assessment opportunities is used to plan for the students' learning. Assessment is a continual part of classroom activity and forms the basis of reports to parents.



Reporting

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

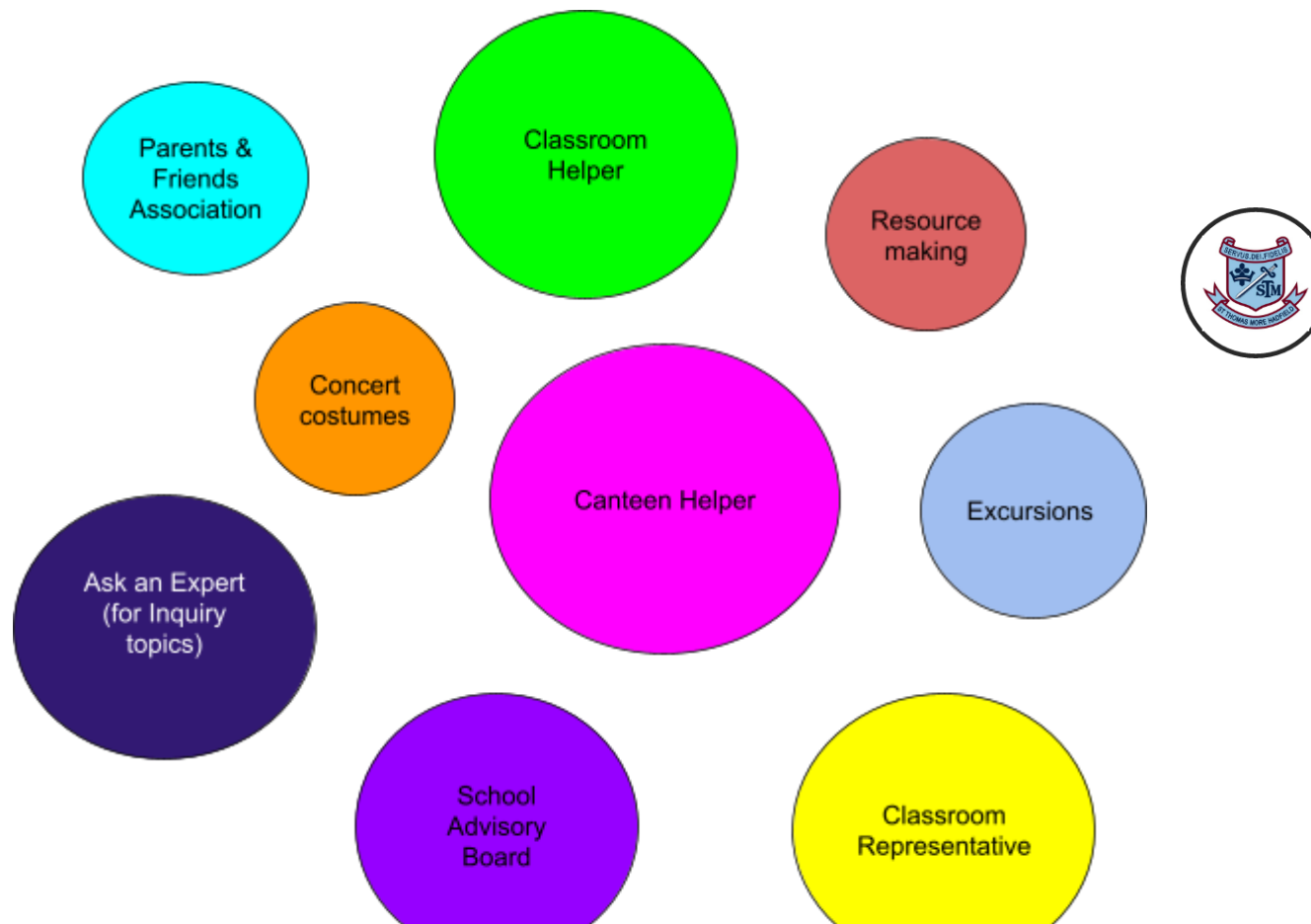
- Formal Reports given at the conclusion of Terms 2 and 4
- Seesaw - real time app which houses children's learning journeys learning feedback
- Google Drive - which parents can log into to see children's work
- Classroom Dojo - Online app for behaviour management and
- Introductory meetings at the beginning 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
- Mid and end of year Parent / Teacher interviews and written reports (3 way conference)
- Celebrations of learning at the conclusion of each term (parents come into the classroom and students share what they have learned across the term)



Partnership with Parents & Caregivers

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

These are some of the many ways family members are able to be involved in the school!



Classroom Helper	<p>Family members are able to help in classrooms with Literacy and Maths.</p> <p>To do this, they need to</p> <ul style="list-style-type: none"> • hold a current working with children check • complete the parent helper course (offered early Term 2 and Early Term 3) • sign and follow the confidentiality form/ code of conduct & complete the parent helper interview
Classroom Representative	<p>Each class across the school requires a classroom representative.</p> <p>This can be one or more people who share the role.</p> <p>Classroom Reps act as a link between parents in that class. They :</p> <ul style="list-style-type: none"> • organise social events so people can get to know each other • support families in need e.g. through death, new baby, sickness in family etc. • organise support for the classroom teacher e.g. resource making
Canteen Helper	<p>Our canteen operates every day except for Tuesday.</p> <p>The canteen has 2 employees and the rest are volunteers. The canteen:</p> <ul style="list-style-type: none"> • always look for people who are able to be trained up for making and packing lunches which happens in the first two hours of the day • requires volunteers to hold a current working with children check
School Advisory Board	<p>Positions on the School Advisory Board are advertised every 4 years or when there is a vacancy. Look out for the next opportunity to nominate yourself.</p>
Parents & Friends	<p>The prime social function and fundraising body for the school. Come and join and help raise much needed funds for school resources and equipment.</p>
Ask an Expert	<p>Every term, families are made aware of the learning opportunities being</p>
Excursions	<p>All people attending excursions must hold a current working with children check. For each excursion, the names of all interested caregivers are drawn from a hat to ensure fairness across the year.</p>
Resource Maker	<p>Throughout the year, your classroom teacher, members of leadership or the library may put a call out for support with making resources or covering books. Stay tuned for emails or requests in the newsletter.</p>

Concert Costumes

Every second year STM hold their concert. Interested parents are asked to help with costume creation.

Students with Additional Needs

"We aspire to be a school where children work towards fulfilling their dreams and maximising their potential."

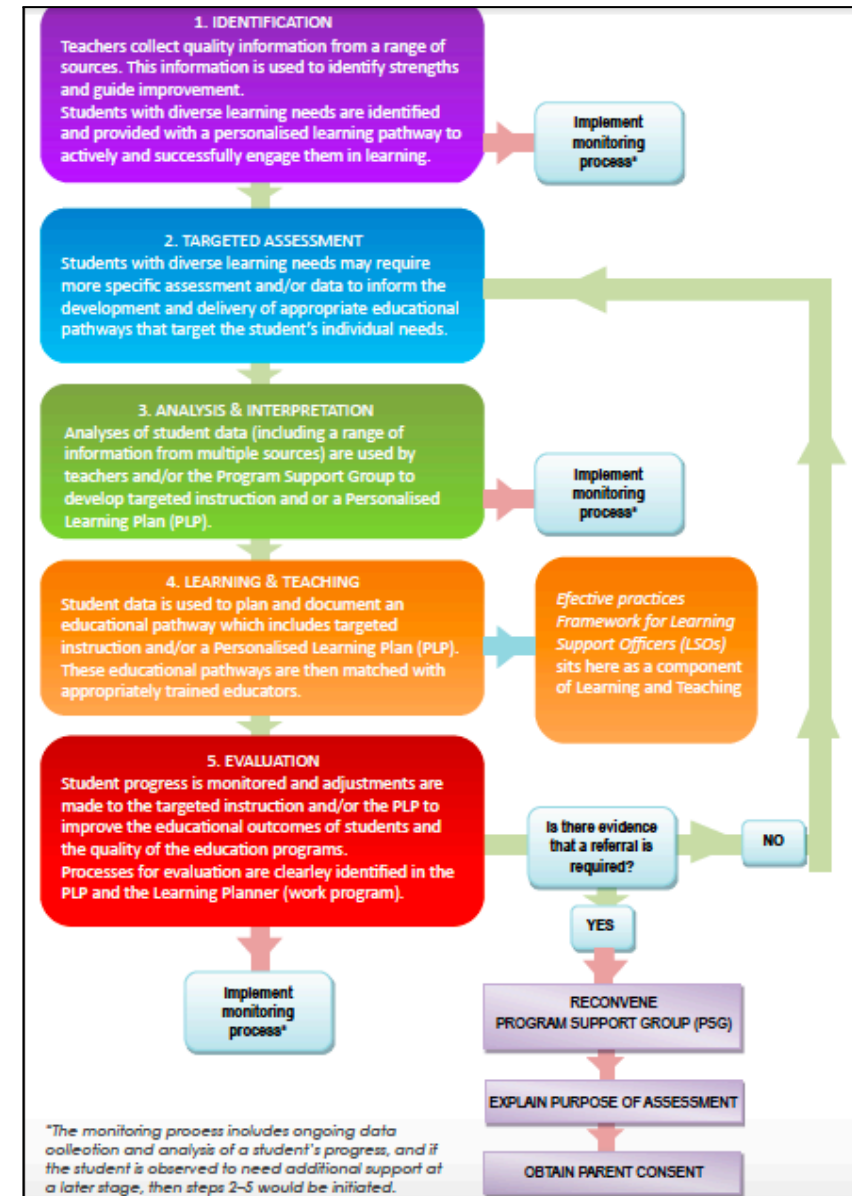
Children with additional behaviour and learning needs are welcome at St Thomas More. The Principal, Learning Diversity Leader, Student Wellbeing Leader and staff work in partnership with parents to support the needs of these students.

In order to support students with additional needs the school is able to make referrals for support through Melbourne Archdiocese Catholic Schools (MACS) support services. The image to the right indicates the framework steps of the referral process.

Specialised assessments can be organised through this referral process when required. These include but are not exclusive to:

- Speech assessments
- Educational assessments
- Psychological assessments
- Behavioural assessments

These assessments identify students' strengths and challenges and help the teachers, parents and support staff plan for the teaching and learning adjustments for these students.



In-school screening/ assessments that can be offered at STM

- Receptive and Expressive Language assessment (CELF IV)
- Assessment of Phonological knowledge (SPAT and LeST)
- Reading - Decoding, Fluency and Comprehension assessment (YARC and BAS)
- Behaviour Observation Screener (Woodcock)
- Mathematics assessments (PAT Maths)
- Speech screener - to accompany speech referrals
- Dyslexia Screening (Phonological Assessment Battery)
- Perceptual Dyslexia screening (Irlen Screening)

** Information on Irlen screening is available 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 school office for further information

Learning Diversity at STM

Our Learning Diversity Program provides adjustment to the regular curriculum and additional assistance through 'Learning Support Officers' (LSOs) for students with additional needs. Regular meetings are held with parents, Teachers, LSOs and support staff to ensure ongoing development. When the time comes for these students to move to secondary school, the staff from both schools work together to ensure a smooth transition from Primary to Secondary school.

Intervention and Support offered at STM

The school aims to support all students at their point of need. Sometimes this is achieved through differentiating the curriculum and other times, specific intervention programs are utilised. The following list refers to the range of interventions available through the school:

LLI (Levelled Literacy Intervention)

A targeted small group strategy focusing on Reading, Writing, Phonics, Fluency and Comprehension

Phonics program

A targeted small group strategy focusing on developing phonological knowledge

Tutoring program

As per government support. Offered to students identified through our data analysis.

Literacy Support Strategies

- Language Experience (Vocabulary & Language Development)
- RAN (Rapid Automatic Naming)
- G.R.R.E.A.D (Group Reading & Rereading Easy Appropriate texts Daily)
- RIDER (Read, Imagine, Describe, Evaluate, Repeat)

Maths Intervention

- Personalised small group intervention based on formal classroom assessments
- Maths Mastery Intervention program

Extension Programs

- Small group intervention programs
- G.A.T.E.W.A.Y.S (An external Gifted workshop series)
- Participation in Writing/ Reading competitions
- Writing Club
- MOPS (Maths Olympiads for Primary Schools)
- Maths Talent Quest (MTQ) organised by Latrobe University

Counselling

STM offers counselling for students onsite.