

St Monica's Primary School Evatt, ACT



Parent Information Handbook

2024

Table of Contents

Contact Information	3
Welcome	4
Our School	5
Belief about Teaching and Learning	7
History	8
Strategic Plan	9
Term Dates	10
Enrolment	11
School Fees	14
School Information	18
Medical	29
Curriculum	35
Community	45



This booklet is designed to introduce you to St Monica's Primary School.

**St Monica's Primary School
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**Principal: Mrs Lisa Harris
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**Office Manager: Mrs Stephanie Flynn
Finance Manager: Mrs Kirralea Thompson**

Our Lady of Perpetual Help Parish – North Belconnen

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Parish Priest: Fr Mick MacAndrew



Welcome to St Monica's

Welcome to St Monica's Primary School. An inclusive Catholic learning community serving families in the Canberra suburbs of Evatt, Melba, Spence, McKellar and surrounding areas. The students at St Monica's are at the forefront of everything we do and the highly professional and dedicated staff, are driven by a desire to ensure the spiritual, social, emotional and academic needs of all students can be met. With a current enrolment of 376 students and 47 staff members, we are proud to serve the North Belconnen local community.

Gospel values are central to all learning experiences undertaken at the school. As a community we journey together in faith, following in the footsteps of St Monica. 'Respect, Resilience, Engagement and Growth' for 'myself, others and the environment' is integral to our day-to-day interactions with one another. It is in partnership with the North Belconnen Parish of Our Lady of Perpetual Help, we come to know Jesus and make him known in our world.

We believe our school community offers all children the opportunity to reach their full potential. Our well-resourced learning facilities assist students to develop their strengths both inside and outside the classroom. Our strong focus on positive behaviour, restorative practices and student well-being creates an environment of cooperation and mutual respect and promotes an understanding of inclusivity and diversity. Our parent community is highly engaged, highly valued and works in collaboration with the school.

The education opportunities offered at St Monica's will equip students with the skills they need to become active, responsible and engaged citizens. The delivery of the Australian curriculum is through carefully planned lessons that reflect High Impact Teaching Practices. This includes sequencing of concepts, modelling, questioning and regularly reviewing previously taught concepts. Our teachers use Explicit Direct Instruction (EDI) in their strategically planned lessons, to teach new concepts to mastery. During EDI lessons, teachers use 'Engagement Norms' and 'Check for Understanding' strategies to motivate students and keep them engaged in for their learning. Engagement Norms are designed to keep students actively engaged and doing something every minute. They prompt teachers to check for understanding, provide immediate feedback, correct student responses at point of need and re-teach concepts if mastery has not been achieved.

It is a privilege to serve and lead St Monica's School Community and I look forward to welcoming you personally to our wonderful school.

Lisa Harris

Lisa Harris
Principal

Our School - The St Monica's Way

As a Catholic community, we journey in faith in the footsteps of St Monica through Respect, Resilience, Engagement and Growth. At St Monica's we use our footsteps for myself, others and our surroundings so that we come to know Jesus.

Our footsteps were developed in 2020, following a process of school renewal. The footsteps align all that we do: The school motto, mission, vision, Catholic identity, student welfare, school expectations and much more.

Each of the footsteps of St Monica, is used to create people who always show respect, embrace resilience, engage in their learning, with their peers and surroundings and to ensure that they develop a growth mindset.



St Monica's School Prayer

God, we know you love us all,
Help us always to listen to your call
Teach us to be forgiving
Right here and now where we are living
Help us remember to give joy each day
By looking after each other at work and play
We are part of a family at St Monica's school
Where love, trust and respect should be our rule.
Amen

St Monica - Our Patron Saint

St Monica - Model of Christian Motherhood - Feast Day 27 August

St Monica was born into a Christian family, on the North African Coast, in the early part of the fourth century AD, not long after the Emperor Constantine first legalised Christianity. Her husband, Patricius, was a pagan. Patricius and Monica had three children; Augustine, Navigius, and Perpetua. Through her immense patience and prayers, she was able to convert her husband to the Catholic faith in 370. He died a year later.



While Perpetua and Navigius entered the religious life Augustine proved to be quite a challenge as he passed through his adolescent and early adult years. For 17 years Monica laboured in prayer for his conversion. Her prayers were finally answered as Saint Augustine was baptised by St Ambrose in 387. Augustine became a bishop and one of the greatest teachers in the history of the Church. Saint Monica, model of Christian motherhood died in Ostia, Italy, in the company of her beloved son, in 387 AD.

Beliefs about Teaching and Learning

We strive to live like Jesus ...

- by being a faith community who live by Gospel Values and Catholic Traditions
- as a community active in prayer, witness and service
- through the celebration of the Sacramental Life of St Monica's
- as a Catholic school, where learning is based on our relationship with God, through Jesus as our friend, guided by the Spirit
- through celebrating learning in our community
- by holding high expectations of all learners

Relationships are based on respect ...

- through our focus as a restorative community who promote peace and justice for all
- by building positive educational environments that empower learning
- where positive relationships are at the heart of effective teaching
- through our nurturing support, affirmation and compassion
- by providing a safe learning environment for all learners
- through acknowledging the dignity, worth and wellbeing of each person
- where strong partnerships are inclusive of all in our community



We are active learners ...

- who are innovative, foster curiosity, think creatively and recognise that everyone can learn
- who support each other when faced with challenges and choices
- who have a deep understanding of curriculum that provides content and context for learning
- who apply knowledge and understanding to new situations
- who work collaboratively and cooperatively
- who use technology to explore our world to empower us with critical thinking skills
- that use thorough and rigorous reflection to guide our teaching and learning
- who use assessment to inform the teaching and learning
- who build connections with our world through understanding of global perspectives and active stewardship

History

St Monica's is a systemic Catholic School, which operates under the guidelines and policies set out by the Catholic Education Commission of the Archdiocese of Canberra and Goulburn. The school was established in 1977 with classes from Kindergarten to Year 4 commencing at the beginning of the school year at St Francis Xavier's High School in Florey. Students moved to the new school at the beginning of Term 3, 1977.



The school was officially opened on November 12, 1977 by Senator Carrick, Minister of Education and blessed by Archbishop Thomas Cahill. The portable classrooms were blessed by Fr Cork on March 31, 1982.



Over the last fifteen years the school has undergone a full refurbishment with the new administration area officially opened in 2016. The refurbishment programs were partly funded by the Australian Government under the Capital Grants Program, the St Monica's School Community and the Catholic Education, Archdiocese of Canberra and Goulburn. The future focus for the school is to develop the school grounds and playground areas. Over the last two years funds raised by the parents have been committed to the installation of curtains, sound and lighting for the stage in the hall, to upgrade the Kindergarten playground, new shelving for the library and decodable texts. In 2019, solar panels were installed as part of the school's sustainability plan.

Term Dates

The school year is divided into four terms in the ACT. The term dates for 2024

2024 ACT Term Dates

Term 1	Monday 29 January	Friday 12 April
Term 2	Monday 29 April	Friday 5 July
Term 3	Monday 22 July	Friday 27 September
Term 4	Monday 14 October	Friday 20 December

School Hours

School Day	8.55am - 3.10pm
School Supervision	8.25 am - 3.30pm
Fresh Food Snack	10.00am approx
First Break - Recess	11.00am - 11.40am
Second Break - Lunch	1.00pm – 1.40pm

School Structure

Current Class Structure – 2023

Kindergarten	x 2 classes
Year 1	x 3 classes
Year 2	x 2 classes
Year 3	x 3 classes
Year 4	x 2 classes
Year 5	x 2 classes
Year 6	x 3 classes



Enrolment

Catholic Education Canberra/Goulburn is proud of the quality of Catholic schools in the Archdiocese. Our Catholic schools continually strive to be inclusive places and have an education model that promotes a partnership between individuals, communities and governments based on the principles of equity, needs, access, social justice and religious freedom. Our schools strive for strong partnerships with the Parishes they serve. Catholic System schools and Catholic Preschools are open to all who are willing to support the philosophy, values and aims of Catholic schooling.

The Archdiocesan Catholic school system has a particular responsibility to welcome, accept and support those who are poor, marginalised and in most need. Our conviction is that no student will be refused enrolment or be disadvantaged because of an inability on the part of parents/guardians to meet financial requirements. Please contact the school Principal or Finance Manager if you have concerns about your ability to pay fees.

ACT Catholic System schools have designated priority enrolment areas. For primary schools, this is the designated Parish. Preschools are regionally based and serve a number of schools in their local area. Enrolment in a school outside the priority enrolment area may be catered for if a place is available in the preferred school and within the normal Catholic Education office enrolment policy. We aim to provide the choice of Catholic schooling to all those seeking a Catholic education for their children. However, enrolment of a student into an Archdiocesan Catholic school or Catholic school of choice cannot always be guaranteed.

School Pathways

The ELCs incorporate preschool education for children. Before and After School Care is offered outside normal school hours and school holiday periods. Students enrolled for preschool will continue their primary education at a designated school within their Parish. Parish primary schools are co-educational and provide education for children in Kindergarten to Year 6.

Secondary co-education is provided at St Mary MacKillop Catholic College, Wanniasa Campus (Years 7-9) and Isabella Plains Campus (Years 10-12), at St Francis Xavier College, Florey (Years 7-12), and at St John Paul II College Gungahlin (Years 7-12).

Girls-only secondary education for Years 7-12 is available at Merici College, Braddon and St Clare's College, Griffith.

Two congregational Catholic colleges, Marist College Canberra and St Edmund's College Canberra operate boys-only schools from Years 4-12. Co-education is also provided at a Congregational Catholic college, Daramalan College, Dickson (Years 7-12).

Parents enrolling their children in a Catholic System school must refer to the **ACT Catholic Schools & Catholic Preschools Enrolment Information Pack** for a full explanation of enrolment details and school pathways. Please refer to the Catholic Education Website for policies and procedures regarding enrolments -

<https://cg.catholic.edu.au/parents/enrolment/>

Enrolment Priorities - Primary

Primary children who are turning five (5) before 30 April (ACT) and are:

1. baptised Catholic who are members of the designated local Parish communities or, where there is more than one primary school within a Parish, the designated enrolment area within the Parish as agreed from time to time.
2. siblings of children already attending the primary school.
3. children who attend an Archdiocesan Preschool
4. children of staff in the selected school.
5. baptised Catholic from other Parishes or enrolment areas who cannot obtain places in their local Parish primary school.
6. non-Catholic whose parents/guardians desire and are committed to a Catholic Education.

Lodging an enrolment form at a Catholic School

All parents enrolling their children in a Catholic System school must complete the official enrolment application online. A non-refundable Enrolment Application Fee of \$50 is payable on application to an ACT Catholic Archdiocesan Primary School.

Enrolment Procedures at St Monica's

The process of enrolment involves a commitment to primary education on the part of the student, a willingness to assist and support the endeavours of the school on the part of the parents and an obligation to provide an effective Catholic education and learning experiences on the part of the school. The following processes will normally occur:

1. Parents apply online through the online enrolment link on the school's website.
2. Submit relevant documents and pay the application fee.
3. The school will be in contact with you to arrange a time to discuss your application.
4. At the enrolment interview, the Principal has the opportunity to; meet and discuss the needs of the student, emphasise the importance of the Catholic faith in the school curriculum, extend an invitation to parents to become fully involved in the education of their child. This involvement includes support for a variety of activities where possible, including in the classroom and with the school community.
5. Provided the school has adequate facilities and resources, no child will be denied Catholic schooling because of a physical or educational disability.
6. If an offer of a place is provided, parents/legal guardians will be required to sign the Catholic Education Parent Agreement

Enrolment Period and School Tours

Each year Catholic Education announces an official enrolment period for its schools across the Archdiocese. When places are available St Monica's Primary School is happy to accept enrolment into all grades throughout the year.

Special tours are conducted by senior students to provide an opportunity for perspective parents to meet and view the school through the eyes of a child.

The Principal will also be available to speak with families to discuss how the school can meet the needs of their child and answer any specific questions regarding the school or the enrolment process. Please contact the School Office or refer to school website, for dates and times.

Early Age Enrolment:

It is important that the CEC Enrolment Policy is strictly adhered to by the Principal. Families are required to contact the Principal of the Preschool or school where enrolment is sought outlining their request for Early Entry.

Applications must include:

- Proof of age of the child (e.g. copy of birth certificate or passport)
- Proof of residency in the ACT/ NSW (e.g. utility bill)
- Psychological Assessment conducted by a registered Psychologist
- Documented evidence from any relevant educators and/or professionals which supports the child's advanced development.
- Additional information provided by parents.

To be eligible for consideration under this procedure the child:

- must be four years of age before 30 April to commence kindergarten; and
- must be identified as gifted through a psychological assessment, and achieve a 'Very Superior' rating across all assessments in cognitive functioning.

The Early Entry application documentation will be reviewed by a Catholic Education Senior Officer for approval.

Overseas Students (only applicable to ACT schools)

Catholic schools accept enrolment applications from overseas students, who are not Australian citizens or permanent resident visa holders. The fee structure for these visa holders differ from the regular fee structure of the school.

For Catholic Education's policy on Overseas Students, please access the link cg.catholic.edu.au/parents/enrolment/ For any questions, please contact the relevant school directly or email enrolment@cg.catholic.edu.au.

Orientation Day

Kindergarten

To assist with the transition from home to school, and to experience the routine of school life, all new Kindergarten children are invited to spend a morning in the kindergarten classrooms during Term 4. If staffing arrangements have been finalised the prospective Kindergarten teacher will conduct the activities.

Other Grades

When possible, children will be offered the opportunity to spend a morning or afternoon session day with their nominated class group prior to commencing at St Monica's.

School Fees

The Catholic Education Commission, Archdiocese of Canberra and Goulburn, sets the tuition fees each year in October. In addition to tuition fees, parents/legal guardians are requested to contribute to the Canberra Catholic Schools Building Fund, which is tax deductible. Schools levy additional fees for specific purposes. Accounts for fees and levies are due for payment in the first month of the term.

Types of Fees

School Tuition Fee – per child, per term – is remitted directly to the Catholic Education Office.

Canberra Catholic Schools Building Fund Voluntary Donation – An optional tax-deductible donation to the Building Fund appears on the fee invoice. This is a necessary part of the overall revenue required for the development of the school. The Building Fund voluntary donation is invoiced per family per term, collected and sent to the Catholic Education Building and Maintenance section. This enables Catholic systemic schools in the ACT to be supported through a central body. All electrical, plumbing, painting, glass repairs and maintenance works are undertaken through this CE department. Families are strongly encouraged to pay the Building Fund Voluntary Donation.

The Canberra Catholic Schools Building Fund (applicable only to ACT schools) is endorsed by the Australian Taxation Office as a deductible gift recipient (DGR) and therefore is fully tax deductible. Where an older sibling attends another Archdiocesan Catholic School including St Francis Xavier, John Paul College, Merici College or St Clare's College, this amount will be collected by that school, and is not paid to St Monica's. The Canberra Catholic Schools Building Fund is automatically added to your school fees statement and is remitted directly to Catholic Education via the school. **Should you wish not to contribute to this fund you are required to advise the school at the commencement of each school year.**

- **School Resource Levy** – per family per term – is retained by the school and covers telephone, postage, cleaning materials, janitor/cleaner's wages, equipment maintenance, water & sewerage rates, electricity, first-aid materials, administrations costs other than wages, professional development, learning and teaching resources etc.
- **Student Resource Levy** – per child per term – is retained by the school to cover the cost of specialised curriculum activities including gymnastics, tennis, visiting school performances, excursions, and general subscriptions where the whole school attends or grade activities that have been nominated prior to the levy being set.

Local levies are determined by the School Council in Term 4 of each year.

Payment of Fees and Levies

1. Fees and levies may be paid via instalments if convenient for families. This can be done by using BPAY (details on the Fee Statement). Full EFTPOS facilities, including credit cards, are available at the School Front Office.

2. All occasions of leave of absence of a child/ren from school attendance will be paid in full unless the child/ren cease to be enrolled at the school. Please note that if a child is away from the school for an extended period of time (eg overseas holiday) full fees are still required for this time.
3. Fees and levies will be calculated on a per week pro-rata scale for an enrolment of a student after the first day of term or if a child departs the school before the end of Week 5 of a term. Families will be required to pay the full term's fees and levies should they leave after Week 5 of a school term.
4. Families seeking short term enrolment will be required to pay a pro rata fee negotiated with the Principal.

Recovery of Unpaid Fees and Levies

1. School Accounts will be issued in Week 2 of each Term and are to be settled within 30 days unless payment is made via instalments or other arrangements are made with the Principal within those 30 days.
2. Reminder notices for overdue accounts will be issued in Week 6 of each Term.
3. When deemed necessary by the Principal a family will be contacted directly by the Principal regarding payment of the school fees. A copy of the St Monica's School Fee Policy will be included with a second reminder notice issued in Week 8 of each term.
4. If there is no response to the second reminder notice within 14 days the following action will be taken:
 - i. The Principal or delegate will contact the family by phone or send a letter requesting an interview to discuss the matter.
 - ii. If there is no response, the Principal sends a letter stating that **'the St Monica's School Council Executive will need to become involved in this matter'**. A copy of the School Fee Policy will be forwarded to the family involved outlining in detail the School's policy for recovery of unpaid fees.
 - iii. If no response to the Principal's contact is received, the Council Executive may direct the Principal to engage a debt collection agency.
5. If a family member attends the interview and/or commences instalment payments as arranged but discontinues payment after a small number of instalments, the Principal
 - (i) Will contact the family requesting an explanation
 - (ii) If no effort is made to recommence instalments within 14 days, legal action will be considered in an endeavour to finalise the matter.

Exemptions/Remissions

- (i) Families who consider they will not be able to pay their full fees by the due date should advise the Principal as soon as possible.
- (ii) In cases of genuine hardship, fee exemptions and fee remissions may be given after consultation and interview with the Principal. This can then be referred to the Council Executive who will convene, when required, for the purpose for ratification.

- (iii) All cases will be handled compassionately and fairly and dealt with due regard to confidentiality – the Council Executive or sub-committee will not be given details that will identify the family by name.
- (iv) Details of unpaid fees and levies that are the subject of exemption / remission will be made known to the Council Executive and will be subject to the standard fee recovery process.
- (v) Any variation to fees by way of exemption or remission will be reviewed at the commencement of each year, upon application. New requests will be considered at the commencement of each term upon application and approval by the Council Executive.
- (vi) Acceptance into extra-curricular activities outside the mainstream educational programme may be refused if school fee obligations have not been met.

The Principal and Finance Officer work closely together to monitor fees and the preparation of all correspondence.

Families with a sibling attending a Systemic Secondary School receive a 20% discount of the CE Tuition Fee.

2023 School Fee Schedule

Fee Schedule (Per Term)	1 st Child	2 nd Child	3 rd Child	4 th + Child (each)
CE Tuition Fee <i>Set by the Catholic Education Commission for the Catholic Education Office</i> Sibling Discounts: 2 nd Child – less \$489 50% 3 rd Child – less \$245 70% 4 th + Child – no fee A 20% discount applies to the 1 st child fee where there is an older sibling in another Archdiocesan school.	\$489	\$245	\$147	No fee
Student Resource Levy <i>Per Student, Per Term</i>	\$210	\$210	\$210	\$210
School Resource Levy <i>Per Family, Per Term</i>	\$217	-	-	-
Building Fund Contribution (CCSBF) <i>Per Family, Per Term Voluntary & tax deductible. If you wish not to pay the Building Fund you must complete a Building Fund Exemption form each year. (Please Request this form from the Front office.)</i>	\$200	-	-	-
Total Cost Per Term, Per Child	\$1,116	\$455	\$357	\$210
Total Cost Per Year, Per Child	\$4,464	\$1,820	\$1,428	\$840

Total Cost Per Year, Per Family	1 child	2 children	3 children	4 children
	\$4,464	\$6,284	\$7,712	\$8,552

Older Sibling at Systemic School 20% discount on 1 st child's tuition	\$3,272.72	\$5,092.80	\$6,520.80	\$7,360.80
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SCHOOL INFORMATION

Assemblies

Gathering together regularly is an important part of the St Monica's community. Each Monday and Wednesday the school community gathers in the courtyard together.

On Fridays the school comes together for Whole School Prayer or an Awards Assembly. Classes are rostered to present Whole School Prayer at least once during the year. At an awards assembly (weeks 3, 6 & 9 each term) the Star awards are presented. In week 10, the Pride awards are presented. The school and parish are afforded opportunities to come together to celebrate Mass, particularly on Feast Days and Holy days of obligation.

Attendance

In accordance with the requirements of the Education Act, children must attend school daily. Parents are asked to encourage their children to develop the habit of regular attendance. Generally, each day's work is built upon the previous day's work and loss of time may upset the teaching/learning situation for the pupil and teacher. However, a child when ill, or disturbed through family trauma, should be kept at home to receive the care needed for recovery.

It is a legal requirement that all absences from school be explained via a written explanation by a parent or carer. If your child is absent from school, please notify their absence using the Compass App.

School attendance is recorded daily by the class teacher. Teachers are required to raise issues of poor attendance with the Assistant Principal. Every effort is made, by the school staff, to ensure regular attendance is maintained. Families will be provided with support to address the issue should this become a concern.

Please Note: The Act mandates that a Principal must refer parents and children to support services when school procedures encouraging attendance are not successful. The Principal is required to notify the Catholic Education Office and negotiate the involvement of an appropriate authorised person through the Non-Government School Section, at the Directorate.

Family Holidays

If taking holidays outside of scheduled school holiday time. The classroom teacher will not set formal activities for the students to complete. As a rule, we encourage the children to maintain a journal of their travels.

Class Formation

Class groupings at St Monica's Primary School are formed to provide a learning environment which best meets the needs of the children. Due to enrolment numbers and the number of classrooms within the school there may be years when St Monica's is required to offer a combination of single grade and multi-age class groups. This combination may vary depending on student enrolment numbers from year to year.

Procedure

Consideration will be given to the following factors when forming class groupings.

- Class sizes will reflect the limits set by the current Teachers Certified Agreement.
- Gender balance.
- Sibling placement.
- Separation of students who do not work well together.
- Friendship groups.
- Minimum numbers from each chronological year group.
- Equitable distribution of academic achievers.
- The exposure to differing teaching styles of staff from year to year.
- Parental concerns.
- Equitable distribution of Catholic children.

Advising the Parent Community

Whenever there is a need to change the existing school class structure the Principal will consult with the teachers and the Council Executive prior to finalising the decision and advising the school community.

Class groups are distributed in the last week of Term 4 to the school community.



Home Learning / Homework

At St Monica's Primary School we recognise the importance of family life and the need for children to participate in family and community activities. We also recognise the diversity of family structures, work patterns, lifestyles, parental expectation and demands on family time.

At St Monica's we believe Home Learning:

- develops personal responsibility, discipline, time and organisational skills
- reinforces the classroom learning and reflects current learning achievements
- reaffirms the role of parents and caregivers as partners in education
- provides parents and carers with insight into what is being taught in the classroom and the progress of their children
- should take into consideration the extracurricular and home life of the students

We believe that teachers, parents and children each have responsibilities regarding the completion of Home Learning tasks.

Home Reading

- Students are encouraged to read at home. In Kinder new books come home once a week initially and may come home more frequently according to the child's reading ability. Supplementary books may also come home when appropriate.
- Years 1 – 2, the students select a book to read each night. The books are changed regularly and parents are asked to sign the home reading record sheet.
- In Years 3 – 6, the students may use books from the classroom, library books, online books or other reading material from home. Reading is expected from all students every night.

Home reading includes

- reading to your child
- reading with your child
- your child reading aloud and
- reading quietly to themselves.

HOME LEARNING

AT ST MONICA'S



Home Learning is an opportunity for children to reinforce current learning from class and develop the skills to be a confident learner at St Monica's and into their future.

LEARNING TO READ

We believe the students at St Monica's need support to **LEARN TO READ** until they are an independent reader.

Students who are learning to read will be provided with home readers to read with an adult for Home Learning.

LOVING READING

We believe the families at St Monica's should develop a **LOVE OF READING** quality literature.

We would encourage all families to spend time enjoying reading together in addition to the Home Learning component of learning to read.

We believe the purpose of Home Learning progresses from developing literacy and numeracy skills in the early years to setting our students up for the demands of Home Learning in high school in the later years.

<p>K</p> <p>I WILL need help</p> <p>40 Minutes per week Changed every Monday</p> <p>Reading Home Readers - Daily Sight Words - across the week Maths Games - across the week</p>	<p>1/2</p> <p>I WILL need help</p> <p>40 Minutes per week Changed every Monday</p> <p>Reading Home Readers - Daily Sight Words - across the week Maths Games - across the week</p>
<p>3/4</p> <p>I MIGHT need help</p> <p>60 Minutes per week 4 Fortnights per term</p> <p>Learning to Read - 5mins Spelling Words - 5mins Maths Games - 5mins One research project per term (optional Yr 3)</p>	<p>5/6</p> <p>I SHOULDNT need help</p> <p>80 Minutes per week 3 research projects per term</p> <p>Reading for enjoyment - 1hr per week Research project - 3hrs of work over a 3 week period.</p>



General Home Learning

- Teachers will discuss Home Learning expectations with students and their parents will be informed at the parent information nights.
- Home Learning should not be assigned to complete an activity left unfinished from class if it cannot be completed without teacher assistance.
- Home Learning is work to be completed at home – not left to be done at school.
- The place of technology in today's world is recognised, however, no student should be disadvantaged if they cannot access technology at home.
- Each Year level has had time constraints placed on the Home Learning. If a child chooses to read or participate in online learning for longer than stated, that is their choice.

Sabbath Week (Week 7)

During Sabbath week, families are encouraged to do activities together. No Home Learning is issued for the last week of term, as there is no opportunity for follow up on the work completed.

Emergency Contacts

The school will always endeavour to contact a parent or an emergency contact in the event of illness. It is most important that all our information is up-to-date and accurate. If a change of contact number, emergency contact or address occurs during the year, please update these details in the Compass portal. An email to the school office staff advising of these changes is recommended, to ensure accurate records are maintained.



Media Permission

From time to time various media organisations around Canberra contact schools in order to cover special activities with photos taken being used as promotional material. Before we can permit anyone to enter the school to take photos or a video of the children, the school is required to seek parental consent. This is done via a permission note issued on Compass when a child commences school. It is the responsibility of parents to advise, should arrangements change.



Mobile Phones at School

St Monica's recognise that there may, in some instances, be a legitimate need for students to bring mobile phones to school.

These occasions may include



- travelling to and from school alone, either via bus services or walking.
- responsibilities for caring for younger siblings on the way to or from school, or
- attending sports training sessions or tutoring after school hours.

As mobile phones are expensive items and need to be securely stored during the school day students are not permitted to keep their phone in their school bag in the classroom. If it is necessary for a student to bring a mobile phone to school it is school policy that phones are sent to the Front Office via the classroom message bag when a student arrives at school and is returned at the end of the day for their departure.

Pastoral Care and Student Management

St Monica's Primary School bases all its decisions and actions on the Gospel values and from the charism of St Monica. The school expectation of 'Respect' is a key factor in all aspects of school life and permeates our relationships with each other. In developing our footsteps of respect, resilience, engagement and growth we are able to create a calm and safe environment where shared beliefs and consistent expectations are in place to support and encourage each individual to grow and learn. The BeYou mental health and wellbeing framework and You Can Do It social skills program, provides a foundation for our approach where we ensure the social and emotional development of our students is at the forefront.

The system of School Wide Positive Behaviour (SWPB) complements the way we conduct our daily lives as people in a Catholic School. SWPB is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base.

Restorative Practices Framework

The Restorative Practices Framework is used at St Monica's. We acknowledge the importance of the home and school connection regarding any approach to behaviour management. The Restorative Practices Framework provides a consistent approach for all involved to ensure we are building, maintaining and restoring positive relationships throughout the school.

Restorative: to give back; to repair the harm and rebuild; to reintegrate the person(s) who did the harm; restore a sense of wellbeing and connection.



The Restorative Practices process allows teachers and students to focus on the harm caused by actions rather than on individuals. The process offers the opportunity for the person harmed to tell their story and have questions answered and for offenders to take responsibility for their actions and offer to make things right.

Behavioural incidents are often complex with multiple people involved and varying stories. This means that it does take time to work with students to ensure facts are correct, everyone is heard and solutions to move forward are agreed upon. For this reason, some incidents may not be resolved on the day they occur. All staff are committed to ensure a fair process has occurred for all involved.

Conference Questions: Teachers guide students using the footsteps in brackets

- What happened? (Where was there a lack of respect?)
- What were you thinking about at the time? (Were you resilient?)
- Who has been harmed?
- What can we do to make it right? (How can we engage in finding a resolution?)
- What can be done to make sure this doesn't happen again? (What growth can come from this?)


Positive Approach

At St Monica's, focus is on the positive aspect of student behaviour. We believe in supporting students holistically in their growth through their academic, social, emotional, spiritual and behavioural development. Where students have made an inappropriate or negative choice, we believe this is an opportunity for learning to occur and growth to take place. Focus is on students taking responsibility for their words and actions and working on making things right.


We acknowledge the importance of recognising students doing the right thing. We focus on awarding positive behaviour at a whole school level using the St Monica's Star and Pride badges.

Star awards are given 3 times per term and pride badges relating to each of our 4 footsteps are presented at the end of each term.

Teachers develop reward systems within their class based on their students and in the pursuit of creating intrinsically motivated learners.



ST MONICA'S REWARDS AND AWARDS



REWARDS:

Each class teacher will negotiate with the children the type of reward system adopted in their class. This might be through marbles in a jar, moving up and down a HIERARCHY of behaviours, dojo points, class awards and other ways of motivating our students.

AWARDS:

THE FOLLOWING WHOLE SCHOOL AWARDS WILL BE CELEBRATED IN OUR COMMUNITY:

ST MONICA'S STAR AWARDS - One award per child per year
 Every three weeks teachers will select students to receive a star badge for using our footsteps for:
 Myself - individual academic achievement
 Others - achievements in social skills
 Our Surroundings - achievement beyond the classroom

ST MONICA'S PRIDE BADGE - two recipients per class each term
 On the last day of each term, two students from each class will receive a St Monica's Pride Badge for embodying our footsteps.
 Term One - Respect
 Term Two - Resilience
 Term Three - Engagement
 Term Four - Growth

The achievement of our school expectation must take into account the related aspects of student pastoral care and management through:

<p>Structure</p> <ul style="list-style-type: none"> School leadership approach for building the habits for learning, behaviour and socialisation To create behaviour policies to reflect the current circumstances and to train the staff first Rules, Rituals and Routines for children and young person's being taught and not told <p>Flexibility</p> <ul style="list-style-type: none"> To focus on Mood and Motivation A whole school acceptance and understanding Neurodiversity Alternative ways of supporting skills in learning, behaviour and socialisation 	<p>Rapport</p> <ul style="list-style-type: none"> Effective communication with children and young persons Practical strategies for dealing with frustration and defiance Feedback for students including rewards and consequences <p>Relationships</p> <ul style="list-style-type: none"> Developing effective staff to student and peer to peer relationships Dealing with bullying behaviour Working in Partnership between school and home <p>Resilience</p> <ul style="list-style-type: none"> Unleashing the Power of Resilience Preparing for Transitions Role modelling good practice
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**'We all have a right to feel safe all the time.
 Nothing is so bad that we cannot tell someone about it.'
 (Protective Behaviours Program)**

School Communication

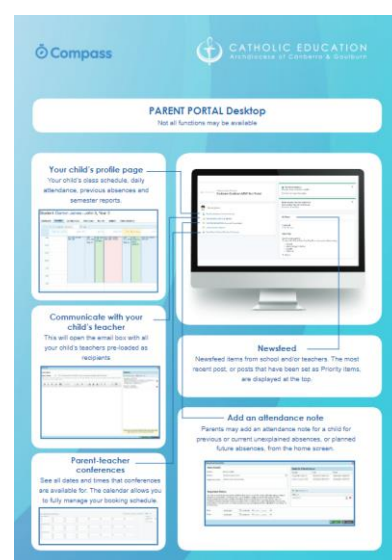
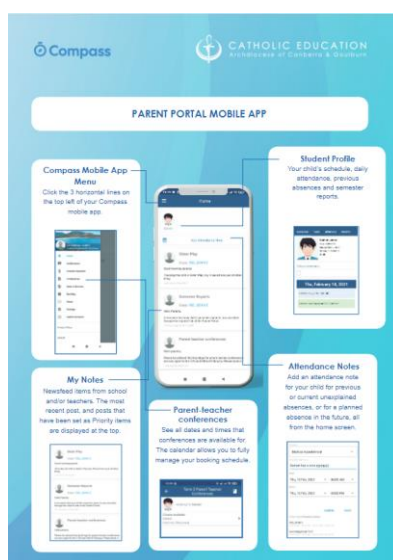
In a move away from printed copies of general information most of the St Monica's publications can now be accessed via Compass or the school website under the Publications tab. A weekly newsletter is produced and is uploaded to our website and App each Wednesday afternoon. Visit www.stmonicas.act.edu.au to locate information regarding fees, school policies, uniform order form, excursion notes etc.



Communication Apps



St Monica's uses the **Compass Parent Portal** for all major communication. Compass is only available to parents or guardians who have legal responsibilities for a child and who have signed the enrolment form.



Like and Follow St Monica's on our Facebook and Instagram Pages. Share and invite family and friends to like and follow us too!
Facebook: [@StMonicasPrimaryEvatt](https://www.facebook.com/StMonicasPrimaryEvatt)
Instagram: [st_monicas_evatt](https://www.instagram.com/st_monicas_evatt)

Bus Services

Transport Canberra and Transborder run buses to and from the school. Route information is available from the appropriate Bus Company. If there is to be any variation from normal travel arrangements for your child, the school should be advised immediately. This is most important with small children. Children are escorted to the afternoon bus by the teacher on duty and are fully supervised whilst waiting for the bus.



Children requiring regular bus transportation from NSW need to apply online through Transport for NSW website. Information about the Transport Canberra School Services in the ACT can be obtained from the Transport Canberra website www.transport.act.gov.au or calling 131710.

Support Programs

ACT National School Chaplaincy Program

Since June 2008 St Monica's has received an Australian Government grant as part of the National Chaplaincy program. This program has enabled the school to employ an additional staff member for 10 hours per week to work with staff, children and parents on a range of programs.

The main areas of focus for the Chaplaincy program at St Monica's are to

- facilitate the connection of students within the school community and the wider community through positive learning experiences that have meaning and relevance for young people and their families
- enable the school's capacity to care for its members by having an added individual who offers pastoral care and specialised programs
- attend to the social and emotional wellbeing of students in collaboration with the Principal.
- provide additional support to families particularly during times of stress;
- assist and mentor staff on issues relating to peer pressure, bullying, anger management; and

As part of the Chaplaincy program the Chaplain will be

- delivering student resilience and wellbeing programs to class or small groups of students,
- assisting with the supervision of lunchtime games and providing adult guidance with playground rules and decisions,
- facilitating activities to connect students who struggle to maintain friendships or have a poor self-image,
- providing mentoring support to student with behavioural issues and skills to deal with conflict.
- recommend students to the counsellor or other organisation via the principal should the need be identified

School Counsellor

A counsellor from CatholicCare visits the school for 12 hours each week. The role of the counsellor is to provide students, parents and teachers with the opportunity to seek advice or assistance with family, social or behavioural concerns. Parents may request an interview with the counsellor or a teacher may refer a child following consultation with the parents who provided written permission. It is CatholicCare and our school policy to seek parental permission before a child can access this service.



Supervision

Supervision by teachers is provided daily from 8.25am until 3.30pm.

For legal and safety reasons, children should not be on the school premises before 8.25am and must depart the school grounds as soon as they are released from school or their bus arrives. All children are to be collected by 3.30pm unless other arrangements have been made ie SMOOSH Care or sporting activity.

The **Team Kids Out of School Hours Care** program is available to those families who require before or after school care or vacation care.



Upon arrival at school the children are required to sit quietly in the courtyard until the supervision teacher arrives to announce they are permitted to commence playing. Once a child arrives at school they are not permitted to leave the school grounds during school hours without written permission from parents or carer.

Late Arrival

Children who arrive late must be signed in by a parent/carer at the Compass Kiosk located in the foyer of our Front Office.

Early Departure

Parents wishing to collect their child early from school must first report to the School Office to sign their child out, on the Student Register kiosk before collecting their child from the class teacher.

Visitors to the School

St Monica's has a Visitors Policy that requires all visitors, including parents working in the school, to register their name at the Front Office on arrival to the school and collect the appropriate badge.

Medical

General

Medical information is confidential. However, it is essential the class teacher knows of any pre-existing medical conditions or intellectual developmental delays which can impact learning.

If you think there is relevant medical or personal history, which may assist our understanding of your child, please discuss it with us. Details such as over-activity, bladder problems, aggressive behaviour, split family arrangements or any history of trauma are very important in understanding your child's behaviour.

If at any time personal problems are being experienced at home which may affect your child, please feel free to talk to us about them. All information of a personal nature is treated in the strictest of confidence.

Accidents at School

Every care is taken to make sure that children are properly attended to in the event of an accident. Minor accidents, cuts, and bruises are treated by staff members who are first aid trained. Where a student sustains a serious injury, they will be attended to in a professional manner and parents contacted in accordance with the gravity and urgency of the situation. Any bumps to the head are considered serious and the parents will be contacted. The school will, in extreme circumstances, ring directly for an ambulance and then make contact with a parent. Where children are involved, we prefer to err on the side of caution. A record is maintained of all children who are treated in Sick Bay with a full accident report being completed for the more serious accidents.



Anaphylaxis Awareness

We currently have children enrolled who have a severe allergic reaction (anaphylaxis) to various foods, in particular nuts and eggs. These students must not come into contact with any person who has been eating any type of nuts especially hazelnut, walnuts or peanuts or egg products.



To help create a safe environment for all children we ask that parents avoid sending food items that contain nuts, in particular hazelnuts or peanuts. **All children are asked to avoid the use of Nutella and peanut butter spreads at all times.** Please keep in mind all food items when supplying snacks, as nut traces are found in many of the popular muesli bars and snack bars

Exclusion Table

The quarantine periods for infectious diseases are stipulated by the ACT Department of Health - *PUBLIC HEALTH REGULATION 2000*. The following is a guide to the time which a child should be away from school. Parents should seek medication advice to confirm an illness and the quarantine period required.

item	condition	exclusion of cases	exclusion of contacts
1	amoebiasis (<i>entamoeba histolytica</i>)	Exclude until diarrhoea ceases.	Not excluded.
2	campylobacteriosis	Exclude until diarrhoea ceases.	Not excluded.
3	chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded only because of some remaining scabs.	Not excluded. Any child with an immune deficiency (eg with leukaemia, or because of receiving chemotherapy) should be excluded for their own protection. Urgent medical advice should be sought, and varicella-zoster immunoglobulin (ZIG) administered if necessary.
4	conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded.
5	cryptosporidiosis	Exclude until diarrhoea ceases.	Not excluded.
6	diarrhoea	Exclude until diarrhoea ceases.	Not excluded.
7	diphtheria	Exclude until— (a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after antibiotic treatment ceases and the second not less than 48 hours later); and (b) a certificate is provided by a doctor recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the chief health officer.
8	giardiasis	Exclude until diarrhoea ceases.	Not excluded.
9	<i>haemophilus influenzae</i> type b (hib) infection	Exclude until a certificate is provided by a doctor recommending that the exclusion should cease.	Not excluded.
10	hand, foot and mouth disease	Exclude if— (a) child is unwell; or (b) the child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.	Not excluded.

11	hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a doctor recommending that the exclusion should cease.	Not excluded.
12	herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded.
13	impetigo (school sores)	Exclude until appropriate treatment has begun and sores on exposed surfaces are covered with a watertight dressing.	Not excluded.
14	influenza and influenza-like illnesses	Exclude until well.	Not excluded.
15	leprosy	Exclude until approval to return has been given by the chief health officer.	Not excluded.
16	measles	Exclude for at least 4 days after the rash appears.	(a) Immunised contacts not excluded.
			(b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case.
			(c) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised.
			(d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.
17	meningitis (bacterial)	Exclude until well.	Not excluded.
18	meningococcal infection	Exclude until adequate carrier eradication therapy has begun.	(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the chief health officer. (b) Otherwise, excluded until 10 days after last contact with the index case.
19	mumps	Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).	Not excluded.

20	poliomyelitis	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a doctor recommending that the exclusion should cease.	Not excluded.
21	ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has begun.	Not excluded.
22	rotavirus	Exclude until diarrhoea ceases.	Not excluded.
23	rubella (German measles)	Exclude for 4 days after the appearance of the rash.	Not excluded. Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
24	salmonellosis	Exclude until diarrhoea ceases.	Not excluded.
25	shigellosis	Exclude until diarrhoea ceases.	Not excluded.
26	streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.	Not excluded.
27	tuberculosis	Exclude until approval to return has been given by the chief health officer.	Not excluded.
28	typhoid and paratyphoid fever	Exclude until a certificate is provided by a doctor recommending that the exclusion should cease.	(a) Not excluded unless the chief health officer notifies the person in charge of the school. (b) If the chief health officer gives notice, exclusion is subject to the conditions in the notice.
29	whooping cough (pertussis)	Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the chief health officer.	Exclude non-immunised household, home-based care and close childcare contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the chief health officer (whichever is sooner).
30	worms (intestinal)	Exclude until diarrhoea ceases.	Not excluded.

When staff are concerned about a child's health parents will be contacted and asked to collect their child or make other arrangements as the school is unable to provide the necessary supervision for such cases at school. In extreme situations we will negotiate the best possible situation with the parents.

Medical Alert

At the commencement of each year parents are requested to complete a Medical Alert form if their child requires special medical attention. Eg. asthma, epilepsy, allergies, severe bleeder etc. This information is kept in the School Office and First Aid Room so that staff are well-informed, if they need to treat your child in a medical emergency.

Medical Screening – Kindergarten Only

Once a year, the School Medical Officer from ACT Community Health examines children from Kindergarten. The examination focuses eyesight, hearing, posture and physical development. Any anomalies are reported to parents who can then consult their own doctor for necessary treatment. Parental permission is obtained before a screening can take place.

Medication at School

These guidelines apply to all medication:

- no medication will be administered unless signed authorisation is received from the parents/guardian;
- medication must be supplied in a clearly labelled container with the child's name, the name of the medication, dose to be administered and frequency. Prescription Medicine needs to be in its original container showing the child's name and the dosage to be given. If it is pharmacy medicine, it must be in the original container (no loose tablets will be administered to a child). All staff members have been instructed not to administer medication unless it is clearly labelled. It is the responsibility of the parent/guardian to provide both the medication and the means of administration e.g. spoon, cup etc;
- no child is to have medicine with them at school. All medication must be kept in the Front Office and not in bags or the classroom.
- children are to present medication to the Office Staff at the commencement of the school day. For the welfare of your child and other children in the school, this is an important matter for your attention;
- a child will be responsible to come to the Sick Bay for medication;
- authorised Office Staff supervise the administering of medicines in Sick Bay where a record is maintained of all medication administered, noting the child's name and time medication is given;
- parents are responsible for providing in writing any amendments to medication regimes;
- it is the responsibility of the parent/guardian to ensure that sufficient medication is provided to ensure the child's needs are met.



School Dental Service

ACT Community Health provides a range of dental services for under school age, primary school children and young people under The Child and Youth Dental Health Program provided by the ACT Government. ACT Health's Dental Health program provides free or low cost dental check-ups and treatment to primary school and under school age children in the ACT. Children covered by a current ACT Centrelink Concession Card are eligible to use the service.

To make an appointment, contact the Dental Health Program Clinic on 62050977. Full details of services available through The Child and Youth Dental Health Membership Scheme are available by visiting the program's website <http://www.health.act.gov.au>

Sickness at School

If a child becomes ill at school, they are sent to the Front Office and are supervised in the Sick Bay. Parents will be contacted when their child:

- receives a knock to the head;
- sustains an injury that is considered serious or needs urgent medical attention;
- soils their underwear;
- constantly complains of feeling ill requiring extended supervision;
- complains of a severe headache;
- presents at school with an infectious or contagious illness.

Sun Safety

Schools and centres in Canberra that have been awarded a SunSmart status are encouraged to **implement** their sun protection policies from **August to the end of May** when UV levels reach 3 and above, strong enough to damage unprotected skin.



Particular care is to be taken between 10am – 2pm (**this includes minimising outdoors activities as much as practicably possible between 11am and 3pm during daylight saving time**) In June and July sun protection is **not** generally recommended in Canberra due to LOW UV levels.

As part of the St Monica's SunSmart Policy all students must wear a hat when playing outdoors except for the months of June and July. This includes recess, lunch and at any other outdoor school/class activity. During Terms 1 and 4 (the daylight saving period) children are required to wear their hats before and after school when on the school grounds. Children who do not have a hat are to sit in the shaded areas near their specific play areas.

SPF30+ broad spectrum, water resistant sunscreen is provided by the school for staff and student use. (A recommendation from Cancer Council ACT 2006) Students who have an allergy to various ingredients in the sunscreen provided by the school are encouraged to supply their own.

Parents should apply sunscreen to children prior to coming to school, sporting events and excursions and are encouraged to follow the school hat policy.



Curriculum

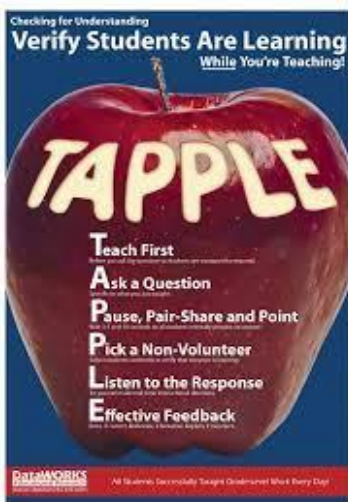
St Monica's Primary School offers a high-quality curriculum. Consideration is given to the care and development of the child as an individual and a contributing member of a community. We recognise the vital place of Faith in the lives of students and we work on nourishing and developing their spiritual development alongside a sound general education.

The Australian Curriculum is designed to develop successful learners, confident and creative individuals, and active and informed citizens. It is presented as a progression of learning. The Australian Curriculum is described as a three-dimensional curriculum that recognises the central importance of disciplinary knowledge, skills and understanding; general capabilities and cross-curriculum priorities.



Curriculum Delivery

The delivery of the Australian curriculum is through lessons that are based on the Science of Learning. Our staff understand Cognitive Load Theory and the practical implementations this has on instruction. "Cognitive load" relates to the amount of information that working memory can hold at one time. Cognitive Load Theory is supported by a robust evidence base which shows that students learn best when they are given explicit instruction that is accompanied by lots of practice and feedback. Researchers have identified several High Impact Teaching Practices that can help teachers to maximise student learning. These include: regularly sequencing of concepts, modelling and worked examples, questioning and reviewing previously taught concepts.



Our teachers use Explicit Direct Instruction (EDI) in their strategically planned lessons, to teach new concepts to mastery. During EDI lessons, teachers utilise 'Engagement Norms' and 'Check for Understanding' strategies to motivate students and hold them accountable for their learning.

Engagement Norms ensure children are doing something every minute, whether it be discussion with a partner, reading text aloud, showing responses on a whiteboard or gesturing. These norms are designed to keep students actively engaged in their learning. Teachers can instantly check for understanding, provide immediate feedback, correct student responses at point of need and re-teach concepts if 80% mastery has not been achieved.

The subject areas of English and Mathematics have designated teaching block and are taught explicitly. The learning areas of Religious Education, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education and Languages are designed around a Knowledge Rich Curriculum framework and are mostly integrated, so the subjects come together through a conceptual learning approach.

RELIGIOUS EDUCATION

Through our acceptance and support of each other, we recognise the importance and dignity of each individual in their journey of faith. As members of the St Monica's School, part of Our Lady of Perpetual Help Parish North Belconnen, we uphold the values of our patron saint, St Monica. Our commitment to gospel values, family and our faith community is demonstrated through our active participation in scripture, prayer, reflection, liturgy and social justice.



In partnership with our Parish, parents, students and staff, we form a faith community, committed to the integration of faith and life. The Archdiocesan Learning Framework for Contemporary Religious Education is the basis on which we scaffold all learning experiences through conceptual inquiry from Kindergarten to Year Six. This is used to help develop growth in all aspects of our community.




Every class sets aside time during the day to focus on faith and spiritual development. Class Masses and Liturgies are conducted throughout the year and parents, grandparents and friends are most welcome to attend.

SACRAMENTAL PROGRAMS

Parents are the first and most important models of lived faith for their children. It is also the responsibility of parents to take an active role in the preparation of their children for the Sacraments as part of their Christian commitment. This preparation is assisted through participation in and attendance at Sacramental meetings for the sacrament their child is receiving. Parents retain the ultimate decision about when they wish their child to receive each Sacrament.

The Parish Community of St Monica's Evatt and St Michael's Kaleen, through prayer and witness also supports and shares the responsibility of the parents for the preparation of their children for the Sacraments. Preparation is a three-fold process in partnership with the Parish and St Michael's Primary School, Kaleen.

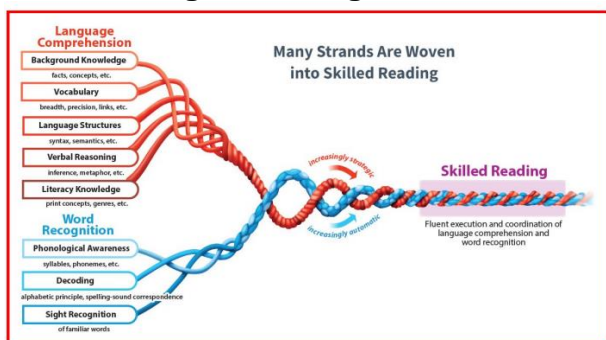
Parish Sacramental Program

		
First Reconciliation Year 3 students	First Eucharist Year 4 students	Confirmation Year 6 students
Term 4	Term 2	Term 3

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

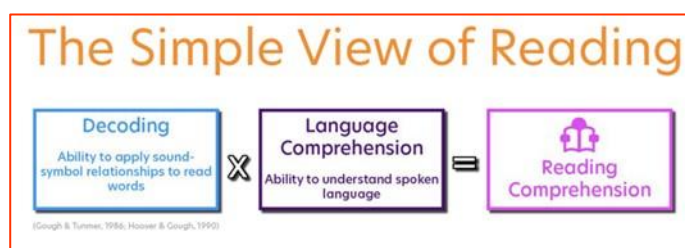
The teaching of reading



Reading is a multifaceted skill, gradually acquired over years of instruction and practice (Scarborough's Reading Rope 2001).

Skilled readers display fluent execution and coordination of word recognition and text comprehension. Language comprehension becomes increasingly strategic as readers acquire more skills and word recognition becomes increasingly automatic.

As explained by the Simple View of Reading, learning to read requires two overarching abilities – correctly identifying words (decoding) and understanding their meaning (comprehension). An extensive body of research on reading instruction shows that there are five essential skills for reading and that a high-quality literacy program should include all five components. These five components need to be explicitly taught, in addition to providing a strong foundation in oral language and a knowledge-rich curriculum.



Five essential skills for reading:

1. *Phonemic Awareness*: The ability to identify and manipulate the distinct individual sounds in spoken words.
2. *Phonics*: The ability to decode words using knowledge of letter-sound relationships
3. *Fluency*: Reading with accuracy, speed and expression.
4. *Vocabulary*: Knowing the meaning of a wide variety of words and the structure of written language
5. *Comprehension*: Understanding the meaning and intent of the text

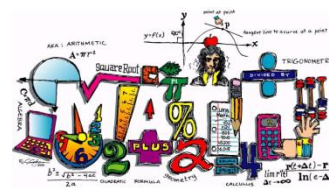
All these skills are incorporated into classroom practice with an emphasis in Kinder to Year 2 on **Learning to Read**, moving to **Reading to Learn** from Year 3. At St Monica's we use the **Initialit** program as it has been identified as a quality Early Years reading program.

A partnership between parents and school has proven successful in supporting students' literacy learning. Research has shown that when parents reinforce the efforts of schools, children's literacy competence, attitudes and confidence improve. St Monica's provides many opportunities for parents to attend literacy workshops and engage in the learning and teaching process in classrooms.

The "NSW Foundation" handwriting is the preferred handwriting style of our school.

MATHEMATICS

At St Monica's we believe Mathematics is essential for living. Some aspects of Mathematics are required by individuals in order to function adequately as members of society. These aspects include strategic planning, skills and techniques and involved in understanding and applying number, choosing and using measures, computation, problem-solving and reasoning. The study of Mathematics therefore provides support for concurrent learning in other essential learning areas and builds a sound foundation for further mathematical education.



The Mathematics Curriculum is organised around the interaction of three content strands and four proficiency strands.

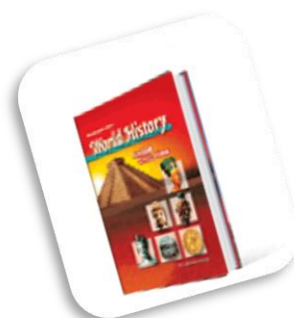
The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics.

Mathematics lessons occur each day from Kindergarten to Year Six for 60 minutes. All students are tested at the commencement and conclusion of each year, using a range of diagnostic testing tools. Ongoing assessment occurs at various stages throughout the term.

HUMANITIES AND SOCIAL SCIENCES (HASS)

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.



In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.



Through studying Humanities and Social Sciences students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

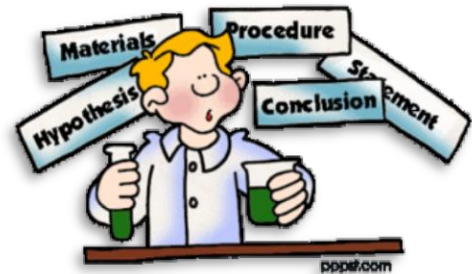
The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

SCIENCE

The teaching of Science focuses on developing a student's capacity to

- be interested in and understand the world around them, and to reflect on and apply scientific knowledge to new learning situations and problems in personal, social and civic life and
- contribute to an environmentally sustainable future.

St Monica's teaches the Australian Curriculum: Science which is organised around three interrelated strands: Science Understanding (SU), Science as a Human Endeavour (SHE) and Science Inquiry Skills (SIS) which 'together....provide students with understanding, knowledge and skills through which they can develop a scientific view of the world'.



THE ARTS

At St Monica's we believe The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five Arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the Arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use Arts knowledge and understanding to make sense of their world. Throughout the Arts Curriculum there is a focus on valuing, respecting and exploring the significant contributions of Aboriginal and Torres Strait Islander Peoples to Australia's arts heritage and contemporary arts practices.

The Australian Arts Curriculum comprises five subjects:

Dance: awakens and heightens an awareness of movement sensations to develop a kinaesthetic sense and develops a knowledge and understanding of the human body and an increasing skill in its use. Dance also develops gross and fine motor skills and an increasing level of fitness.

Drama: requires students, through enactment, to view life from many perspectives, allowing students to anticipate, confront and deal with societal and personal issues. It also develops interaction skills using negotiation, cooperation and collaboration and is an effective medium for increasing self-confidence, self-esteem and self-awareness.



Media Arts: assists students to gain a deeper understanding about characterisations and representation of the community through engagement with a variety of media: images, sounds and texts. Students use a range of media technologies to express their ideas and share their stories with others. Media Arts is an essential area for critical and creative thinking within the context of an ever-changing digital media landscape.

Music: assists students to develop a knowledge and understanding of the elements and concepts of music and is an essential form of communication. It develops aural awareness, perception and enjoyment of music.

Visual Arts: includes processes of visual thinking, visual problem solving and the development of concepts and technical skills that enables students to diversify their skills and adapt to future changes in society.



HEALTH AND PHYSICAL EDUCATION

In our rapidly changing society, there is increasing community awareness of the importance of healthy lifestyles and a growing recognition of the need for students to be active, responsible and informed decision-makers. The Health and Physical Education Key Learning Area provides students with the knowledge, practical skills and values necessary for meeting these needs and for developing a better quality of life for all, for now and in the future.

At St Monica's Health and Physical Education is an important key learning area as it encourages an understanding and valuing of self and others, promotes physical activity and emphasises informed decision-making leading to effective and responsible action. Children are encouraged to participate in all Physical Education activities in the spirit of good will and cooperation. As this is an integral part of St Monica's curriculum, teachers will require a note if your child is to be exempt from such a lesson.



Sporting Teams

To develop and enhance the St Monica's school spirit, the children are placed into one of four houses. The children are involved in team house activities throughout the year which promote fair play, team work, cooperation and good sportsmanship. Children are allocated to a house when they commence at St Monica's; siblings are always in the same house.

Blue – Mirri	Red – Buru	Green - Mugga	Yellow - Walga
			

LANGUAGES - JAPANESE

A specialised teacher teaches Japanese to the children from Kindergarten to Year 6. It is our intention to not only provide the children with a taste of the mechanics of the language but also of the culture. Each class groups receives one 40 minute session per week for at least one semester per year. Funding for this programme is supported by a Commonwealth Community grant to promote community languages in schools and funds from the Curriculum Levy.



Language programs identify five broad categories, which are relevant to all language programs at every level of schooling. The categories are Communication, Socio-cultural, Language as a System, Language and Cultural Awareness and General Knowledge.

INFORMATION AND COMMUNICATION TECHNOLOGY



Technology is an integral component of education at St Monica's. This component of student learning focuses on how to use a range of technology to support their thinking, learning and communication. Technology broadly encompasses digital communication systems, including computers, iPads, portable devices and software.

Years 4 – 6 students require their own Chromebook and our Kindergarten to Year 3 students have access to school owned iPads and Chromebooks. Technology is integrated within the school curriculum. Children and teachers have access to software programs and computer hardware including digital cameras, printers, scanners and a digital video camera.

CLASSROOM SUPPORT

At St Monica's we believe that all children should have lifelong access to high quality education and training for vocational, social and personal needs to improve the quality of their life and to prepare them to realise their potential in later years.

We recognise that, although all children have individual learning needs, there is within the school a significant proportion of students with special educational needs. Additional support is required if their schooling is to be rewarding and they are to achieve educational outcomes appropriate to their individual learning needs.

St Monica's is committed to the inclusion of children with special needs. It is the policy of the Canberra Goulburn Archdiocesan Catholic Schools System that, students with disabilities and special learning needs will be educated in age-appropriate settings in regular schools, in the mainstream classrooms. The incorporation of inclusive practices is guided by the principles of justice as reflected in Church, educational documents and legal Anti-Discrimination Acts.



LIBRARY

The St Monica's Library is an integral part of the school as it provides an environment that encourages its use for educational as well as recreational purposes. The Library is staffed by a qualified Teacher Librarian. We also have volunteers who spend time each week loaning, returning, covering and shelving books.



Our Library environment is a welcoming, supportive and stimulating space that provides resources for the whole school community. The Library is an essential part of curriculum planning and programming as it supports the whole school curriculum.

All students from Kindergarten to Year 6 participate in a Library lesson on a weekly basis. These lessons focus on fostering a love of books and reading. We focus on developing Information Literacy skills that will enable students to become confident users of the Library and its resources, thus becoming independent, lifelong learners. Inquiry learning and Cyber Safety are also taught during Library lessons. Term 3 lessons are focused on Children's Book Week, where the Children's Book Council of Australia's shortlisted books are celebrated, inspiring a love of quality literature and creative responses.

Students are encouraged to borrow books from the Library during Library sessions. They are also encouraged to bring a Library bag each week to Library lessons to ensure our books are well looked after.

During the year the children are provided with the opportunity to meet visiting Story Tellers, Authors and Illustrators. Two Scholastic Book Fairs are held throughout the year as they provide an opportunity for family and friends to purchase from a selection of quality children's books. The sale of books assists with purchasing books for the Library.

To complement our Bring Your Own Chromebook program, our Library has implemented the use of an e-book platform to enable students to borrow e-books. Our aim is to encourage students to read for pleasure, and therefore contribute to their ongoing literary attainment and engagement.



ENRICHMENT PROGRAMS

St Monica's is committed to offering all children as many and varied opportunities as possible to enable them to reach their full potential.

Coaching Clinics

To assist and encourage the development of fundamental skills, the children are offered a range of specialised training clinics which may include AFL, League, Rugby Union and soccer. Clinics complement the planned scope and sequence for the year.



Competitions

Throughout the year students are provided with information and opportunities to enter a range of local and Australia wide competitions including Maths Challenges, the Dorothea Mackellar Poetry Competition and St Monica's Writing Competition.

Excursions and Camps

Classes will be involved in excursions during the year to assist the students' education. Parents will be formally notified of the purpose, destination etc. The cost of the day excursions are covered by the Curriculum Levy. Parental permission must be received by the organising teacher otherwise the child will not be permitted to participate.

Each year the students in Year 5 & 6 take part in a three-day outdoor education camp at a location away from Canberra.



Gymnastics & Tennis

Each year the children in Kinder to Year 4 are provided sessions of gymnastics, provided by qualified staff from a local Canberra gymnastics club while Years 5 & 6 take part in a six-week tennis program at the Melba tennis courts. The cost of these specialised lessons is covered by the Curriculum Levy.

Music Lessons

Tuition is available from professional teachers for a large variety of instruments, including, flute, guitar, clarinet and saxophone. These lessons are conducted during class time and coordinated by Musicorp or private tutors. Private guitar and piano lessons can be arranged; this depends on availability of places. The cost of lessons is an extra to school fees.

Public Speaking

Children in Years 5 and 6 are coached in Public Speaking giving them opportunity to participate in the A.C.T. Rostrum Public Speaking Competition. Children in Years 3 and 4 also participate in public speaking opportunities in their class in preparation for more formal opportunities in Years 5 and 6.

Representative Teams

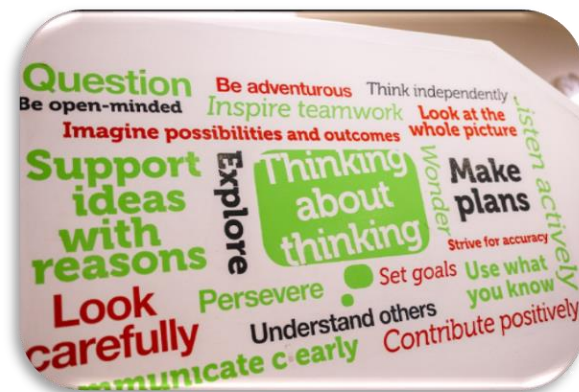
As St Monica's is an active member of the Belconnen Primary Schools Sports Association (PSSA), representative teams are selected in swimming, athletic and cross country to compete in regional carnivals. St Monica's encourages the participation in a number of differing sporting activities, which enable students to play representative sport for their school. Students with disabilities are encouraged to participate in carnivals and activities open to them at a representative level.

School Carnivals

Annual school carnivals are held each year in Swimming, Cross Country and, Athletics. Specific dates are determined by when the regional PSSA Carnivals are held.

Student Leadership

At St Monica's all students in Year 6 are part of the school leaders. This stems from the belief that all Year 6 students need to experience leadership and discover the benefits from the opportunity to develop their potential.



Community

ST MONICA'S SCHOOL COMMUNITY COUNCIL

The School Community Council is at the heart of the Community and provides the opportunity for members of the School, Parish and Archdiocesan Communities to support the mission of Catholic education in St Monica's. Working with the Parish Priest, Principal and Staff, Council Members provide leadership to the School Community.

The School Community Council has a decision-making role in certain policy areas and an advisory role in others. The policies of the School are always set within the wider mission of Catholic Education. In the area where it has responsibility for the development and monitoring of policy, the Council operates within the policy and procedures determined by the Catholic Education Commission (CEC) and the Catholic Education Office (CE).

The Principal has responsibility for the day-to-day leadership and management of the school.

The School Community Council has responsibility to take decisions in the following areas:

- Supporting the development of the Catholic identity, ethos and mission of the school.
- Supporting pastoral care strategies in the school community.
- Promoting the school in the local community.
- Developing and coordinating events that promote community and fundraising opportunities
- Developing, approving and monitoring the annual budget, including school determined levies, loan commitments and the fees collection and remission policy.
- Discussion the continuing Catholic education viability of the school.
- Developing and monitoring school enterprises, eg Uniform Shop, Canteen, sports associations, hall hire.
- Approving school uniform items decided at school level.
- Ensuring the expenditure of levies or funds is in keeping with Archdiocesan regulations.
- Provide input on parent priorities and suggest ideas about Catholic schooling for the school’s strategic plan.
- Raise money for resources as identified in the School’s Strategic Plan and Annual Budget process.
- Provide student and parent services eg. Canteen.
- Provide support for school programs involving parents.
- Provide opportunities for social interaction and for parents to form supportive networks.

The School Community Council has responsibility to provide advice in areas such as:

- Curriculum offerings.
- Educational policies for the school, eg reporting, homework.
- Student welfare policies.
- Parent support processes.
- Other matters as requested by the Parish Priest or Principal.

SCHOOL COMMUNITY COUNCIL STRUCTURE

The St Monica’s School Community Council membership reflects the structure presented in the School Council Constitution developed by Catholic Education Canberra/Goulburn.

Position and Roles	Elected from	Term
4 x Parent Representatives (Roles include - Chair, Deputy Chair, Secretary and Council Treasurer)	Parent Community	2 years
Principal	Ex officio member and its Executive Officer	
Parish Priest	Ex officio member	
2 x Member of staff	St Monica’s Staff	2 years
Position	Elected by	Term
As many as three (3) other people appointed by the Council for their expertise	Council	Set term - as need arises

Committee Representatives/Contact Officers Eg Fete Convener	Council	At least one (1) member of each committee will be appointed as the contact person for that group, and as such is eligible to attend the Council meeting. The committee contact person does not have voting rights on the Council.
The Council Executive may appoint committees for special projects and/or ongoing activities. These committees will appoint a Representative or Contact Officer who will be available to attend meetings of the Council when required. Eg Canteen, Uniform Shop		
A representative of the Catholic Education Office may be requested by the school community or the Director of the CEO	CEO	Set term - as need arises

Responsibility of the St Monica's School Community (the parents and families)

Key parents and/or parent groups in the school play a pivotal role in School Community by committing to actively supporting or coordinating one or two initiatives throughout the year.

This may take the form of:

- Coordinating or supporting one of the events set in the Annual Fundraising and Social Calendar eg the Fete, Fathers' Day Breakfast.;
- Providing services eg helping in the Library and /or Canteen, coordinating or serving on the Mother's Day stall or School Discos, operating the Uniform Shop or doing the behind-the-scene accounting work for a particular activity;
- Providing support for school programs eg Literacy and Numeracy Programs and a range of co-curricular sporting initiatives including the walkathon;
- Providing support in the Classrooms in an area of special interest or expertise eg Asia Projects; and
- Supporting the raft of issues and initiatives that arise in the course of a school year; and
- Taking on the role of a Class Contact and actively engaging with and supporting your Class Group.

Committees

- The School Community Council may appoint committees as it deems necessary and appropriate depending on local school circumstances and in accordance with local need.
- Committees will be represented at each of the Council meetings and as such, these committees are not separately constituted bodies.
- The School Community Council, in consultation with parents, will determine the responsibilities and accountabilities of these committees and the duration of the operation of each committee.
- Committees are appointed and dissolved at the discretion of the Council.
- A committee is answerable to and will communicate its advice on recommendations only to the Council.
- At least one (1) member of the committee will be appointed as the contact person for that group, and as such is eligible to attend the Council meeting.
- The committee contact person does not have voting rights on the Council.
- Membership of committees is determined by need and availability of parent members.
- The School Community Council will set terms of reference for each committee.

Beyond the examples outlined of specific and much needed support all parents play a general support role by:

- Actively engaging and participating in the life of the School;
- Providing input on parent priorities and suggest ideas about Catholic schooling; and
- Supporting the Council and its policies.

VOLUNTEERS & PARENT HELPERS

We believe that education involves partnership between staff, parents, the parish and the children. Helping in and around our school sends positive messages to the children and helps keep you informed about happenings at the school.

To assist volunteers St Monica's has prepared a set of guidelines about working with children in our school. Parental assistance is essential in the following areas to ensure programs are run effectively within the school.



- Classroom and Library helpers
- Sports Coaches
- Canteen
- Special Lunch Days
- Helpers at Carnivals
- Transportation
- Supervision on Excursion

WORKING WITH VULNERABLE PEOPLE Act

The *Working with Vulnerable People (Background Checking) Act 2011* (the Act) commenced on **8 November 2012**. Individuals working or volunteering in 'Activities or Services for Children' **must** hold a Working with Vulnerable People Card.



There is **no cost for volunteers** and you register by accessing the Justice and Community web site:- https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/2800 and complete the registration form. This site also contains all the information you will need including the explanation of what is at the heart of the *Working with Vulnerable People (Background Checking) Act 2011*.

All helpers should view the Working with Vulnerable People (WWVP) card like holding a licence to drive. **All volunteers are required**, under the Act, to carry their WWVP card when working with children.

All volunteers and visitors are expected to carry their WWVP card while on school grounds. Please ensure you give your card to Front Office staff to copy and keep on file.

Visitor Guidelines

- **Introduce yourself** to the children and tell them what you wish them to call you (first name or Mr/Mrs etc). Teachers are referred to by Mr ..., Ms ... etc.
- Ensure you are clear about the expectations of the task and seek clarification if necessary.
- Be willing to assist all children or group of children within the classroom. This could mean that you may not always work with your child.
- The classroom teacher is the primary source of discipline within the classroom. Should the children show any forms of disrespect please notify the classroom teacher immediately and the teacher will deal with the situation.
- St Monica's school maintains a strict policy in relation to discipline and children. Please do not touch the children or humiliate them in front of their peers. We must always treat students with respect and without favouritism. There is no place for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
- A high level of trust is essential when working as a volunteer. Discussions concerning a child's progress should not be discussed with other volunteers or the child's parents.
- If the children tell you information of a sensitive nature, please maintain a high level of confidentiality and report your concerns to the classroom teacher or member of the school executive.
- As classroom routine is very important, please endeavour to be punctual to ensure classroom activities are not delayed. Should you be unable to keep your volunteer commitment please notify the school as soon as possible. Remember class time is precious and this is not a time for you to discuss your child's progress.
- If working in the school, please **familiarise yourself with the evacuation procedures** of the school displayed in each room.
- If involved in coaching a team, a time out for a short time may be appropriate when a child is not cooperative.
- At the completion of training please **do not leave the training venue until all children have been collected** by their parents or care givers.
- Individuals transporting students are required to ensure all children are correctly restrained with seat belts at all times. Volunteers must complete our St Monica's Transport Record for Parents providing a copy of their driver's licence and details relating to insurance and registration. Copies available from the Office.

CANTEEN

The Canteen provides for the children, opening at morning tea and lunch on Thursday and Friday. A team of volunteer parents and friends assists the Canteen Manager with the preparation and serving of food. All parents are invited and encouraged to support this wonderful service. For convenience parents are now able to place canteen lunch orders online through Qkr. This is the only option available for ordering lunch.



TEAM KIDS OUT OF SCHOOL HOURS CARE

St Monica's Primary School offers Before School Care, After School Care and Vacation Care to the parents and friends of St Monica's Primary School through external provider Team Kids.

Team Kids is committed to providing a fun, safe, warm, positive and stimulating environment for all those involved with the Service. The children can interact with children of different ages and be cared for in a home like environment, extending and enhancing their home experiences. The Service aims to create a flexible environment where the children are afforded the opportunity to make their own choices with confidence and self-esteem within their own abilities.

Activities provided for children cater to varying interests and abilities. Each child and his/her family will be valued and respected regardless of the cultural background, gender and beliefs. We believe that every child is an individual and contributes uniquely to the positive nature of the service. Team Kids aims to provide an environment that will encourage positive relationships between children, staff, parents, guardians, school staff and the broader community.

At Team Kids we recognise that every child has specific developmental needs that require attention. We especially focus on the development of the physical, emotional, intellectual, creative, recreational and social elements which allow the child to operate with confidence and contribute ably with peers, family and the community.

The staff members from Team Kids give priority to being part of a team whereby quality care, professionalism and ongoing support for both staff member and child is a priority. The staff team work cohesively together and in support of each other to fulfill a variety of tasks, working towards common goals, and focusing on the Service's philosophy.

Hours of operation

- 7.30am. – 8.45am (Before school care)
- 3.10pm – 6.00pm (After school care)
- 8.00am – 6.00pm (Vacation care)

Eligibility

- To enrol in the Service visit www.teamkids.com.au

UNIFORM SHOP

The St Monica's Uniform Shop is a voluntary run service for the parents of St Monica's. The Uniform shop is located in the demountable block.

There is an expectation from all parents and carers of children attending Catholic schools to wear a uniform. By accepting enrolment at St Monica's Primary School, parents and carers are agreeing to accept the dress code established and promoted by the school community. This code requires each child to wear full and correct uniform to school each day. The only exception to this is when the school holds an "out of uniform" day. Children not in full uniform should have a written explanation from parents when this occurs.

Back Packs

At St Monica's we have our school bags printed with the school emblem. The Harlequin Ergo Tuff-Pack® uniquely balances a lightweight school backpack with an ergonomically designed back panel and shoulder straps. Complete with a hard wearing, waterproof soft base. Ergonomic contoured back system with 3D scapula & lumbar pads which are crafted to cushion key pressure points, delivering revolutionary comfort. Back Packs are available through the school Uniform Shop.



Hair

Inappropriate hairstyles are not acceptable. Children with shoulder length hair are required to keep their hair tied back whilst at school. This helps the school avoid the incidence of head lice and keeps their hair neat and tidy at all times. Ribbons and hair accessories are to be maroon or navy in colour. White ribbons are acceptable with the sports uniform.

Jewellery

Children are expected to be neat and tidy at all times. The wearing of jewellery, other than a watch, is not permitted. For safety reasons, if children have pierced ears they are permitted to wear plain studs or small sleeper earrings. Studs are the preferred option where possible.

Hats

Hats promoted by St Monica's are the maroon Bucket Hat and Legionnaire Hat. The Slouch Hat is also acceptable.



Bucket Hat



Legionnaire Hat



Slouch Hat

CLEARLY MARK EVERYTHING belonging to your child with his/her name. Bottles, lunch boxes, shoes, dresses, tracksuits, coats, hats etc must be marked.

Makeup

Makeup and nail polish are not permitted to be worn at school.

ST MONICA'S UNIFORM CODE



Girl's Summer Uniform: Terms 1 & 4

Dress or Shorts & Shirt	Standard Catholic Primary School Summer Dress or Sky Blue Polo Shirt with the school emblem and Girl's Navy Blue Long Line Shorts.
Ankle socks – not anklets	White socks with the dress. Navy or white socks with shorts.
Shoes	Black leather shoes - lace up, buckle or Mary-Jane, NO JOGGERS
Sweatshirt/Jumper	Maroon with school emblem Polar fleece or V neck sweatshirt
Hair accessories – bands, ribbons, scrunchies	Navy or Maroon
Hat – legionnaire or bucket style	Maroon

Girl's Winter Uniform: Terms 2 & 3

Tunic or Slacks – Half elastic or full elastic waist	Standard Catholic Primary Pinafore or Navy pants (No corduroy or tracksuit pants), permitted to wear shorts all year round.
Peter Pan Blouse or long sleeved polo	Sky Blue
Stockings	Navy
Ankle Socks	Navy or white
Shoes	Black leather shoes – lace up, buckle or Mary-Jane, NO JOGGERS
Jumper – Sweatshirt	Maroon
Hat- legionnaire or bucket style	Maroon
Jacket	Maroon fleece with embroidered school crest
Scarves or beanies	Navy or Maroon
Hair accessories – bands, ribbons and scrunchies	Navy or Maroon

Boy's Summer Uniform Terms 1 & 4

Shorts	Navy
Shirt	Sky Blue Polo
Ankle socks	Navy
Shoes	Black leather shoes, lace up, buckle or boot – NO JOGGERS
Sweatshirt	Maroon
Hat – legionnaire or bucket style	Maroon

Boy's Winter Uniform: Terms 2 & 3

Trousers – Half elastic or full elastic waist	Navy (No corduroy, cargo or tracksuit pants) , Students are permitted to wear shorts all year round.
Long sleeved polo top	Sky Blue
Ankle Socks	Navy
Shoes	Black leather shoes – lace up, buckle or boot
Jumper – Sweatshirt	Maroon
Hat- legionnaire or bucket style	Maroon
Jacket	Maroon fleece with embroidered school crest
Scarves or beanies	Navy or Maroon

Sports Uniform – Boys and Girls - All year round on nominated days

Shorts	Unisex - Maroon Skorts for girls have been added to the range on offer. Girls may wear a netball skirt
Sport Polo Shirt	Maroon and white polo with school crest
Ankle socks	White
Tracksuit (Cold weather)	Maroon
Hat – legionnaire or bucket style	Maroon
Shoes	Joggers
Hair Accessories	Maroon or white

A navy weatherproof jacket is permitted if required.

Shoes

Appropriate schools should be worn to school that will support your child’s feet. Black leather shoes are to be worn with the school uniform and joggers with the sports uniform. Children are not permitted to wear their sports shoes with their school uniform unless approval is given by the Principal or class teacher.

SAMPLE SHOE STYLES

