

FAMILY HANDBOOK

Orientation, General Information,
Wellbeing Information and Curriculum



LEARN MORE · LIVE MORE · BE MORE

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VISION STATEMENT

We want all members of our community to have the

Wisdom to Seek
Courage to Thrive
Power to Change

Thomas More College, as a Christian community in the Catholic tradition, recognises and celebrates that each individual is unique and made in God's image. Our community values and promotes the life-long love of learning, the search for truth and the responsibility to work in hope for a better world.

Our Mission is to:

- Support and encourage students in the development of faith, recognising God's presence in the world and in all people
- Pursue excellence and foster this spirit in our students
- Nurture an environment in which the self-esteem of all our members is promoted and which affirms the rich diversity of human culture
- Challenge and support students in their growth as spiritual, intellectual, social, emotional and physical beings
- Encourage an understanding of ourselves as integral parts of a greater creation, and to respond by reaching out in love and care to the world around us
- Work with families and the wider community to provide students with a range of skills that will enable them to become independent learners in a changing world
- Provide a supporting, caring, just and safe environment for all members of our community
- Foster a spirit of hope and a sense of wonder and optimism for the future.

Thomas More College aims to provide teaching and learning experiences which support young people in becoming thriving individuals. In recognising the power of learning to change ourselves and our world, we strive to develop young people with the wisdom to be seekers of knowledge and experience who will go on to realise their aspirations and shape their own future. We call this the Thomas More Shaped Graduate.

At the end of their secondary schooling the Thomas More Shaped Graduate will have developed capabilities and 21st Century skills for success no matter which discipline they pursue, while also developing areas of interest and depth of learning, building pathways for careers and future studies.

PRAYER

Dear God

When you ask me to **respect**, I know I must love others as I love myself.

When you ask me to **serve**, I know you are first and through you I serve others.

When you ask me to **act with integrity**, I know that I show my true self.

When you ask me to **persist**, I know that giving up is not an option with you.

When you ask me to **strive for excellence**, I know that I will take my best.

And when I **connect** with the Thomas More College Community, I know that I am loved.

St Thomas More, pray for us.



BACKGROUND

Thomas More College is a Catholic, Regional, Coeducational, Comprehensive Secondary School

Thomas More College was founded in 1979 out of a need of the community for a Catholic school in an area with a rapidly growing population. The College was established at the request of the Catholic Community, with much aid from the Commonwealth Schools Commission to help Catholic families to meet the educational needs of their children at Secondary level. Those needs are seen from the perspective of Catholic values and traditions.

Six Catholic Parishes combined to establish the College - Salisbury, Elizabeth North, Elizabeth South, Gawler, Virginia and Para Hills. The school was called a College because it requires of its members not just a focus on knowledge but also a commitment to a way of living, that which expresses the values of Jesus Christ and our Catholic Faith.

Today, we are proudly a diverse community, thriving in an environment that espouses the values of connection, respect, integrity, service, perseverance and striving. Our patron saint's qualities of academic excellence, strength of character and service to others emanate throughout every facet of the College. The strength of relationships lived daily within every classroom comes from Thomas More College's culture of knowing students well. We provide teaching and learning experiences which support young people in becoming thriving individuals in a contemporary society. The curriculum is comprehensive, providing flexible options and pathways with subjects catering for diverse abilities. Students are encouraged to strive for excellence, developing their individual gifts and talents. In recognising the power of learning to change ourselves and our world, we strive to develop young people with the wisdom to be seekers of knowledge and experience who will go on to realise their aspirations and shape their own future.

COLLEGE GOVERNANCE

Thomas More College is an operation of the South Australian Commission for Catholic Schools through the Catholic Education Office.

There is a College Board, which is an agent of that Commission for the running of the College.

The Constituent Parishes, the Staff and the Catholic Education Office are represented on the Board.

The Senior Administrative Staff are appointed by the Director of Catholic Education on behalf of the Commission.

CURRICULUM INFORMATION

The curriculum at Thomas More College delivers both the Australian Curriculum from Years 7-10 and the SACE from Years 10-12. It is designed to provide students with key skills for future study and life beyond school. We provide a broad range of learning experiences and develop the capabilities of each learner. These capabilities are the foundation of the Australian Curriculum and SACE. They underpin all learning areas and support subject specific knowledge, understanding and skills.

DIVERSE ABILITIES

Our aim at Thomas More College is to fully develop the diverse talents of all our students. Subject teachers offer differentiated programmes designed to meet these needs. This is done to both support those who may need extra help, and extend all students to achieve their full potential. This differentiation forms part of our classroom practice but may also occur through the development of an alternate pathway. Our programs include the possibility of accelerating study beyond a student's year level and draw upon external networks.

MIDDLE YEARS LEARNING

Teaching and learning in the middle years provides students with foundational skills alongside opportunities for exploration of personal strengths and interests. Students will engage in deep learning with teachers using middle years pedagogy which is interdisciplinary and responsive to student needs.

In Years 7 & 8, students will experience the majority of their learning within our "Core Teacher" model. In this model, teachers work in pairs, each taking the class for two or more of their compulsory subjects; English, Humanities & Social Sciences (HASS), Religious Education, Mathematics and Science. This model supports the social and emotional development of middle years learners through a shared collaborative responsibility for students, developing strong relationships of education trust.

This is complimented by specialist studies in Physical Education, Languages, the Arts and Technologies. From Year 9, students transition into a more traditional high school model moving between a variety of specialist teachers, courses and facilities.

SENIOR YEARS LEARNING

Years 10-12 provides the platform for students to build their learning pathway, creating possibilities for their future beyond school, whatever direction they choose to take. The senior years offer a continuing development of understanding, knowledge and skills learnt in the middle years, providing greater depth and specialisation, according to student strengths and interests.

The SACE begins at Year 10 with Exploring Identities and Futures and Stage 1 and 2 is traditionally completed at Years 11 and 12. The SACE is provided through flexible and tailored pathways with a variety of academic and vocational subjects offered. Every student is expected to successfully gain their SACE on completion of Stage 2.

We recognise the need to offer our students the best opportunities to make wise career decisions and gain personal, social and industry skills. This is regardless of whether these pathways involve university education or industry training. The choices made by students at senior level are important. The best choice is the one which suits their strengths and learning style, engages their interests and prepares for future learning and career pathways.

VOCATIONAL EDUCATION TRAINING

Vocational Education and Training (VET) provides senior students with opportunities to gain training for employment pathways by gaining the skills and knowledge needed for work. All such training involves theory and work placement which may take students off campus for negotiated periods of time.

The South Australian Certificate of Education (SACE) is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. The SACE enables students to include a significant amount of VET in their SACE studies.

VET operates through a national accredited training system, particularly for trades and other industries. It is delivered, assessed, and certified by Registered Training Organisations (RTOs), including TAFE. Students can refer to the VET Recognition Register for more information at www.sace.sa.edu.au/subjects/recognised-learning.



EXTERNAL STUDIES

Students at Thomas More College have the opportunity to take a number of courses outside of the school particularly at the senior level. For example, the South Australian Secondary School of Languages (SASSL) offers studies in a large number of languages. Some of these classes may be taught on our campus (depending upon demand) after hours.

MARGARET MORE CENTRE

The Margaret More Centre specialises in supporting the education of students with a verified mild/moderate intellectual disability under the guidance of a Specialist Coordinator. Students are enrolled as per the College enrolment process and participate in all aspects of College life including Wellbeing, camps, excursions and a combination of modified mainstream and specialised subjects as per their Personalised Plan for Learning (PPL). Work experience and post school transition are a significant focus of the senior years (please refer to the Margaret More Centre booklet for further information).

LEARNING ENRICHMENT PROGRAMS

Inclusive Education support is underpinned by the College's Vision and Wellbeing statement that recognises and upholds each student's right to grow as a thriving individual. By embracing and valuing diversity we acknowledge the unique presence of God in all people, we enrich our whole school community and show our commitment to social justice. This is supported by a strength and growth-based mindset, the belief that all students can learn and do learn differently. We are committed to the evidence-based pedagogy of inclusion and differentiation and the provision of quality teaching and learning for all.

The Inclusive Education Team supports the academic and social development of students with a disability, learning difficulty, mental health and disengagement within the school community from Year 7 to Year 12. Staff also support students who access the Margaret More Centre. The Inclusive Education Coordinator liaises with the teaching staff to assist in identifying learning needs, defining and documenting appropriate adjustments or modifications, and implementing evidence-based literacy and numeracy interventions. Depending on individual need the Ignatius Centre Team also provide in-class support, small group support, 1:1 support and lunch club. Adjustments, support and agency involvement are documented via the Individual Education Plan which is regularly reviewed in collaboration with the student and their family.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Thomas More College celebrates cultural diversity, which is a key feature of our community and we are committed to supporting students for whom English is an additional language or dialect in accessing the curriculum. We recognise that for some students, English is only one part of a diverse linguistic repertoire. We support EALD learners by understanding each student's background, career pathway and learning capabilities, while developing positive relationships and safe classroom environments. Building on previous language skills, support is provided to students from non-English speaking backgrounds to ensure they fully benefit from the curriculum offered by the College.

RELIGIOUS EDUCATION & SPIRITUAL FORMATION

As a Catholic College, our faith underpins every aspect of our being. The beliefs, values and traditions of the Catholic faith inform all of our curriculum, our policies and our relationships with each other. Principles such as social justice, the dignity of the human person and hospitality are woven through the fabric of our community. Religious Education does not only happen in the formal lessons of that subject; it is also present throughout the culture or ethos of the College. They can also be seen in our student values of respect, integrity, connection, persistence, service and striving. It is expected that all students of the College will participate in daily morning prayer, school liturgies and Masses as well as the Social Justice and Retreat programs.

Religious Education is a formal subject at every year level in the College curriculum. In Year 7 and 8 the course begins with an introduction to this community and the broader Catholic Tradition. The major feasts and celebrations of the Church's Year are explored and experienced. Central to the course is the story of Jesus which is explored through scripture and through our understanding of the Mass. The Sacraments of Initiation are particularly relevant at this age and the course invites a greater understanding of these significant events in the students' faith journey.

We encourage our students to always be seeking meaning within their own lives. We acknowledge that adolescents are often searching for deep connections with self and others and our rituals and traditions seek to support them on this journey. We strongly believe in a loving God, who is always present.

Key to the spirituality of the Thomas More College community is a spirit of outreach, of generosity towards those in the world around us. As our young people grow we hope to develop in them a heart of goodness as an expression of a lived faith. We believe that our role is to work with you, as parents who are the primary educators of these young people, to develop in them this adult understanding of life.

ABORIGINAL & TORRES STRAIT ISLANDER SUPPORT PROGRAM

STATEMENT

Thomas More College aims to support all Aboriginal and Torres Strait Islander students to reach their full potential and to be successful at and beyond school. We are committed to Reconciliation, thus welcome all Aboriginal and Torres Strait Islander students and families as valuable and active members of the College community. There is a strong understanding that all Aboriginal and Torres Strait Islander students are diverse, bringing their own sense of cultural awareness, personal identity and experience and as a College strive to provide rich, authentic and meaningful learning experiences for all.

CURRICULUM

The curriculum offered at Thomas More College is designed to improve learning outcomes for all students. As a college we acknowledge the gap in learning outcomes that can sometimes exist between Aboriginal and Torres Strait Islander students and their peers. Through the implementation of an inclusive curriculum in mainstream subjects and a commitment to quality teaching and learning, students can connect with their own identities and cultures. We also value the significance of Reconciliation and believe all students at the College should be exposed to learning experiences surrounding Aboriginal and Torres Strait Islander cultures and histories, where they can develop respect and knowledge of the world's oldest living cultures.

All students at Thomas More College have access to SACE and as a College are committed to supporting all students to be successful. We also offer traditional academic pathways, however, all Aboriginal and Torres Strait Islander students have Personalised Plans for Learning (see below) which supports their learning goals. Students can also access flexible learning opportunities such as Integrated Learning and Community Studies where the focus of the learning can be tailored to students' cultural backgrounds, lives and interests.

STUDENT AND FAMILY SUPPORT

In the aim of improving learning outcomes and promoting student wellbeing we offer support in the following way:

Personalised Plan for Learning

At the beginning of each semester, students will have a Personalised Plan for Learning (PPL) developed.

In this way, individual students have personalised attention and mentoring, supporting their goals. The aim of this is to set learning goals, maximize student achievement and to continuously track progress. Plans are developed in consultation with subject teachers, parents, the student as well as the Aboriginal and Torres Strait Islander focus person.

These plans effectively mean that students receive individual attention that comes with case management throughout their time at Thomas More College.

Afterschool Homework Centre

There is a weekly homework centre that is available for all students to attend. Students are encouraged to use this opportunity to improve academic achievement.

External Programs

In conjunction with Catholic Education South Australia and other providers, all students have access to opportunities to develop their cultural identity, awareness, leadership skills and academic achievement. Examples include the YY program and leadership development days. Please note the programs offered can change annually due to funding and participation numbers.



PERSONAL RESPONSIBILITY

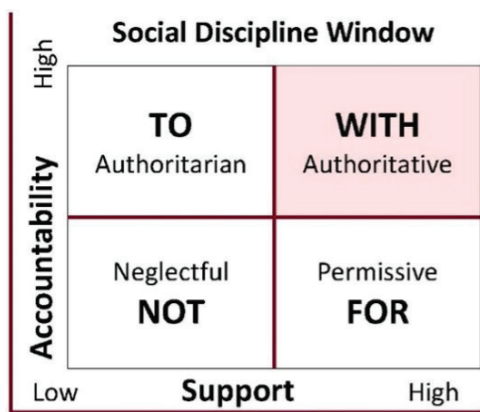
PRINCIPLES OF RESTORATIVE JUSTICE

The principles of Restorative Justice underpin the student welfare processes and practices at Thomas More College. An individual’s dignity and wellbeing are paramount, respecting the desire and importance of connection in relationship with others. We believe that by using Restorative Practices, we are strengthening the connections between relationships and learning.

At Thomas More College, our aim is to give those most affected by conflict the strategies needed to resolve problems and build relationships. Working restoratively, we assist the students to develop a personal responsibility for their behaviour with a focus on restoring broken relationships.

Affective Questions

- What happened?
- How did it happen?
- How did you act in this incident?
- Who do you think was affected?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same situation happens again, how could you behave differently?



RESTORATIVE PRACTICE

Our preference is to work with members of our community within a restorative framework. Our belief is that all behaviour is driven by the needs of the individual. As such in the way we relate we aim to restore relationships.

The Principles of Restorative Justice:

- Foster awareness in the student of how others have been affected
- Avoid scolding or lecturing. This often results in the student reacting defensively. It distracts from noticing other people’s feelings
- Involve the student actively. In a Restorative intervention the student is asked to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. This student is held accountable
- Accept ambiguity. Often fault is unclear and people can agree to accept the ambiguous situation.
- Separate the deed from the doer. We can recognise a student’s worth, their virtues and accomplishments while disapproving of their wrongdoing
- See every serious instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

Thomas More College uses a multifaceted approach to wellbeing, employing the services of:

- College Counsellors
- Wellbeing Mentor
- Year Level Leader
- Director of Middle/Senior School
- Assistant Principal - Student Wellbeing

Students are supported in understanding their own and others behaviours and choices through:

- The Wellbeing Curriculum
- Educational programs
- Mental Health, Resilience and Wellbeing programs.

SETTING UP FOR SUCCESS

The support of parents and caregivers plays a crucial role in enhancing student success. At Thomas More College, we believe that through partnership with parents in setting clear and consistent expectations for students we can support the student's development for life beyond school in:

ATTENDANCE

Attendance or 'being present' demonstrates connection to the College. It forms the basis for academic and social success. Every day is important at Thomas More College and as such, non-attendance needs to be followed up via contact with the Wellbeing Mentor.

- Ensure consistent attendance. Attendance is a priority. It is a legal requirement that students attend school unless they have a legitimate medical reason for not attending school
- Where possible, plan family holidays, appointments and other events outside of normal school hours
- Check Student Diary and/or SEQTA at the end of the week to ensure that all absences are accounted for
- Engage in conversations at home regarding the importance of regular attendance at school
- Contact Wellbeing Mentor directly for any ongoing absences
- In senior years, ensure part-time work does not conflict with school.

PUNCTUALITY

At Thomas More College, our first bell rings at 8:35am. This is a sign that students need to be in class, ready to begin lessons by 8:40am. We start the day with formal lessons so being punctual is important to ensure learning takes place.

- Work with students to plan a journey to school that ensures arrival at the College by 8:30am
- Students are able to arrive at the College from 8:00am onwards to enable early drop-off where needed
- Encourage routines at home that work and provide a stress-free environment
- Ensure that students have signed notes explaining all late arrivals to the College.

UNIFORM

Taking pride in oneself is important to student wellbeing. Our students connect with the College by wearing the appropriate uniform. It is important to have a backup uniform should something go wrong. This should not be the Physical Education uniform. Thomas More College students are encouraged to prepare their uniform the night before as part of their daily responsibilities.

- Parents help to ensure that the appropriate seasonal uniform has been purchased and fits the student
- Parents help to periodically check the condition of the uniform for general wear and organise replacement/repair as needed
- Parents help students to develop routines that ensure the uniform is washed and presentable for school the next day
- Parents help to support the college's enforcement of the uniform guidelines and communicate any issues relating to uniform to the college immediately
- Parents help students to "dress for success".



LEARNING IN OUR COMMUNITY

The secondary learning environment is one where students develop their capabilities as self-directed learners. All learning at Thomas More College is centred around developing our Learner Behaviours. These are the skills and capabilities young people need to become lifelong learners and thrive in their studies and futures beyond school. The Learner Behaviours are developed in each subject, supporting students on their journey towards becoming the Thomas More Shaped Graduate. Our staff provide students with high support in learning and high accountability when completing tasks. Developing the skill of being disciplined and driven, managing subject workload and meeting deadlines is central to ensuring academic success across the high school journey. It is important that students develop good study habits in the middle years to prepare them for success in further studies.

E-LEARNING

1:1 access to technology is a key element in a contemporary curriculum that aims to continuously improve student learning outcomes. By providing every student at Thomas More College with a digital device, students are able to learn in an environment where technology brings subjects to life and where students can own their learning environment, engaged with learning that is meaningful. Technology enables TMC to focus on building students' capacity to collaborate, learn independently, become critical and creative thinkers and create innovative solutions in preparation for a global world. Our aim is to create a cost effective, efficient and scalable model for teaching and individualised learning that removes any barriers to learning experienced by personal devices. College devices will promote better learning in and out of school by:

Encouraging 'anywhere' access to independent, self-initiated learning

- Improving student workflow
- Facilitating immediate feedback
- Promoting family involvement in education
- Enhancing collaboration between peers and teachers.

LEARNING INTERVENTION

When assignments are set, students need to develop the skill of managing the completion of this task over an extended period of time. These larger tasks will appear in the student's "Due Work" in SEQTA Learn & Engage.

The College does not wish to see students fail due to non-submission of work. The College has several measures

in place to support students who are not managing their workload effectively including lunch time and afterschool learning intervention sessions. Students who are at risk of not completing set work by the summative deadline may be required to attend after school Learning Intervention sessions to be supported in completing the task prior to the due date. Parents/caregivers are informed beforehand via SEQTA, email, text message or a phone call.

Parents and Caregivers can support work completion by:

- Ensuring a high level of attendance to ensure that learning is not missed
- Routinely check diary entries regularly and sign weekly
- Provide notes for absences, requests for extensions, requests for exemption from e.g. excursion, activity
- Support their child by staying aware of due dates via the Parent Portal of our Learning Management System (SEQTA) and supporting student stress levels.

HOMEWORK

Our belief is that any homework set should be; purposeful, achievable, relevant and connected. It may take the form of short tasks, completing work from the day or longer projects or assignments.

Homework is given for several reasons:

- To ensure in class learning is understood, learnt and practiced
- To prepare for new topics about to be studied at the College
- To provide time for revision and consolidation of knowledge already gained
- To develop self-discipline and good study habits as an independent learner.

The College provides a homework timetable to assist students in managing their time, however, it is important they learn to manage their schedule themselves. Students are encouraged to be flexible and to manage time effectively.

The recommended time spent on homework should be:

Year 7	1 hour each weekday
Year 8	1-2 hours each weekday
Year 9	1½- 2 hours each weekday
Year 10	2 hours each weekday, plus 2 hours on the weekend
Year 11	2½ - 3 hours each weekday, plus 3 hours on the weekend
Year 12	3 hours each weekday, plus 3 hours (more as the year progresses) on the weekend.

Parents and Caregivers can support homework by:

- Checking “Due Work” in SEQTA Learn & Engage (parents) and student diary to be aware of what needs to be completed
- Supporting their child’s independence in planning use of the time, organising materials and setting goals through prompts and questions
- Monitor and encourage their children to be using their time efficiently and ensure they are on task
- Helping students set up a quiet, comfortable study area.
- Encouraging students to use any homework time not required for set homework for further reading, study, revision and research.

THE HOMEWORK CENTRE

The Homework Centre is an important resource to support students in their learning. It operates Monday to Thursday from 3:15pm-4:15pm (Tuesday from 2:45) in the Research & Innovation Hub and is staffed by teachers and ESOs who provide assistance to students in completing their work.



ASSESSMENT AND REPORTING

CONTINUOUS REPORTING

Parents/caregivers will be able to stay up to date with their child’s progress on an ongoing basis through SEQTA Engage. There are two major aspects to this:

Due Work

Parents/caregivers will be able to see an overview of future assessment tasks and homework their child has due. Access to this information will help parents support their child’s work completion and time management at home.

Grades

Parents/caregivers can access an in-time picture of their child’s achievement across the year. As a task is assessed the grades and feedback for the task will appear in SEQTA Engage. Parents will be able to view their child’s progress across each subject without waiting for the end of term formal school report.

SCHOOL REPORTS

The Learner Profile

Students receive a Learner Profile three times per semester as the keystone of reporting at Thomas More College. The Learner Profile provides a holistic picture of a student’s progress, displaying the breadth of their development as a learner and a person, as well as the depth of their engagement with their academic studies. It is designed to be read alongside assessment of a student’s academic performance which is measured against the Australian Curriculum or the SACE.

What is represented in the Learner Profile?

Assessment of the Learner Behaviours and Wellbeing Values reflect how a student is demonstrating our core principles in a visual representation. From this we can see at a glance where a student’s strengths lie, and where they might need to stretch with our support. The Learner Behaviours and Wellbeing Values are assessed on a five-point scale of Scale of Excelling to Not Yet Managing.

Connection to the College is represented in total attendance and days late. You will see a summary of academic achievement alongside the Learner Behaviours Summary by Subject, as well as an indication of the Learning Interventions which have been required in meeting academic expectations. As the years progress you will also see a student’s academic progress over time.

An academic report is provided to complement the Learner Profile.

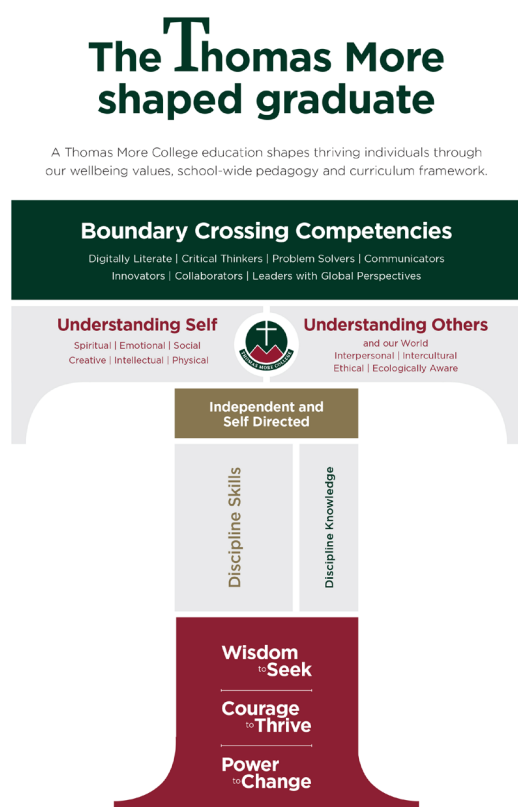
The end of Semester Reports represent a student's cumulative achievement against a measure of the achievement standards of the Australian Curriculum or the SACE. For middle school subjects that run for a whole year, the Semester 2 report represents a student's cumulative achievement against the achievement standards of the Australian Curriculum over the whole year.

Year 12 students do not receive a final year report. For these students, the SACE transcript represents the final report of achievement.

THE T SHAPED PROGRESS INDICATOR

The T-Shaped Progress Indicator on the learner profile displays a student's progress towards becoming the T-Shaped Graduate, calculated through their demonstration of the Learner Behaviours, Wellbeing Values and Connection to the College through Attendance, Punctuality and Uniform.

The T-Shaped Progress Indicator is instead designed with a growth mindset and supports students in striving for excellence. The basic expectation at Thomas More College is that students achieve the Managing (or Bronze) level of a T-Shaped Student, while striving for either the Self Managing (Silver) or Excelling (Gold). Achieving below the Managing level suggest students will need support in one or more aspects of their schooling and we can work with them to improve.



COLLEGE AWARDS

At Thomas More College, we recognise and celebrate the hard work of students who strive for the highest level in their academic studies. Recognition of students striving in each of our Learner Behaviours are awarded to students based on the results in Semester reports. Any student can achieve in these areas.

JET - SET - GO

The Junior Education Transition (JET) program allows students in the middle school to reflect on their capabilities as young learners and to establish plans for growth in future-ready skills.

Students prepare over several weeks through various tasks; they identify areas of meaningful learning that they are proud of and identify challenges and strengths they have encountered and overcome throughout the year. Students engage and reflect on who they are as a learner and set goals for themselves to assist them in their planning to be the best that they can be. They examine themselves against capability descriptors and identify ways to grow. They develop a portfolio of how they have managed their own education from which they can carry out into the world of further education and work.

In the interview itself, students present themselves to an educator at the College, with a caregiver present. They act as an advocate for their own education, demonstrating who they are as a person, learner and leader. They develop strategies to develop their wisdom to seek learning opportunities, courage to thrive and their power to change the world.

As students graduate from middle school, they begin their SET (Senior Education Transition) Program which also includes pathway planning for senior students.

In Year 12, students engage in GO (Graduate Opportunities) as they plan and prepare to take their next step beyond high school as Thomas More Shaped Graduates.

CURRICULUM EXTENSION

Learning experiences are not restricted to the formal curriculum. A range of “curriculum extension” activities are provided within Leadership, Sports, Music, Drama and Camps.

EXCURSIONS

Studies being undertaken at the College can be reinforced through the inclusion of an excursion, which may form a valuable component of the curriculum. Permission notices are sent home via Edsmart informing parents/caregivers of the excursion details and seeking authorisation for their child to attend. Students need formal consent to take part in excursions. Consent needs to be received at least 24 hours prior to the excursion date.

If a student is unable to attend an excursion, we ask that the College is notified of the reasons.

CAMPS/RETREATS

Camps are a vital part of a student’s educational experience. As such participation is an expectation of enrolment. Parents/caregivers are strongly encouraged to support these opportunities for their son/daughter.

The theme of the Year 7 Orientation Camp is building relationships and responsibility. The program provides opportunities for students to build new connections with peers and teachers, whilst developing the personal responsibilities of being a high school student.

The focus of the Year 8 Camp is on Building Connection. It can be considered a “Getting to Know You” camp, where relationship building among the new Year 8s is the main theme.

The theme of the Year 9 Camp is “Resilience”. This camp focuses on the importance of relationships and undertaking personal challenges.

Year 10 and 11 students undertake retreat/seminar days as a way to further their understanding of themselves as well as Faith in Action.

Year 12 students are required to attend a Retreat as part of the Religious Education Program.

All events are supervised by Thomas More College staff.

STUDENT LEADERSHIP

Students have the opportunity to make suggestions, organise activities and participate in planning through the Student Representative Council (SRC). The SRC is elected by students and assisted by staff in its activities. The SRC play a significant role in building connections across year levels by organising student led “Curriculum Extension Activities”.



SPORTS

In addition to Physical Education, Thomas More College recognises the importance of sport in the development of our students. At various times of the year, students are involved in a number of carnivals such as swimming, athletics and interschool sports. There are also a range of Lightning Carnivals and State Knockout Sports in which students can participate. These carnivals are generally run during College hours. A number of other extra-curricular sports are offered on a voluntary basis.

To promote the valuable use of break times and the importance of an active and healthy lifestyle at Thomas More College, large oval spaces and the John Hyland Centre is made available to students. At times throughout the year staff conduct lunch time competitions organised for students. Grounds are divided into set areas of play to ensure all students have the opportunity to play safely while also ensuring the safety of those who wish to simply sit and enjoy the environment.

MUSIC

At Thomas More College, we aim to support the growth of successful learners. We believe that music can help grow confident and creative individuals who will become active and informed citizens.

ENSEMBLE PROGRAM

The Ensemble program provides group tuition with a professional musician, once a week after school. With an emphasis on public performance, the Ensemble program focuses on the importance of responsibility and service to others whilst building resilience and self-esteem.

The Ensemble program supports diversity and encourages students to have multiple roles within their social and family communities. Participation in the program fosters the growth of personal goals, aims to build self and social awareness, and helps students to develop communication skills, workplace social practices and problem solving.

The cost of participation in the Ensemble program is subsidised by the College with families contributing a small levy.

PRIVATE INSTRUMENTAL PROGRAM

Taking part in this program offers students the opportunity to extend upon the classroom music experience, building on understanding of more complex concepts such as technical and expressive skills. Safety, correct posture and technique in using instruments are the focus.

Through guided practise and rehearsal, students refine repertoire and deepen stylistic understanding by engaging with a more diverse range of music.

Taking private lessons keenly draws attention to the importance of student time management and develops a sense of personal responsibility whilst building resilience and self-esteem.

The Private Instrumental program provides one-on-one personal tuition with a professional tutor, once a week during school hours. Students choose a musical instrument to focus on within our set offerings. These lessons are paid for on top of College Fees and are payable to the private tutor.

COLLEGE PRODUCTIONS

Every second year, the Performing Arts Department leads the production of a dynamic College Drama Production where students from Year 7 - 12 can participate and create long lasting memories. Being part of such productions develops strong peer to peer relationships across all year levels, confidence, creativity and language and communication skills, just to name a few.

RESEARCH & INNOVATION HUB

The Thomas More College 'The Hub' supports student learning. It provides resources to support the curriculum, and guidance in the development of research skills or simply a space to work. Charging stations in the Hub are available for classes and individual students to complete class work under the guidance of their teachers. The Hub subscribes to World Book Online and to Macquarie Net, two databases which provide full text, up to date encyclopedia and newspaper articles which can be accessed from home as well as at school.

The Faulkner Centre is open before school, from 8:00am, at lunch times and after school until 4:00pm.

High priority is given by the Hub staff to developing quality fiction collections for both junior and senior students. Students at all reading levels have a wide choice of fiction available to them and the staff are enthusiastic about helping them to find fiction to suit their interests.

CONNECTION TO LOCAL PARISH

The College encourages and assists students to participate in youth groups in their Parishes. In this way they can deepen worthwhile friendships and develop a clearer sense of purpose in their lives.

The College will also support students wishing to pursue sacraments.

DAILY PROCEDURES

THE COLLEGE DAY

The College day/week is broken up into

Mon, Wed, Thurs & Fri

Begins at 8:40am with Lesson 1, and ends at 3:20pm.

(College bus departs 3:30pm)

Tues

Begins at 8:40am with Lesson 1, and ends at 2:40pm

(College bus departs at 2:50pm)

A movement bell sounds at 8:20am. All students should be on campus and organised for the day by this bell.

The College Research and Innovation Hub is open 8:00am to 4:15pm daily.

IT Services is open 8:05am to 4:00pm daily and is also open for students at Recess and Lunch.

STUDENT LOCKERS

All students are provided with a personal locker. On a student's enrolment at the College, they will be issued with a padlock which is to be used by the student until they leave the College at the completion of their enrolment. If a student misplaces or breaks their padlock, they will be required to purchase a new one. No other types of locks may be used on lockers (i.e. Padlocks must be purchased through the College).

To protect personal items and in order to assist personal organisation, the following guidelines apply:

- Students are required to use a Thomas More College issued padlock
- Students should keep their padlock code private at all times and not disclose the code to others
- Lockers should remain locked at all times when not in use
- Valuable items should not be brought to school
- All items are left in lockers at the owner's risk and the College's insurance policy does not cover loss of items.

STUDENT ABSENCE

Parents/caregivers must notify the College of a student's absence either by phone or a diary note on or before the day of absence.

If families fail to notify the College of their child's absence and we have been provided with a parent/caregiver mobile phone number, an SMS message will be sent at a time prior to 11:00am.

The message will read "Thomas More College's first roll call today showed your child [name] as not present. Please ring on 8182 2600 or SMS with reason for absence".

LATE ARRIVAL AND EARLY DEPARTURE

Students are expected to be at the College prior to the 8:35am siren. Any late arrival must be explained via a phone call on 8182 2600 or a diary note from parents/caregivers. If a student arrives at the College after the 8:40am bell they are to report to Student Reception.

Students are not permitted to leave the College grounds unless written parental authorisation has been given and shown to a Wellbeing Mentor. Should a student have written permission explaining a required absence, they are to be collected from the Front Office at the time stipulated by the note in the diary.

Students are required to report to the office staff in Student Reception on return to the College. Students are encouraged to seek dental, medical and other personal appointments outside of College hours.

ILLNESS/INJURY AT THE COLLEGE

If a student is injured or falls ill whilst at the College, they are to immediately report to the Student Office where office staff will determine the appropriate course of action. If a student needs to go home the Front Office staff will contact parents/caregivers. Students are not permitted to contact parents/caregivers to be picked up. If injury/illness is serious an ambulance will be called to the College and parents/caregivers notified.

MEDICATION

The College must be notified of any student who requires medication. The distribution of medicine during College hours should be discussed with the College Deputy Principal. The appropriate documentation needs to be completed and submitted to the office. To ensure the student's safety, the College will not dispense analgesics, unless directed and provided by parents/caregivers as above.

THE HOUSE SYSTEM

The students are divided into House Teams for the purposes of intra-school competitions.

The House Teams

- **Hosking (Green)**
Fr Philip Hosking S.J. was our founding Principal
- **McDonald (White)**
John McDonald was the Director of Catholic Education who nurtured the establishment of the College
- **McLuskey (Blue)**
Daniel McLuskey was the first Chairman of the College Board
- **Travers (Red)**
Dean Travers was the Representative of the Parish Priests on the Founding Committee and a Benefactor of the College.

COLLEGE YEARBOOK

The College Yearbook is an important vehicle of expression for students. It records student activities and achievements in academic, sporting and curriculum extension fields. It recalls class groups and friends.

It presents a picture of College activities and people to parents/caregivers and fosters a sense of College spirit and community and recognises students' endeavours.

In presenting what the College was like in a given year, children have a valuable record of their College years; particularly for those who have left and moved on to life beyond Thomas More College.

DROP OFF ZONES

Students can be dropped off and collected from the front of the College on Amsterdam Crescent or surrounding streets. There is no drop off or pick up in car parks. Traffic flow before and after school can be slow so please remain patient. Student safety is an issue Thomas More College takes very seriously, therefore in the interest of all members of our community, we respectfully ask parents to refrain from dropping off and picking up students in all College car parks.

Parking is provided on College grounds for Senior Students however, students require a permit from Student Services Reception and must understand that they park at their own risk. Remember: keep our students safe!

TRANSPORT

The College does not accept responsibility for students travelling to or from the College, though it tries to give them guidance to avoid danger. The College is accessible by train and bus. We ask all parents/caregivers to support our efforts in ensuring that your son/daughter is instructed in the correct behaviour and safety procedures expected on public transport. Students are in need of careful instruction by parents/caregivers, concerning the dangers of not obeying railway regulations.

BICYCLE RIDING

The College encourages healthy behaviours such as walking or riding to school and as such provides a facility for the storage of bikes transported to the College. Owners of bikes, who leave their bike in the bike storage facility, are reminded that they do so at their own risk. Whilst this facility is generally locked, the College strongly advises that bikes kept in here are also kept locked with a chain.

COLLEGE BUS

Thomas More College has introduced bus services for our Community. This service is an initiative in partnership with a private bus company. Tickets are purchased via the Busminder app, please contact finance for access.

Please scan the QR code below to view the bus routes.

BUS LINK A



BUS LINK B



THOMAS MORE COLLEGE

UNIFORM

All College uniform items are available only through the College uniform shop (except shoes and black 70 Denier tights).

UNIFORM SHOP HOURS

Monday:	2.00pm – 4.00pm
Thursday:	2.00pm – 4.00pm
Friday:	8:00am – 10:00am

Other times or changes to the opening times will be advised in the College newsletter.

In wearing the College uniform, a student represents the whole College community. Behaviour while in uniform therefore reflects others; past and present students. The uniform is to be worn correctly and with pride. Behaviour is to be such that the whole College community can be proud of the way it is represented.

SUMMER UNIFORM (TERM 1 & 4)

Girls

1. College green and gold check dress worn at or below the knee. Alternatively, College grey trousers with white shirt, open neck, and College white cross logo
2. Plain white, ribbed, knee-high socks
3. College green jumper with College white cross logo.

Boys

1. Short sleeve, white shirt with open neck and College white cross logo
2. College Surrey shorts or College Surrey trousers
3. Plain black/grey marle socks with trousers or grey marle socks with shorts
4. College green jumper with College white cross logo.

WINTER UNIFORM (TERM 2 & 3)

Girls

1. Long sleeve, white shirt with College white cross logo
2. College green check skirt worn at or below the knee. Alternatively, College grey trousers, long sleeve white shirt with College white cross logo
3. Plain black knee-high College socks or black full-length tights (70 Denier or more)
4. College green jumper white cross logo (optional item)
5. College green and gold striped tie
6. College blazer with College white cross logo.

Boys

1. Long sleeve, white shirt with College white cross logo
2. College Surrey trousers
3. Plain black/grey marle socks
4. College green jumper with white cross logo (optional item)
5. College green and gold striped tie
6. College green blazer with College white cross logo.

COLLEGE BLAZER:

All students in Years 7 - 12 are required to wear the College blazer to and from the College with the winter uniform. (Official Year 12 jumper may be worn in place of the blazer to and from the College when available). All students in Years 7-12 are also required to wear the blazer to assemblies, masses and at other times when requested by the College e.g, excursions.

PHYSICAL EDUCATION UNIFORM (PE)

Years 7-12

1. College charcoal shorts with white piping or College charcoal tracksuit pants with white piping, with TMC icon logo in white with red underline
2. College green polo top
3. College green jacket, with white piping, and red internal collar, with College white cross logo
4. College black or white sport socks with TMC icon logo in green or white sport socks
5. Thomas More College green hat with TMC icon logo in white with red underline
6. Sandshoes (not available from the TMC Uniform Shop).

Years 7 – 9:

Students may wear their Physical Education uniform to and from the College on the days they have Physical Education.

Year 10 - 12:

Students may wear their PE uniform to and from the College on the day they have a double lesson of Physical Education. For single lessons students are to bring sandshoes if they are participating in a practical lesson.

The College hat must be worn in Term 1 and Term 4 for all outside PE lessons.

The Physical Education uniform is not an alternative uniform to wear when something is wrong with the normal uniform.

OTHER UNIFORM ITEMS

1. Black leather low cut, low sole and low heel school shoes. In various specialist areas, for safety reasons, no sports shoes are accepted. (compulsory)
2. Thomas More College green hat with TMC icon logo in white with red underline
3. Thomas More College bag (compulsory)
4. College green or plain black scarf (optional in Terms 2 and 3)
5. College green or plain black gloves (fingerless gloves not permitted)
6. Beanie.

COLLEGE AND FAMILY COMMUNICATION

Experience and research have proven conclusively that a young person's development is positively influenced when school and family work together with the same aims for their young people. Hence, our College tries very hard to achieve communication and mutual understanding with parents/caregivers. Some of the processes are:

1. The Student Diary. The College Diary plays a central role in communication between the College and parents/caregivers. In it, students list their homework and any other information which parents/caregivers need to know. Teachers and parents/caregivers are invited to write notes and advice to each other in the diary. Parents/caregivers are asked to read and sign the diary every week.
2. SEQTA Engage is the platform for parents to stay engaged with their child's progress, including in time information on homework, assessed work and absences.
3. Learner Profile, Term and Semester Reports. Each term, reports are prepared for each student. The report aims to let parents/caregivers know of the student's achievement, attitudes and attendance.
4. In some cases of special need or urgency, teachers try to contact parents and ask parents/caregivers to do the same. Appointments are readily made available.

WHO DO I APPROACH?

For many and varied reasons, you will need to contact staff at the College. Below is a general guide on who to approach in certain scenarios. The College also has various policies available on the College website / LMS pages that may also help.

About a subject	→	The Subject Teacher
About a wellbeing, organizational or social issue	→	The Wellbeing Mentor
About a matter concerning all students of a year	→	The Year Level Leader
About matters concerning student welfare and/or learning	→	Director of Middle or Senior School
About personal difficulties	→	The College Counsellors
About careers/future pathways	→	Head of Learning Diversity
About whole College matters or escalation of the above	→	The Directors, Assistant Principals, Deputy Principal or Principal



PARENT COMMUNICATION APPLICATIONS

Thomas More College used a number of applications to keep our families informed of College Events, Excursions, General information.

EdSmart

- Emails sent from the College for general information, Excursion notices/consent forms
- SMS for quick important information or reminders

SchoolZine

- TMC Newsletter 'More News' sent fortnightly
- Booking platform for uniform fittings

Website

- Access to the school calendar for the most up to date information/class specific events

Social Media

- Facebook and Instagram for general information or updates and insights into College life.

STUDENT MOBILE DEVICE USE AT SCHOOL PROCEDURE

Key Expectations

Phones must be placed in lockers upon arrival and remain there for the entire school day.

Canteen purchases may be made using phones, but only in clearly marked zones near the canteen and vending machines. We recommend using a physical card or the QKR! App for convenience.

Outside of these zones or times, phone use is not permitted. If a student is seen using their phone inappropriately, it will be taken to the Front Office and returned at the end of the day.

Approved Exceptions

Senior students making VET or employment-related calls (with teacher awareness) in designated areas and/or teacher-directed educational use in class or breakout spaces.

STUDENT VALUES



COLLEGE MAP

