



St. Joseph's School
Above and Beyond

Constitution Hill Road, SORRENTO 3943
Phone: (03) 5984 1291 Fax: (03) 5984 3230
Email: office@sjsorrento.catholic.edu.au
Website: www.sjsorrento.catholic.edu.au

SCHOOL
INFORMATION
BOOK



Dear families

On behalf of our staff and students, I warmly welcome you as prospective and enrolled families to St. Joseph's School. We trust the experiences ahead will be positive and rewarding.

We recognise that parents are the primary educators of their children and welcome your involvement and participation in the educational programs at school.

We invite you to visit our website where you will find a short video on the home page and ask that you read this booklet about our school and come and see the students in action by booking a tour.

At St. Joseph's Sorrento we go above and beyond to ensure each student:

- is known and nurtured.
- has a personalised learning program designed for their individual learning needs.
- utilises well resourced, engaging and contemporary learning spaces.

Please call us if you have any questions or would like to discuss anything with us.

Yours sincerely,

Monica O'Shannessy
(Principal)



Our School Values of

RESPECT, HONESTY, TEAM WORK and LEARNING

build a culture of learning together and opportunity for all.

SCHOOL DIRECTORY

Principal: Mrs. Monica O'Shannassy

Deputy Principal: Mrs Megan Barber

Secretary: Mrs. Lucy O'Brien

School Address: 1-15 Constitution Hill Road, Sorrento, 3943

Telephone: 5984-1291

Facsimile: 5984-3230

E-mail: office@sjssorrento.catholic.edu.au

Website: www.sjssorrento.catholic.edu.au

Office Hours: 8.30am – 4:00pm

RELIGIOUS DIMENSION

St. Joseph's School is the primary school of St. Mary's, Star of the Sea, Parish.

The school and the parish respect, encourage and support parents in their role as first educators of their children in faith.

Religious Education encompasses Faith Based Inquiry.

In describing learning in Religious Education, three dimensions are used to reflect a holistic approach to education, enabling the learner to explore all aspects of their identity.

- * Knowledge and Understanding: seeking truth
- * Reasoning and Responding: making meaning
- * Personal and Communal Engagement: living story

Through dialogue with others, these three dimensions strive to provide an understanding of the human person as a seeker of truth, a maker of meaning and an interpreter of their story and that of the community.

In Year 3, the children celebrate the Sacrament of Reconciliation and in Year 4, they celebrate the Sacrament of Eucharist. Every alternate year, the Year 5 and 6 children celebrate the Sacrament of Confirmation.

Children participate in prayer, meditation, class and whole school Masses.

STUDENT WELLBEING

Good mental health and wellbeing is critical to the development of every individual and ensures students have a positive and successful learning experience. Mental health is the way we think or feel about ourselves and what is going on around us, and how we cope. At St Joseph's our students' wellbeing is enhanced by:

- creating a positive school community
- regular, explicit teaching of the social/emotional curriculum
- working in partnership with families and carers
- wellbeing intervention at both the school level and with external providers



St Joseph's provides Flexible Learning Spaces that inspire creative, productive and efficient learning

St. Joseph's Catholic Primary School is designed to maximise our children's learning development and contributes to an optimum educational environment.

Children experience learning within contemporary, flexible learning spaces where the children are engaged in learning focussed groups. Research has shown that flexible learning is the most effective class organisational structure for teachers to meet the individual needs of children, creating individual learning pathways.

What Flexible Learning is all about:

- Areas designed to create a community of learners.
- Furniture and technology is easily changed to meet the learners requirements.
- Spaces where learning can take a variety of forms.
- Spaces where collaboration, reflection, discussion and presentation are all catered for.
- Spaces that allow for individual learning styles.
- Learning environments that enhance the learning of all students; whether they are students who need extra assistance or those that need to be challenged.
- Learning spaces that can evolve and change.
- Spaces designed to meet the activity needs for learners; such as quiet areas, community gathering spaces, explicit teaching areas, collaboration tables



What are the advantages of flexible learning spaces?

Advantages for children

Flexible learning spaces:

- provide the opportunity for students to engage in a wider range of activities.
- encourage and foster the sharing of skills.
- create a capacity for rich learning groups; utilizing the skills of the children and two or more teachers' expertise.
- encourage collaboration, cooperation, tolerance and support.
- provide more opportunity for children to work individually, in small and large group situations.
- encourage peer learning.
- provide children with the opportunity to develop responsibility, independence and nurturing skills.
- provide the opportunity for children to learn at their own pace.
- provide students with opportunities to interact with their environment

What our students say about Flexible Learning:

"We have a lot of room to work in, we never feel squashed."

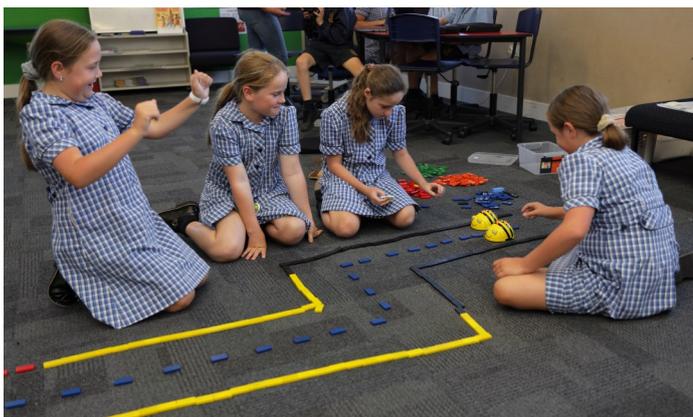
"We aren't stuck in one learning space, we have different teachers to work with."

"We are always working together and if one teacher is busy we can go to another teacher for help."

"We work and socialise with children from other classes and year levels."

"If I get stuck. I can always get help. I feel comfortable in the space. I get to work with different people."

"I love to work in big groups and with just a few friends, it's fun when we all come together."



Advantages for teachers:

- Teachers can provide targeted, point of need teaching.
- Teachers are able to differentiate and adjust the curriculum to cater for individual learning needs.
- Teachers are given opportunities to plan together using both formal and informal data that informs their teaching and learning.
- Children are able to see varied ways of approaching tasks.
- Flexible learning spaces and a team approach enable teachers to work with specific groups in Literacy, Mathematics and Inquiry.
- It provides greater opportunity for teachers to extend children beyond the traditional year expectations.
- A healthy, collaborative environment.
- Teacher mentoring.
- Shared teacher resources and student feedback.
- Space to provide a wide range of learning experiences.
- Teachers can group children in different ways providing richer learning experiences.
- Team approach to learning and teaching
- St. Joseph's has developed the **5D** approach to planning for learning and teaching. This involves the staff using the following process to optimise student learning outcomes:
 1. **DATA** (use data to define what we want to improve)
 2. **DIALOGUE** and **DISCUSSION** (for understanding)
 3. **DECISION** (differentiate and design)
 4. **DO** (the actual teaching and learning)
 5. **DIFFERENCE** (what difference have we made? Not made? Reflect and make changes)

What our teachers say about flexible learning:

"We share our individual skills, every teacher has different strengths."

"We work with different people, sharing ideas and perspectives. We are always learning from each other, supporting children, extending the curriculum."

"We work with a wider variety of children giving greater insight into the needs and expectations of the group."

"Teachers bounce ideas of each other as do the children."

"We learn from one another and continue to improve our teaching practice."



Advantages for parents:

- The nature of flexible learning spaces allows for more parent involvement and participation in their child's education.
- Research had shown that children educated in flexible, multi-age learning spaces have more positive attitudes towards school and better social skills than children in traditional graded systems.
- Flexible learning spaces also give parents the opportunity to broaden their support and friendship networks.
- Parents will receive more accurate assessments of their children's progress.
- Parents are assured that if a teacher is away, the children have the familiar faces of the other teachers in their learning space.

SCHOOL UNIFORM

The following is the full and correct uniform for students at St. Joseph's.

Summer Uniform

School hat
School jumper
Black School shoes
Summer dress
Navy Skort
Navy pleated shorts
Blue short sleeve shirt
Navy socks

Winter Uniform

School Jumper
Black School shoes
Blue long sleeve shirt
Winter tunic
Navy pleated pants
Navy tights or socks
School Beanie (opt)

A school rain jacket is also available

Sport Uniform

School rugby top
School polo shirt
Navy Rugby shorts
White socks
Athletic shoes (runners)
Navy tracksuit pants

- Summer and Winter uniform may be worn at any time however; children may not wear a combination of summer and winter uniforms.
- School shoes are considered to be shoes made of leather or synthetic leather only. Black runners and leisure footwear are not acceptable.
- Athletic shoes include runners and cross trainers. (Not basketball boots)
- Sport uniform will be worn on 2 designated days per week.
- Jewellery is restricted to stud or sleeper earrings. For safety reasons necklaces and bracelets are not to be worn,
- Children are to use the St. Joseph's school bag.
- A note from parents to explain non-compliance is expected.
- St. Joseph's has a second hand uniform shop that stocks a full range of high quality second hand uniforms.
- Hair that is longer than the collar line must be tied back. (this applies to all students)



THE CURRICULUM

St. Joseph's School has a proud record of providing a balanced and sequential curriculum for all students. Along with all other schools in Victoria, we use the Victorian Curriculum.

- The Victorian Curriculum outlines what is important for students to learn and develop during their time at school. The Standards are designed to encourage a deep understanding of essential knowledge, skills and behaviour. The teachers use the Victorian Curriculum to plan student learning, assess students' progress and report to parents. Students develop knowledge and understanding in English, Mathematics, Religion, Humanities (Geography and History—Prep to Year 6, Civics and Citizenship—Year 3 to 6 and Economics and Business—Year 5 and 6), Science, Italian, Technologies, The Arts, Health/P.E., Ethical, Intercultural, Personal and Social capabilities and Critical Creative Thinking. The new approach links traditional subject areas more closely to other important areas of learning such as the development of physical, personal and social skills.
- St. Joseph's has a wide range of intervention programs that support and extend student learning. Every child has the right to reach their full potential.

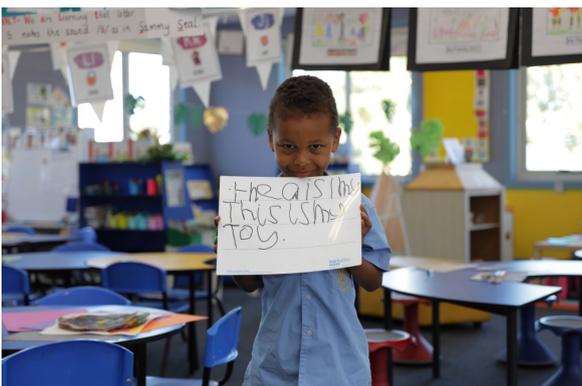
St. Joseph's embraces curiosity, creativity and a love of learning for all.



THE EARLY YEARS

In the early years (Prep – Year 4), the emphasis is on establishing literacy and numeracy skills and understandings, giving children the confidence to learn and to participate in everyday life. The early years classroom is an exciting and stimulating place where your child will be challenged and supported during a range of activities. Time each day will be devoted to literacy and numeracy. As part of the whole class your child will read books, learn about writing stories and solve mathematical problems with the teacher.

At other times students will spend time working in small groups, on special literacy and numeracy tasks with the teacher, or independently with other children. Classrooms are child-friendly places with colourful displays of children's work, learning materials and books, computers, construction materials and art supplies – all of which children find inviting and stimulating.



LITERACY

Our Literacy Program aims to develop in students the ability to speak, listen, read, view and write with confidence, purpose and enjoyment.

The Literacy key learning area is organised into three stands:

- * Speaking and Listening
- * Reading and Viewing
- * Writing

Our literacy program incorporates a range of instructional strategies to provide for the diverse needs of all students. The teachers plan a variety of strategies every day during the reading and writing blocks. Each instructional strategy provides a different level of teacher support and provides unique opportunities to support students as they develop into engaged, responsive and reflective readers, writers, listeners and speakers. The structures in which the students operate provide varying degrees of independence and responsibility.

- In Prep-2, St. Joseph's implements InitialLit which is an evidence based, whole class literacy program. It provides all students with the essential core knowledge and strong foundations to become successful readers and writers.
- Mini Lit (Prep-grade 1), Reading Tutor Program (grade 2 onwards), Levelled Literacy
- Mini Lit (Prep—grade 1) and the Reading Tutor Program (grade 2 onwards) are programs aimed at developing effective reading and writing processes in children needing extra assistance .
- The levelled Literacy program is used to consolidate and extend children in their literacy learning.



SPEAKING AND LISTENING

Within the **Speaking and Listening** component, some of the skills the students will master include the ability to: -

- * recount personal experiences in sequence
- * retell the main events of a story
- * repeat a message
- * listen to stories, thoughts, ideas and the views of others.
- * develop a feeling for the rhythm and movement of words through poems, rhymes, jingles and songs.

WRITING

Within the **Writing** component we encourage children to master skills which include:-

- * making natural scribble patterns
- * engaging in writing-like behaviour such as scribbling in lines, making letter shapes, writing their own name, copying words
- * writing letters of the alphabet correctly
- * reading or inventing a message based on their own "writing"
- * distinguishing between writing and drawing
- * writing from left to right, top to bottom

READING and VIEWING

Within the Reading and Viewing component, the skills students will master include the ability to:

- * listen to a story read aloud
- * hold the book the right way up, turn the pages
- * distinguish between print and picture
- * display an interest in books, pictures and stories
- * talk in a story-telling voice
- * respond to a story e.g., laughter, concern, excitement

From the very beginning, children learn through modelling, that reading is pleasurable and meaningful.



HANDWRITING

The school teaches a handwriting style called Victorian Modern Cursive.

This style is recommended for all primary schools. It was developed after extensive consultation with practicing teachers and in response to requests for greater consistency, legibility and fluency of handwriting.

Your child's name should be written with a capital letter at the beginning of the name then small letters. (Please not all capitals)

Simon



MATHEMATICS

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they draw on in their personal and everyday lives.

Through the strands of mathematics; Number and Algebra, Measurement and Geometry and Statistics and Probability, there is a focus for students to develop their mathematical understanding, fluency, reasoning and problem solving skills.

INTEGRATED CURRICULUM and INQUIRY (FBI)

We use an integrated approach to learning and teaching for the content areas of the Curriculum.

This integrated, inquiry approach emphasises the common elements of knowledge, skills (thinking and social), values and attitudes. Integrated units of work, based around topics of relevance and interest to students, are a vehicle for providing meaningful, connected, learning contexts.

ICT

ICT is an integral part of the learning and teaching at St Joseph's. We strive to educate students about technology tools that can transform and enrich their education. ICT allows students to be creative, collaborative and in control of their own learning. We are constantly looking for ways that students can be engaged and driven. Digital learning opens these doors to St Joseph's students.

Children have access to the latest technology through interactive whiteboards, laptops, ipads and Chromebooks. The school has a STEM Resource Centre; this is a physical location where students gather to share resources and knowledge, work on projects, network, and build with a focus on STEM (science, technology, engineering and maths). Students in Year 4 to 6 have a 1:1 program, in which all students have a Chromebook; this enables a Contemporary curriculum to flow through to all learning and students have access to these tools in all learning spaces as well as at home, to enhance all areas of the curriculum. All other year levels have 1:1 access to devices.

St. Joseph's has also incorporated Robotic Lego to further enhance our students learning experiences.



SWIMMING PROGRAM and POOL

St Joseph's has the benefit of a wonderful shared swimming pool facility. This joint venture, with Sorrento Primary School, allows us to provide swimming and water safety programs for our students in Terms 1 and 4.

Our senior students have an intensive swimming program during Term Three at YAWA.

Every two years St. Joseph's and Sorrento Primary combine to have a Community Fete. Part of the proceeds of the fete allows us to maintain and make improvements to our shared swimming facility.



PHYSICAL EDUCATION

A well-developed Physical Education program is not only essential for the physical development of your child but is crucially important in providing a link with all other areas of the curriculum. For example, skills such as throwing, hitting and catching a ball can lead to your child developing the hand-eye co-ordination skills needed to perform other activities in the curriculum. It also provides improved social confidence during playtimes.

Physical Education aims to develop a range of physical skills, movement patterns and co-ordinated actions in all students. Students are given the opportunity to use these skills in play, games, dance, gymnastics, sports, outdoor activities and recreation.

We have a specialist Physical Education teacher at St. Joseph's who provides an introduction to the F.M.S. (Fundamental Motor Skills) program. This program aims to develop specific skills used in playground games and in sports, and ensures improved participation in such activities. At the Prep level, these skills are incorporated into the Phys. Ed. lessons, with growing emphasis and time allotted to these skills in Grades 1 and 2.



THE ARTS

The Arts are incorporated into the teaching of the integrated curriculum. Students use visual art, dance, drama, media, and music to respond to, sort out, organise, demonstrate and make meaning of the experiences we provide in our study of Science, The Humanities, Health and Technology. The students attend a weekly 1 hour Visual Art lesson and 1 hour Performing Art lesson with our specialist Arts teacher.

Some aspects of The Arts are also included in other areas of the curriculum. For example, dance is one of the elements that is taught in the Physical Education program.

SOME EXAMPLES OF EXTRA CURRICULA ACTIVITIES:

- | | | |
|---------------------------------|--------------------------|---------------------|
| -Footsteps Dance Program | -Class Movie Filming | -Camps |
| -Little Devils Circus Program | -Whole school Production | -Life Education |
| -Lunchtime clubs and activities | -Social Justice Days | -Fun Run |
| -Dance | - Master Art Class | - Choir |
| -Lego Robotics | -Family Life | - Christmas Concert |

LANGUAGES OTHER THAN ENGLISH

At St. Joseph's, children learn Italian from Year 3 onwards. The study of a Language Other Than English (LOTE) has become increasingly important as Australia has become a culturally diverse society. It develops communication skills and knowledge and helps the children come to understand social, historical, familial relationships and other aspects of the language and culture of the speakers of the language they are studying. In their lessons, student are involved in listening, speaking, viewing, reading and writing activities.

MUSIC

At St Joseph's children have the opportunity to learn piano and guitar before, after or during school hours including lunch time. They also have the opportunity to be part of the school choir and participate in assembly items and concerts; e.g. the end of year Christmas concert.

LIBRARY REQUIREMENTS AND PROCEDURES

- Children are brought down to the library once a week
- Prep, Grade 1 and Grade 2 children are taught how to use the library and share books and stories with our library specialist
- Prep children can borrow one book at a time, grades 1-6 up to two books.
- All children must have a library bag or communication folder.



SUSTAINABILITY

Using sustainability as a subject we aim, through education, for our children to explore the realities of being human beings and our responsibilities for our planet. We strive to instil in our students the values and motivation to build knowledge and awareness on sustainability issues, develop their ability to be critical thinkers and to provide solutions towards being more sustainable within the school environment and at home. We are an active participant of the ResourceSmart Schools



program and have productive vegetable gardens and wicking boxes where the children have the opportunity to gain an understanding of life cycles, biodiversity and how living things are sustained.



SCHOOL BUS

The school provides a private school bus service for eligible families.

BEFORE and AFTER SCHOOL CARE

St. Joseph's families have access to the before and after school care program run by TheirCare out of Rye Primary School. Our school bus transports the children to and from this facility.

Once again we would like to welcome you to St. Joseph's.

Give us a call or email us if you have any questions (our contact details are listed below).

If you would like to enrol your child at our school for Prep 2023, there is an enrolment form in this pack.

We invite you to:

- Book a school tour and interview.
- Complete the enrolment form.
- Return it to the school with your child's birth certificate, immunisation certificate and baptism certificate (if applicable).
- Offers of acceptance will be sent to families.
- We will also send you a letter outlining the orientation program we have planned for later in the year.

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