



# ST MATTHEW'S

**180 BRYANTS RD, CORNUBIA QLD 4130**

**(07) 3209 6155**

**STMATTHEWS.QLD.EDU.AU**

*Become part of the  
St Matthew's Story*







St. Matthew's is a Catholic learning community dedicated to the holistic education of our community through faith, knowledge and love. Following the tradition of St. Matthew and St. Mary of the Cross MacKillop, we live the message of Jesus as we welcome and treat all with kindness, dignity and respect

*St Matthew's Vision and Mission*  
*Engaged and motivated learners always faithful to our loving God*



# Welcome to St Matthew's Catholic Primary School

We warmly welcome you to St Matthew's School. We are proud of the fact that ours is a warm and welcoming school.

St Matthew's was established in 1984 by the Sisters of Saint Joseph, with fifty-seven students and just one building. Now with over 580 students, the school still strives to maintain the spirit of St Mary MacKillop, instilling in our students, strong Josephite characteristics of compassion, a sense of community and a desire to reach out to those in need.

Students come to St Matthew's from surrounding suburbs of Cornubia, Shailer Park, Carbrook, Loganholme and Tanah Merah. Most attend local early child care centres.

At St Matthew's, we believe that education is a combined venture involving the child, parents, teachers and the entire school and parish communities. We acknowledge that children bring with them a wealth of knowledge, experience and understanding as well as enthusiasm and excitement for learning. We are mindful that they are also individuals who learn at differing rates and in different ways. We believe that children learn best when they actively participate in real-life experiences.

*"As principal, I want the story of each student to be one where they experience many opportunities to grow and shine, to be active co-creators in their learning, striving for excellence and celebrating success, whilst having fun on the way. Whether it's in their roles as student leaders, or preps investigating their environment I want all to have a voice in their learning and experiences."*

*Bronwyn Buckley - Principal St Matthew's*



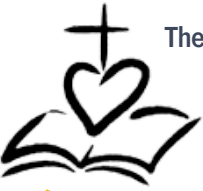
*Key to successful learning is for our students to feel safe, happy and have a sense of belonging!*

**EACH CHILD, PARENT FAMILY AND STAFF MEMBER PLAYS A PART IN WRITING THE ST MATTHEW'S STORY..**



# MISSION AND VISION

St Matthew's Catholic Primary School exists to promote the development of the total person by integrating faith, love and life experiences. It emphasises the central place of Jesus Christ and builds a Christian atmosphere where Gospel values are encouraged and upheld. In the spirit of Mary MacKillop and the Josephite Sisters, it aims to provide a holistic education wherein each child's true potential can be developed through academic achievement incorporating spiritual, social, intellectual and physical growth.



Thereby, we strive to live by our motto of:

*Faith, Knowledge and Love*



## SCHOOL VALUES

*Creative Courage Intentional Inclusivity*  
*Mutual Respect Conscious Compassion*

## SCHOOL LOGO



- The bible and cross represents faith and knowledge.
- The green leaf represents environmental sustainability
- Three human characters represent the families in our school community.
- The brown roof shows that everybody belongs under the one roof.
- The four house colours are included in the design.
- The colour brown reminds us of St Mary MacKillop and the Sisters of St Joseph.

## Our Faith Story

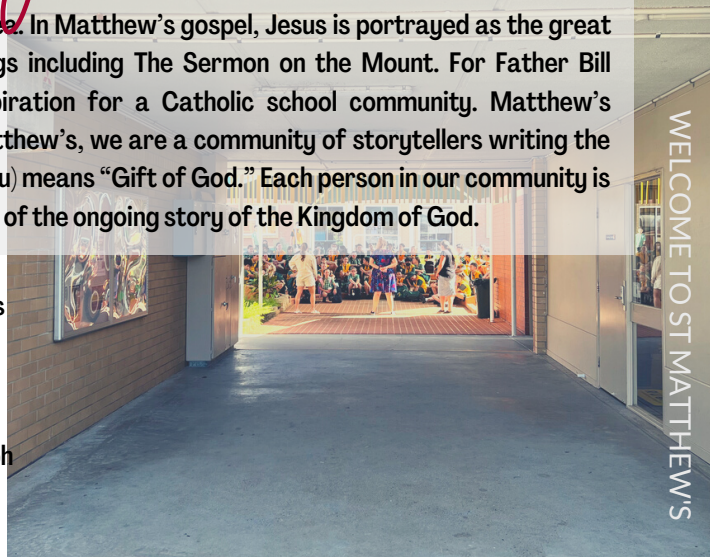
St Matthew was chosen as patron of our school by Fr Bill O'Shea. In Matthew's gospel, Jesus is portrayed as the great teacher. Matthew's gospel includes many important teachings including The Sermon on the Mount. For Father Bill O'Shea, Matthew's Gospel was an excellent source of inspiration for a Catholic school community. Matthew's community was a community of master storytellers. At St Matthew's, we are a community of storytellers writing the ongoing story of God's kingdom. The name Matthew (Mattityahu) means "Gift of God." Each person in our community is a gift of God, created in the image and likeness of God, and part of the ongoing story of the Kingdom of God.

The Sisters of St Joseph were invited to set up St Matthew's School. Their founder, St Mary of the Cross MacKillop, founded her order so that all children could have the opportunity to receive a holistic Catholic education, rich in Faith, Knowledge and Love. We continue the St Mary MacKillop and Sisters of St Joseph story today.



Faith • Knowledge • Love

## RELIGIOUS LIFE OF ST MATTHEW'S



WELCOME TO ST MATTHEW'S



# OUR CATHOLIC IDENTITY

A Strong Catholic Identity at St Matthew's is formed through a planned and intentional Religious Life including, Religious Identity and Culture, Evangelisation, and Faith Formation, Prayer and Worship and Social Justice and Action.

Education at St Matthew's: The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

(Catholic Education Archdiocese of Brisbane, 2013, p. 10).

Within the context of the Catholic School, the purpose of Religious Education is to teach students about the Catholic religion and to teach them to be religious. Through the Religious Education Program, students are offered access to a faith tradition that is rich and life-giving. The development of the child's spirituality is central to our mission. The School and Parish work together to foster the Parish Sacramental Program.

The Religion Curriculum: St Matthew's School shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church, to teach students about the Catholic religion and to teach them to be religious in the Catholic faith tradition. Through the Religious Education Curriculum, students are offered access to faith development that is rich and life-giving. Nurturing spirituality is central to our mission and the School and Parish work together with families to grow in faith, learning and peace. The Religious Education Curriculum is treated as a learning area just as English, Maths and Science are. Student work is assessed and reported on just as other subjects of the curriculum.

## Learning in Religious Education

RE units are designed as a learning inquiry, where students respond to an overarching fertile question. Students are encouraged to be critical in their learning journey, to investigate, create and communicate their learning and personal understandings. The content in the Religion curriculum is divided into four strands that are taught in an integrated way. These are: Sacred Texts, Beliefs, Church and Christian Life.

Faith is celebrated and shared through the Religious Life of the School. Students, staff and families have regular opportunities to gather for prayer. Each class participates in daily prayer and we gather as a whole school community to begin school assembly with prayer. Students are exposed to a variety of prayer experiences, including being taught traditional prayers as part of their Year Level Religion Curriculum. In partnership with our Parish, we gather regularly for mass as a class or whole school to celebrate in the church. All families are invited to join in these moments of prayer. Preparation for students to receive the Sacraments of Initiation is co-ordinated by the parish and students are supported in their preparation by the school.

## Our First Nations Story.....

*Our First Nation' Families - Sharing and co creating the story going forward together through student leadership and empowered voice*

Our First Nations families meet each term to connect, share, educate and plan. Student leadership in leading events and sharing ideas is central to this process.

## Acknowledgement of Country and Wall of Belonging

Look up, look down, look all around.  
From the north to the south,  
from the east to the west.  
The land on which we stand is  
Yugambeh land.

We remember your care of the earth.  
We honour your histories.  
We will keep your stories in our hearts  
and share them.

Wahlu'angah  
Yuwahn'angah  
Gulli'angah

WELCOME TO ST MATTHEW'S





# Our Learning Story

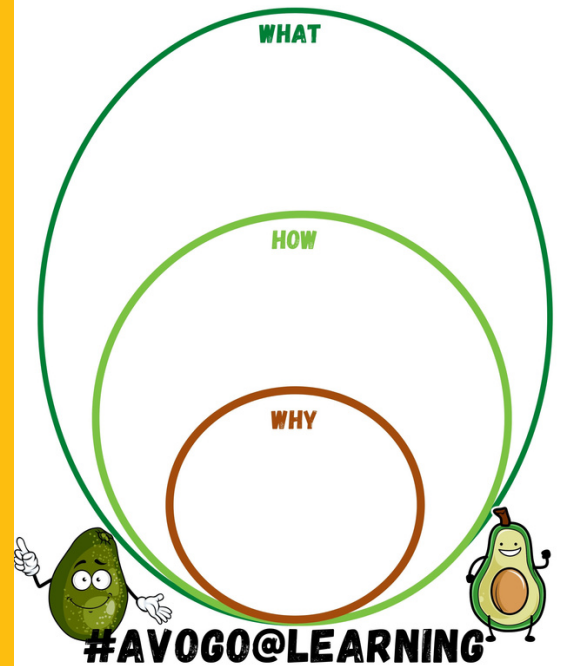
LEARNING AND TEACHING AT ST MATTHEW'S

At St Matthew's, an engaged student demonstrates interest, attention, curiosity, passion, innovation, and optimism when they are learning or being taught. This extends to the level of motivation they have towards their learning and the progress they make in their education.

Engaged students manage their own learning and work to achieve goals that are important to them. They should believe that they can learn and know how to deal with failures. Students who are engaged and motivated will learn from educational experiences, incorporate problem-solving strategies, as well as seek and act upon constructive feedback when setbacks occur. At St Matthew's, we strive to be faithful by remaining loyal and steadfast to the teachings of Jesus.



**AVOGO@**



The St Matthew's learning avocado is a structure that helps students know the what (learning intentions) and the why of their learning. It outlines the how (strategies) and the targets (success criteria) that they need to aim for to be successful at their learning. They also use this to chart to know how to bump up their work! Learning is visible and in the hands of the students. Student learning videos are published regularly so you can hear what the students are learning. Class blogs and Seesaw accounts also allow you to get an insight into children's learning.

*#avogo@learning*

St Matthew's classrooms are welcoming places, where your child will be provided with a wide variety of rich tasks which meet curriculum expectations and through which they can also reach their true potential.

Each week, families will receive an email which outlines the learning and teaching that your child will work through. As you walk around our school you will now see all our learning intentions and success criteria on display within our classrooms. These are referred to on a regular basis during learning and teaching sequences. These learning intentions have been developed using Australian Curriculum standards. St Matthew's key messages about learners and learning and teachers and teaching are informed by our Christian Catholic traditions and the Brisbane Catholic Education Learning Framework.

At St Matthew's School, curriculum is planned cooperatively within and across year levels to promote continuity. Teachers participate in regular planning sessions during which they focus on the provision of challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their talents. Planning involves Classroom Teachers, Primary Learning Leader, Learning Support Teacher, Teacher Librarian, Learning Engagement ICT and APRE. Planning sessions occur each term. Our vision for teaching and learning underpins our curriculum practice at St Matthew's.



# LEARNING AND TEACHING AT ST MATTHEW'S

St Matthew's teaches from the approved Australian curriculum, offering a wide variety of activities to enhance the learning in all subjects. St Matthew's also offers a range of learning opportunities that fall outside of the normal curriculum. An extracurricular activity is designed to enhance the students' social, academic, physical, creative or intellectual learning. Some activities occur as part of normal school life whilst others take place as an extension of the day.

## Engaged & motivated learners

@ St Matthew's..

### Getting Along

- following rules
- thinking first
- accepting everyone

### Resilience

- taking risks
- accepting myself

### Organisation

- time management
- setting goals

### Persistence

- giving effort
- working tough
- growth mindset

### Confidence

- I can do it
- being independent

*At St. Matthew's, we aspire to foster engaged and motivated learners who are ever faithful to our loving God.*

## In the Classroom and beyond



### Australian Curriculum

Religious Education

English

Mathematics

Science

HASS (Humanities and Social Sciences)

Technologies (Digital Technologies and Design

Technologies)

The Arts (Visual Arts, Media Arts, Drama)

HPE (Health)

Specialists:

Music

Spanish

HPE (Physical Education)

### Artistic

Library

Instrumental Lessons

Lunch Time Band

Book week activities

Whole school assemblies

School Choirs and performances

Christmas Concert

After School Art Classes

Drum Beat Groups

Minecraft Lunch Program

Lego Club

### Academic

Excursions/Incursions

Camps (Year 5/6)

ICAS (Various Subject Testing)

STEM and technology initiatives

### Sporting

Swimming

Cross Country

Athletics

Interschool sport

Representative sport

Touch

Cheerleading

Soccer

### Health and Well Being

Buddy Program

Transition Programs

Anti-Bullying Initiatives

Restorative Practices

Mindfulness

Kool Kids

Gardening Program

Wellbeing Weeks

Under 8s Celebrations

NAIDOC Day celebrations

### Spiritual

(some in conjunction with St Matthew's Parish)

Sacramental preparation

Parish School Mass participation

Nurture Project

Whole school and Year level masses/ liturgies

Social Justice campaigns

Student Formation

### Student Led Activities and Student Leadership

School Captains and Student Council

House Captains

Catholic Identity Team

Prayer Team

Leadership Days

Formation Afternoons

Yamma Team



# LEARNING AND TEACHING AT ST MATTHEW'S

## Students, Learning and Pedagogy (the art of teaching)

**Differentiation** : Differentiation of teaching and assessment is about ensuring that every student is catered for and can learn in a way that meets his or her individual needs and abilities. At St Matthew's, all students are given opportunities to learn which are challenging, stimulating and achievable.

**Engagement and Wellbeing**: The best learning happens when students can be themselves, feel good about who they are and are interested in what they are learning. Student wellbeing is essential for happy, successful learners.

**Contemporary Teaching Practices** : 21st century classrooms need 21st Century teaching practices as well as modern technologies. All students have access to either laptops or iPads to support their learning. An integral part of ensuring quality pedagogy is the provision of regular and targeted professional learning for teachers.

**Improving Literacy and Numeracy**: Improving Literacy and Numeracy for every student at St Matthew's is a key priority. To identify and address specific areas of need in student learning, we collate and access reliable data, and use this to plan targetted learning activities and support when needed.

**Catholic Perspectives**: We live our Catholic Identity by embedding Catholic Perspectives through the curriculum. We want students to be motivated and engaged to ask questions about faith and develop a relationship with God. By embracing the values of Jesus, students can develop a deeper understanding of themselves and relationships with others and creation.

**STEM Classroom Support** The hands on design thinking approach to learning, based around inquiry and problem-based learning, where real life problems drive the learning experiences and challenges is fostered and supported within the classroom. Year levels along with their teachers will work with a STEM support teacher to learn how to engage in these learning opportunities. We aim to foster a growth mindset where students are curious when plans don't go to plan and are able to be analytical in determining adjustments that are required to be more successful. The learning in these sessions are aimed to develop students' abilities, enabling them to be have the skills required for future jobs yet to be created.

### STEM Enrichment Classes

These small classes cater to students who require a different type of learning challenge. Within these classes students are challenged to develop critical thinking skills required to solve problems. They are asked to apply their high levels of mathematical, science and technology knowledge along with their strengths in communication to various challenges. The process of design thinking is followed to allow students to analyse their processes and solutions while learning from previous attempts. Working collaboratively with peers is encouraged, along with freedom to select appropriate programs and materials to meet the needs of their given challenge. Entering competitions that showcase their abilities and enable participation in a larger community of like minded people is also a goal of these classes.





# LEARNING AND TEACHING AT ST MATTHEW'S

## LEARNING SUPPORT PROGRAM

The St Matthew's Student Support Network consists of:

- Support Teacher Inclusive Education (STIE): Supporting all students to achieve their potential in the learning environment and to plan and cater for students with disabilities in an inclusive community
- Guidance Counsellor
- Primary Learning Leader: Supports the implementation of curriculum programs and pedagogy, and student progress
- IT and Student Wellbeing and Engagement Staff: Supporting student social and emotional needs and Technology implemntaion
- Learning Engagement Teacher: Supporting teachers in the implementaion of targetted learning practices

The Support Teacher Inclusive Education (STIE) hours are allocated each year by Brisbane Catholic Education according to school enrolment numbers. The ST-IE works in partnership with the class teacher, parents/caregivers, the leadership team and other associated professionals to plan for students with learning differences in order to maximise their access to the curriculum and to ensure the best possible outcomes for each student. Parents play an important role in this partnership and cooperation; communication and collaboration are all essential for successful outcomes for our students.

Parents/caregivers may be:

- invited to attend 'wrap around' meetings to address issues in relation to their child.
- invited to attend parent/teacher interviews with the class teacher and the STIE.
- invited to drop in for an informal chat with regards to their child.
- sent a letter outlining planned intervention for their child.
- referred to outside agencies for help in managing their child's difficulties.

School officers support teachers and students in classroom and run a variety of learning interventions programs with students.



The School Guidance Counsellor (GC) delivers a broad range of services to the school community. These include comprehensive student support and wellbeing programs. The GC may work directly with students in addition to working with a student's teacher, school support personnel, family, other specialists or external support providers. Support offered includes providing advice and counselling on educational, behavioural, vocational, personal, social, family, and mental health and wellbeing issues, as well as responding to student protection matters, critical incidents, mental health issues, and suicide prevention and postvention support.



*to inspire a love of learning and endeavour to realise the potential of each person by developing the heart, spirit and intellect of our students, staff and communities.*



# Our WellBeing Story.....

Meet Harley -  
Our WellBeing Dog

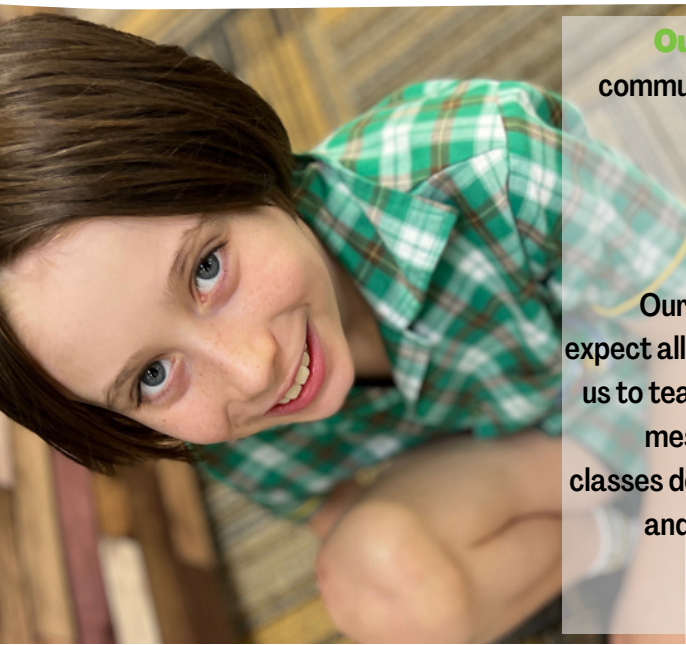


## What is Positive Behaviour for Learning?

PB4L is a framework for schools that uses a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially – at all stages of development throughout their education. At St Matthew's our goal is for all students to be engaged and motivated learners. The aim is for a holistic approach where we treat all with kindness, dignity and respect. We recognise that our students come to school with a broad range of life experiences and needs. These may at times impact on their ability to engage in learning and to interact positively with those around them. It is the responsibility of all adults in the school to help children learn skills which enhance the wellbeing of themselves and others. PB4Learning is about people, practices and processes – it is not a program, but the way we work.

The following beliefs reflect current literature in positive behaviour supports:

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students have the opportunity to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught with the same strategies used in learning and teaching academic skills.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student-parent relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to the success of each and every student.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role in improving behavioural outcomes and developing learning disposition for the students we serve.
- This system also has the potential to contribute to an increased sense of efficacy and job satisfaction for our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.



**Our Expectations:** School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

**Our expectations are:** • Faith • Knowledge • Love

Our school-wide matrix determines the social skills and behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. At St Matthew's, all classes develop a Class Covenant at the beginning of each year, formulated and agreed upon by teacher and students. The covenant is based upon school wide expectations, with an emphasis on fostering positive relationships using restorative justice principles.



At St Matthew's we live our **faith**, value **knowledge**, and act with **love** in these areas...

## FAITH



At St Matthew's, we agree to work together in a way that helps everyone to feel like they are safe, they are important and that they belong.

We believe that everyone is made in the image and likeness of God and is therefore worthy of dignity, kindness, and respect.

Our classroom covenants are a promise and an agreed way of working together.

## LOVE



At St Matthew's, we work toward being in right relationship with ourselves, each other, creation, and our God.

## KNOWLEDGE

At St Matthew's, we are engaged and motivated learners.



CLASSROOM	ONLINE LEARNING	AROUND OUR SCHOOL	BEFORE AND AFTER SCHOOL	PLAYGROUND AND EATING AREAS	CHURCH	OUTSIDE CLASSROOMS AND SPECIAL EVENTS
<b>Looks like</b> Teamwork, turn taking (collaboration), persistence.	<b>Looks like</b> Work and words you are proud to share with teachers, classmates, and parents. Purposeful, honest on task work. I chose the right device for the task. Collaboration.	<b>Looks like</b> Knowing the safety boundaries. Knowing to walk on paths, stairs, being mindful of others (e.g. younger students). Be quick, be quiet, be clean. Knocking and waiting at the staff room door.	<b>Looks like</b> Being in the correct area. Walking safely using crossings, getting in and out of cars safely. I drop my phone at the office when I arrive. I keep my phone in my bag after school until I am picked up. I keep my laptop in my bag. I keep my food for morning tea and lunch.	<b>Looks like</b> Knowing where my play areas are. I am wearing my hat, being sun safe. Safe hands and feet. I play fairly.	<b>Looks like</b> I participate in celebrations reverently. I show I understand this is a sacred space through my actions and words. I look for and learn about symbols and features of the church.	<b>Looks like</b> I am calm. I act safely and am organised. I am well presented. I allow others their personal space. I participate.
<b>Sounds like</b> Listening and hearing (dialogue), positive self-talk (growth mindset), "I can" mentality.	<b>Sounds like</b> Asking permission before taking or sharing videos, photos, work or words.	<b>Sounds like</b> Mindful of my voice volume. I speak respectfully.	<b>Sounds like</b> I am listening to the teacher on duty. I am mindful of my voice volume.	<b>Sounds like</b> Listening to the teacher. Responding to bells and staff promptly. I let a teacher know if I see a problem. I speak respectfully.	<b>Sounds like</b> Singing together joyfully. Responding with energy. I listen my eyes, ears, and heart.	<b>Sounds like</b> I listen to the teachers and instructors. I am mindful of how I speak and act towards others.
<b>Feels like</b> Safe, excited to take risks in learning, persisting despite challenges.	<b>Feels like</b> Safe to share without being judged. It would be OK in real life at school too.	<b>Feels like</b> Teachers know where I am.	<b>Feels like</b> I am ready to learn. Being safe while I wait. Being proud of my efforts and reflective about how I could improve. The space between.	<b>Feels like</b> I am safe and having fun. I think positively and resiliently. If something goes wrong I know what to do – problem solve, High 5, teacher. I can try again tomorrow.	<b>Feels like</b> I know how to respond with my head, heart, and hands.	<b>Feels like</b> I am excited. I have worked towards this, I deserve this.

CLASSROOM	ONLINE LEARNING	AROUND OUR SCHOOL	BEFORE AND AFTER SCHOOL	PLAYGROUND AND EATING AREAS	CHURCH	OUTSIDE CLASSROOMS AND SPECIAL EVENTS
<b>Looks like</b> Kindness toward ourselves, our peers, our teachers, and our staff. Washing your hands, cough etiquette, stay home if you are sick.	<b>Looks like</b> Sharing my skills and ideas respectfully. Taking care of tools I have been given. I protect my personal information and that of my friends.	<b>Looks like</b> Caring for our school environment. Picking up rubbish. Walking around corners to keep others safe. Using water wisely. Washing my hands with soap. I have someone with me when needed for safety.	<b>Looks like</b> I welcome others, use their names, and smile. I am mixing with my friends and siblings. I include others.	<b>Looks like</b> I welcome others, use their names, and smile. I include others. I share spaces and equipment safely and respectfully. I care for the natural environment. I take turns, I collaborate. I play fairly. I pick up rubbish.	<b>Looks like</b> I show I understand this is a sacred space through my actions and words.	<b>Looks like</b> We are celebrating together. We are a group together. We are respecting our surroundings.
<b>Sounds like</b> Pleasant conversations, respectful, peace making speech.	<b>Sounds like</b> Kinds words and images like I would use in person. I report inappropriate content.	<b>Sounds like</b> Mindful of my voice volume. Speaking respectfully.	<b>Sounds like</b> I'm talking about my day with a friend.	<b>Sounds like</b> Listening to my friends. I use kind words. My voice is kind, welcoming, respectful. I encourage others. I compromise when necessary.	<b>Sounds like</b> I use my five senses to connect to God, the church, and the people around me.	<b>Sounds like</b> I am excited, having fun, engaged. I am proud to represent my school.
<b>Feels like</b> You are being treated kindly. Being proud of giving your best effort. You are supported and you are supportive.	<b>Feels like</b> I am proud of my permanent digital footprint. When things go wrong or I feel uncomfortable I know who to talk to.	<b>Feels like</b> Making sure I am safe. I am secure anywhere in the school.	<b>Feels like</b> I'm welcomed and I belong. I'm ready to share successes about my day with my parents. Being calm and satisfied about my day. Did I see God in myself and others today?	<b>Feels like</b> I am included. I have at least one good friend. Fun, positive, playful. Sometimes I "give in" because the game is worth it. I value other people's gifts and talents.	<b>Feels like</b> My God loves me. I belong to the community.	<b>Feels like</b> I am proud to belong.

A Brisbane Catholic Education School



Faith Knowledge Love

## Encouraging Productive Behaviours for Learning

Feedback and encouragement strategies happen at a class, year and whole school level. They include merit awards, celebrating learning and various award systems.

## Responding to unproductive behaviours

At times students will require some reteaching of expected behaviours. This may be led by class teachers, student support staff or leadership. Some students may require intensive support in this area. Data informed processes are put in place with either de-escalation, problem solving and/or restorative strategies applied. Partnership with parents in supporting children with behaviour responses is an important part of the process. At times more formal sanctions including detention and suspension may be used.

## Bullying

Bullying is:

- A repetitive attack which causes distress not only at the time of the attack but also by the threat of future attacks
- It is characterised by an imbalance of power
- It can be verbal / physical / social / psychological / sexual

If your child is worried about bullying we ask them to report to a teacher or trusted adult. If children require support to do this please be in contact with your class teacher. Bystanders are asked to intervene if safe and tell a teacher. As adults we hold an objective safe space and ask parents to work with the school in finding solutions, supporting all students and reinforcing strategies. The school will work with all students and families impacted in the situation. Restorative processes will be employed.

## Student Behaviour Online

Our **School ICT Acceptable Use Agreement** provides guidelines around online behaviour and acceptable use of ICTs. We work with students and families to discuss responsible use of technology and the treatment of others online. Inappropriate use of technology and devices, or instances of cyberbullying or harassment, may result in device access restrictions or further formal behaviour sanctions. Parents are encouraged to contact the school if there are any situations online that raise concerns.

**ST MATTHEW'S ICT ACCEPTABLE USE AGREEMENT**

Co-created by students in Years 5 to 6. We follow this agreement to keep up safe and help us to be responsible users of technology and devices.

**Clean & Care**

- Your laptop is only to be used by you.
- Change your laptop every night.
- Wash your hands before using your laptop.
- Always clean your laptop with a cloth and never by the screen.
- Do not eat or drink near your laptop.
- Do not leave your laptop near children or pets.
- Do not leave your laptop near water.
- Do not leave your laptop near a fire.
- Do not leave your laptop near a fire.
- Do not leave your laptop near a fire.

**Carrying & Storing**

- Carry your laptop with 2 hands.
- Always place carefully on a table, don't put laptops on floor.
- Always close the lid.
- Lightly press keys when typing.
- Keep your laptop in the place you've been asked to.
- Place your laptop inside when carrying your laptop.
- Do not leave your laptop in the car.
- Do not leave your laptop in the car.
- Place laptop in the car when asked to do so.

**Settings**

- Do not change the settings on your laptop.
- Only the default settings and settings to be used.
- Do not change the settings on your laptop.
- Do not change the settings on your laptop.
- Do not change the settings on your laptop.
- Do not change the settings on your laptop.

**Processes**

- Always remain on task while using your laptop.
- Always remain on task while using your laptop.
- Always remain on task while using your laptop.
- Always remain on task while using your laptop.
- Always remain on task while using your laptop.
- Always remain on task while using your laptop.

**Staying Safe Online**

- Never share your own or others' personal information, like: names, addresses, phone numbers, email addresses, passwords, family details, the school you go to or photos of yourself.
- Only go on age-appropriate apps or programs that you have been asked to use.
- Provide online should only be people you know in real life. Use a good security question to check the person is who they say they are – only they will know the answer to your question.
- Do not click on any ads.
- Tell a teacher/parent if someone is bullying you online or posting things that you do not like. Remember to take a screenshot.
- Only download programs/apps that your teacher has asked you to.
- Remember and report inappropriate images, ads or links and report them to the teacher.
- Do not use your laptop to play games.
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**Showing Respect While Online**

- Seek permission before taking and sharing images and/or videos.
- Always speak kindly, if you wouldn't say it in front of your parents/teachers then don't write it online.
- Do not use online to bully, tease, or offend others.
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- Do not use online to bully, tease, or offend others.

**When We Use Our Laptops**

- When we use our laptops we should do so:
- When we use our laptops we should do so:
- When we use our laptops we should do so:
- When we use our laptops we should do so:
- When we use our laptops we should do so:
- When we use our laptops we should do so:

I agree to follow the Acceptable Use Agreement.

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's name: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's name: \_\_\_\_\_ Date: \_\_\_\_\_



# OUT AND ABOUT

## PREP AREA and CLASSROOM BLOCKS

All classrooms are airconditioned and have modern educational furnishings that support different learning styles. Prep has its own designated precinct.



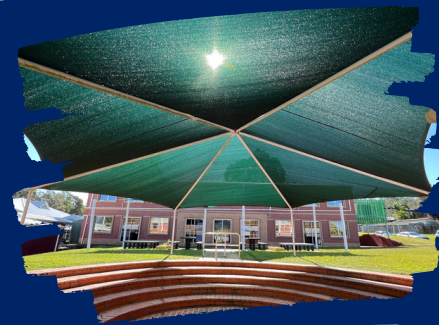
The **SCHOOL LIBRARY** aims to be a vital part of the school's teaching and learning program by providing an up-to date and well-balanced collection of resources that reflect the school's teaching and learning program facilitating cooperative planning and teaching between the Teacher-Librarian and classroom teachers, so resources are used effectively. Each class has a weekly library session with the Teacher-Librarian (T-L). Students complete literature and research skills planned cooperatively by the T-L and class teacher to compliment or extend current classroom units of work.



**MACKILLOP PLACE** is the home for our school assemblies, sports lessons, under cover play, concerts and many socials. All are welcome to attend events held here.



**ST MATTHEW'S CHURCH** can be found opposite the school buildings. The Parish hall and office are also onsite. Liturgies and masses are held here.



## OUTDOOR MULTIPURPOSE COURTS AND OVAL SPACE

St Matthew's has heaps of space for outdoor activities, play and sporting opportunity.







*All are welcome*



*Early Years Philosophy*



*Student Leadership Opportunities*



*Student Voice and Well Being*



# St Matthew's Primary School Fees

St Matthew's Primary School is committed to providing a Catholic education to all children whose parents desire this, subject to our enrolment policy. School fees and levies collected and expended at St Matthew's Primary School align with the school's Vision and Mission:

- provide teaching, administrative, classroom support and facilities
- provide essential resources, materials, facilities and equipment
- assist with providing activities such as excursions
- support the school building program
- maintain buildings, grounds and other facilities

**School Fees and Levies Collection Process** School Fees and Levies statements are generated on a TERM basis, in accordance with the school's Fees and Levies Schedule (available on our website and Parent Portal). Statements are emailed within the first two weeks of each term from [pcoufinance@bne.catholic.edu.au](mailto:pcoufinance@bne.catholic.edu.au) to each account holder. For those families experiencing short or long-term genuine inability to pay fees, we are committed to providing support to ensure that enrolment at the school is not compromised. Please contact the school finance office for further information concerning the concession application process. A compassionate and just approach under the mission and values of Brisbane Catholic Education and St Matthew's Primary School is used when reviewing application.



## St Matthew's Cornubia



SCHOOL  
CLASS NEWS



EMAILS



PARENT PORTAL



BCE CONNECT APP



INSTAGRAM



FACEBOOK

## Communication Channels

## Outside School Hours Care

<b>BEFORE SCHOOL</b>	<b>AFTER SCHOOL</b>	<b>VACATION CARE</b>
6:30am - 8:30am	2:45pm - 6:00pm	6:30am - 6:00pm



180 Bryants Road  
Cornubia QLD 4130



(07) 3806 0556



[cornubiaoshc@  
catholicearlyedcare.qld.edu.au](mailto:cornubiaoshc@catholicearlyedcare.qld.edu.au)

Outside School Hours Care (OSHC): St Matthew's provides a onsite Before School Care service from 6:30am until the start of school and an after-school care service from 2:45pm until 6:00pm. Vacation Care is also available from 6:30am until 6:00pm. OSHC offers casual and permanent bookings to meet family needs. Students must be registered to be booked in for use of this service. This service is an independently operated service run by Catholic Early Ed Care. St Matthew's and OSHC work closely in partnership. Please contact OSHC directly for registration and bookings.



# Parents as Partners

## Our Community Story

### FACE Family and Community Connect



We place a strong emphasis on parent involvement in school life. Research has shown that parental involvement in their child's school delivers improved learning outcomes for students as they feel more connected and a greater sense of belonging to the community. As your children's teachers we value, respect and welcome your involvement in your child's learning journey.



At St Matthew's the partnership shared by teachers and parents is highly valued. An increasing amount of what is being done in our school today requires parental involvement. To help us provide the best education for our students, parents are welcomed in classrooms in the following ways:

- Assisting the teachers with reading, computers, craft, sport or other curriculum area (when requested)
- Assisting in the library
- Assisting with excursions and classroom events when required
- Assisting with transport when required
- Joining in celebration of learning days
- Become a parent Rep!
- Help in the tuckshop



*or be part of our  
Yamma team (First  
Nations families)*



The FACE of St Matthew's exists to support the school community and is involved in the total life of the school. Parents/carers, as first educators of their children, have a vital collaborative role to play in the development and implementation of the educational philosophy and policy of the school.

The FACE of St Matthew's consists of the following Focus Groups:

- a. Learning and Teaching
- b. Catholic Identity
- c. Wellbeing
- d. Celebrations and Connections
- e. Parent representatives

The FACE of St Matthew's plays a significant role in the development of a collaborative and cooperative school community where parents/carers are recognised as authentic partners, with teachers and the administration, in the education of their children. Its aim is to

- Develop a vibrant and nurturing community which encompasses the Christian ethos of the school
- Promote interaction between home and school, parents and teachers
- Support and work in partnership with the Principal and staff;
- Promote the school in the wider community
- Participate in decision making
- Promote interaction between home and school, parents and teachers;
- Encourage parent participation in teaching and learning activities and school life
- Promote the school in the wider community
- Plan and organise functions
- Create a forum for discussion; and
- Assist in providing resources to the school where necessary.





Some regular St Matt's Events

Family disco   Welcome Bush Dance  
Colour Fun Run   Mother's Day and Father's Day Stalls  
Grandparent's Day   Under 8's Day  
Naidoc Celebrations   BBQ's  
Working Bees   Liturgies and Masses  
Nurture Project   Curriculum Support Sessions



So you'd like to apply to join  
St Matthew's School?



St Matthew's Catholic Primary School  
Cornubia

**GO TO ST MATTHEW'S  
CORNUBIA WEBSITE**

About   Catholic Identity   Learning   Co-curricular   BCE Policies   **Enrol**   Contact

Excellence in Learning  
and Teaching

Enquire



A Brisbane Catholic Education School



Welcome to St Matthew's Cornubia

WELCOME TO ST MATTHEW'S





St Matthew's Catholic Primary School  
**180 Bryants Rd, Cornubia QLD 4130**  
(07) 3209 6155  
[stmatthews.qld.edu.au](http://stmatthews.qld.edu.au)

St Matthew's  
Simply the Best