



ST EDMUND'S COLLEGE

CANBERRA · EST 1954

JUNIOR SCHOOL GUIDE



Vibrant Spirit. Strong Character. Tailored Learning.



Acknowledgement of Country

St Edmund's College Canberra acknowledges the Ngunnawal and Ngambri people as the Traditional Custodians of the lands where we live, learn and work. St Edmund's College is proud of the diversity of our student population and we aim to maximise the teaching and learning opportunities for each boy. Our student population is enriched by the presence of our students with Aboriginal and Torres Strait Islander descent.



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Introduction

Dear Families,

A warm and heartfelt welcome to the St. Edmund's College - Junior School Course Guide! We are delighted to have you here as you explore the wonderful educational journey that awaits your child.

At St. Edmund's College - Junior School, we believe that every child is unique and has the potential to achieve greatness. Our mission is to provide a nurturing and supportive environment where young minds can flourish, grow, and discover their passions while embracing the joy of learning.

This course guide has been crafted to offer you a glimpse into the diverse range of opportunities and programs available to our students. We take immense pride in offering a well-rounded education that encompasses academics, co-curricular activities, character development, and a strong sense of community.

Our dedicated team of experienced teachers are committed to fostering creativity, critical thinking, and a love for learning in each and every student. As you browse through these pages, you will find a variety of subjects and enrichment programs designed to inspire curiosity and foster holistic growth.

St. Edmund's College - Junior School is not just a place of learning; it is a home away from home, where students feel safe, valued, and encouraged to be their best selves. We believe in instilling strong values, promoting respect, and cultivating leadership qualities, preparing our students to become responsible global citizens.

We understand that choosing the right educational path for your child is a significant decision, and we are here to support you throughout this journey. Whether you are a new or returning family, we are excited to partner with you in nurturing your child's potential and helping them achieve their dreams.

Thank you for considering St. Edmund's College as your partner in your child's educational voyage. We look forward to welcoming you and your child into our vibrant school community.

Mr David Kelly
Assistant Principal - Head of Junior School



St Edmund's is not just a place of learning; it is a home away from home, where students feel safe , valued and encouraged to be their best"

Our Tradition

I was hungry and you gave me something to eat. I was thirsty and you gave me something to drink. I was a stranger, and you took me in, I was naked and you covered me, I was sick and you visited me. I was in prison, and you came to see me. (Matthew 25: 42-43)

Edmund Rice

Born in Callan, Ireland, in 1762, Edmund came to the bustling city port of Waterford as a young man. He was talented and energetic and soon became very wealthy, selling produce to ships that transported emigrants. He married in 1789 and the couple had a daughter, Mary. The tragic death of Edmund's wife led him into a time of mourning during which his relationship with God deepened. In his own sorrow, he was moved with compassion to recognise the needs of those around him. Edmund Rice left little in writing but some of the passages he marked in his Bible show where his imagination took fire. The Ireland of Edmund's day was an unjust place where many lived in poverty and social structures deeply oppressed the majority of the population. He found in the story of Jesus the call to liberation that is at the heart of what Jesus preached. In 1802 he set up a free school for boys living in poverty. He wanted to help them have the life God meant them to have. He arranged for them to have food and clothing and a place to sleep. They were taught about God and about the Catholic faith. They learnt how to read and write and use numbers. All this enabled them to rise from a demeaning poverty and sense of hopelessness in which they would otherwise have been trapped.

Christian Brothers

Other men were drawn to Edmund and his work of justice for those made poor. They lived together in community and, in 1808, were professed as Brothers, along with Edmund. By 1825 Edmund Rice and his 30 Brothers were educating, free of charge, over 5,500 boys in 12 different towns and cities. Many boys were also being clothed and fed. The year 1825 also saw the expansion of the Brothers beyond Ireland. In 1868, Brother Ambrose Treacy and three companions arrived on the Donald Mackay at Station Pier in Melbourne, unable even to pay the landing tax but still ready to begin their Australian adventure. They shared their historical moment with Mary Mackillop, St Mary of the Cross, who started her first school in 1866. In that one decade, Australia was forever changed. The Brothers were eventually to open over 120 schools here. They began with little but their faith and vision. They have acknowledged painful shortcomings in their own history but are thankful for what God has achieved through them.

Edmund Rice Education Australia

The formation of Edmund Rice Education Australia by the Christian Brothers in 2007 continues this creative work of education. EREA, as part of the mission of the Catholic Church, is charged with the responsibility for the governance of over 50 schools throughout Australia, serving more than 38,000 students. Each school has a separate character and history but all draw life from the same charism of Edmund Rice and from the Gospel. We have been joined by a number of Associate Schools and we are reaching out to the world through Edmund Rice Education Beyond Borders

(Edmund Rice Education Australia Charter Document)



Liberating Education

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.



Gospel Spirituality

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.

College Touchstones



Justice and Solidarity

Our community is accepting and welcoming, foresting right relationships and committed to the common good.



Inclusive Community

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marinalised and the Earth itself.

Vison & Mission

Our Vision at St Edmund's College is to develop boys into young men of strong Character, by building a spirit of...

- GROWTH through liberating Education
- HOPE through Gospel Spirituality
- BELONGING through Inclusive Community
- SERVICE through Justice and Solidarity

Our Mission is to provide a quality Catholic education in the Edmund Rice tradition by..

- promoting the highest levels of personal achievement in education
- bringing the light of Christ to every student
- recognising, nurturing and celebrating the God given qualities of every member of our community
- promoting opportunities for service to the community and to each other

Schoolwide Pedagogy

We challenge ourselves to expand our ideas and our own learning. We see potential barriers as opportunities for innovation. We approach challenges critically and analytically. We expect nothing less than our personal best in all that we do so that our individual and collective potential is realised.

We collaborate with other professionals to provide a learning environment of excellence. We share ideas and cooperate within faculties and across faculties. Students collaborate with one another in groups and ensembles. Team work, discussion and debate are valued and encouraged. Students take an active part in directing their own learning. The knowledge, skills and experiences of parents and the community are sought and are integral to the students' learning. We respect the perspectives of others.

We create a learning environment that encourages experimentation and exploration of ideas. All faculties encourage creative thinking and students are given opportunities to expand their understanding and to express their ideas in creative ways.

We contemplate our place in the world and encourage students to approach all subject areas with a sense of wonder. We provide quiet times for prayer and reflection. We teach students to be good listeners and to invite enquiry in search of meaning and truth

We connect with each other and with the world through personal relationships and emerging technologies. The teaching and learning in the classroom is applicable to realworld situations and students are encouraged to take advantage of all resources available. We connect with local, national and international communities and we support those who are under privileged. We look after others and are sensitive to those with different cultures or backgrounds. We are inclusive in the tradition of Edmund Rice.

We celebrate students' needs, backgrounds, perspectives and interests and ensure it reflects in their learning programs.

Junior School Curriculum

RELIGION

St Edmund's College is a Christian Brothers School in the Edmund Rice tradition. The charism of Blessed Edmund Rice provides the students with a unique prism through which to view the world.

The Year 4 to 6 religion programs are based on the archdiocesan document Treasures New and Old and the four College touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.

Together they provide the students with a solid base that supports and explains views through the prism.

The active participation in prayer, liturgy and the celebration of the Eucharist provides students with living examples of what they see through the prism.

ENGLISH

The English curriculum is based on the Australian Curriculum and is organised around the strands of reading, writing, speaking, listening, and viewing. Knowledge of how language works is developed through.

exploring text types as well as explicitly through formal lessons. Use of Writer's Toolbox helps our student's learn to write more interesting sentences and powerful paragraphs. Our spelling program is based on a variety of approaches: looking and the origin of words, identifying spelling patterns, breaking words into sound units, vocabulary lists, mnemonics and the use of the Sound Waves spelling program.

Reading is encouraged through the thematic units covered in class and through our Drop Everything and Read (DEAR) Program. Developing comprehension skills is undertaken throughout the curriculum. Writing in a variety of styles and for different audiences and purposes is taught throughout Years 4-6. Creating multi-modal texts is a feature of our courses and this involves students combining written and visual text.

MATHEMATICS

The Mathematics curriculum is based on the Australian Curriculum Syllabus covering the essential strands and incorporating the Working Mathematically strand. A great emphasis is placed on ensuring the curriculum is relevant and meaningful for the lives of our boys.

Importance is placed on the development and consolidation of basic skills through games and other activities. Important outcomes are reinforced through the use of the Signpost Mathematics program. Problem with an explicit focus during our Cooperative Workshop sessions.

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SCIENCE

The Science program is based on Australian Curriculum Syllabus. This syllabus is brought to life through a combination of experiments, theoretical investigations and other practical activities.

Where appropriate, boys are exposed to experiment work in the High School Laboratories.

The essence of the program is a focus on open-ended, discovery-style activities which promote creativity and higher order thinking skills. The units are structured specifically to promote effective communication and cooperative skills through group problem solving.

CREATIVE & PERFORMING ARTS

The Creative and Programing Arts Program is based on the Australian Curriculum.

Each area involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Junior School Arts are:

Dance
Drama
Visual Arts

LANGUAGES

The Language Department aims to provide the students with a supportive environment where students can develop their full potential in an atmosphere that is conducive to learning a second language. It is hoped that students will enjoy learning and that with a variety of teaching strategies the courses will be broad and flexible.

Language study is a compulsory subject for all students in Years 4 to 6. A mixture of Japanese and Italian is taught during Years 4-6, designed to assist students in choosing a language pathway from Year 7. The language study is activity based with a focus on role-plays, speaking and cultural activities.

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HUMANITIES & SOCIAL SCIENCES

The Junior School Humanities and Social Sciences program follows the Australian Curriculum.

The topics covered include History, Geography, Civics and Citizenship and Economics and Business (Year 5 & 6 only).

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

PHYSICAL EDUCATION & HEALTH

The Health and Physical Education program is based on the Australian Curriculum Years 4 to 6 learning areas.

Students explore:

- Personal and Social factors that support and contribute to their identities.
- Emotional responses in varying situations.
- An understanding of how their bodies grow and change as they get older.
- Skills that supports students to build and maintain respectful relationships.
- Making health-enhancing and safe decisions.
- Interpreting health messages from different sources to take action to enhance their own health and wellbeing.

In Physical Education students develop:

- Proficiency across the range of fundamental movement skills
- Movements to create more complicated movement patterns and sequences.
- Knowledge about movement and how the body moves.

Students also explore activities that meet their needs and interests and learn about these benefits of regular physical activity. Students can engage in a range of sporting events including the College's annual athletics, swimming and cross-country carnivals. From these events, selected students can represent the College at local, district and national events. Indigenous games, Health and PE week and internal visits from various sporting organisations are part of the program.

These essential curriculum areas are undertaken by a trained Physical Education teacher while Health is taught by the classroom teacher. The essential knowledge and skill gained will assist students' progress into the Year 7-10 Health and Physical program.

From a sporting perspective, St Edmund's is aligned to the South Weston District Primary School representative program. This allows students to trial across a variety of sports to gain representative honours at districts, state and national at Under 12 age level.

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DESIGN AND TECHNOLOGY

The Junior School Design and Technology program forms part of our suite of specialist lessons. For this subject we utilise High School workshops. This program aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- develop confidence as critical users of technologies and designers and producers of designed solutions
- investigate, generate and critique innovation and ethical designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment's creatively, competently and safely; and managing processes
- evaluate processes and designed solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

LIBRARY

The Kath Durie Junior School Library offers each student a contemporary program designed to enhance information acquisition and processing skills whilst encouraging awareness and curiosity.

Boys have opportunities for borrowing one lesson per week during class time as well as being open at other times during the day. In Library lessons, students' follow specific units to encourage a love of reading.

The Library also supports delivery of the Digital Technology program which follows the Australian Curriculum. Students use computational thinking and information systems to define, design and implement digital solutions.

DIVERSE LEARNING

The Diverse Learning Department are a specially trained group of personnel who identify and support students with special needs throughout Junior School. Each child is comprehensively tested at the beginning and throughout each school year.

Testing is focused around the areas of literacy and numeracy. Personnel are utilised within classrooms and in leading small groups to assist identified students with their learning. Class teachers collaborate closely with Diverse Learning staff ensuring that major goals and consolidated throughout the school day.

Additional Information

Junior School Camps

Junior school camps serve as valuable and enriching experiences for young students these camps, held outside the regular school environment, offer a range of benefits that contribute to a child's personal, social, and educational development.

Our camp program in Junior School runs in Years 4-6. Each camp is specifically designed around themes students are studying at the time of the camp, with an emphasis on connecting with each other and exploring new activities together. Generally Junior School camps will utilise our very own retreat centre,

The Pines, at beautiful Tuross Head, on the south coast of New South Wales. Year 4 camp is for one night to give our newest students a taste of camp life, before Year 5 and 6, where camps run for two nights. Overall, Junior School camps offer a well-rounded educational experience that complements classroom learning. They provide students with a platform to grow emotionally, socially, and academically, preparing

Co-Curricular

Co-curricular programs in Years 4-6 play a crucial role in a student's holistic development and offer numerous benefits that complement their academic growth. The Junior School co-curricular program is part of the whole school co-curricular program, although activities specifically designed for Junior School students run each morning or afternoon from Tuesday to Friday. Activities include debating, steam club (robotics, etc.), chess, cardistry, Junior School band, Junior School choir (The Singing Blues), Gardening Club, Rugby, Football, Basketball and Cricket. Homework Club also runs two afternoons per week for about 9 weeks per term.

Overall, co-curricular programs in Years 4-6 enrich a student's educational experience, contribute to their personal growth, and prepare them for a well-rounded and successful future. At St Edmund's College, we encourage and support students' participation in these activities to maximise their overall development. For further information, please visit the link: <https://sec.act.edu.au/co-curricular/>.



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Bring Your Own Device

The College's Bring Your Own Device (BYOD) Program begins in Year 6. In assisting the eldest members of our Junior School in transitioning to High School, a greater emphasis on organisation, computer skills, assignment work and use of our online learning platform (CANVAS) is provided in Year 6.

A BYOD program in Year 6 can offer several important benefits to students, enhancing their learning experience and preparing them for the digital world they will encounter in High School and beyond. For more information on our BYOD program, please click here: <https://sec.act.edu.au/academic/device->

Sacramental Program

St Edmund's College offers a sacramental program for students interested in completing their Catholic sacraments within the school environment, instead of their Parish. This program provides an opportunity for students to receive sacraments such as First Communion, Reconciliation, and Confirmation in a familiar and supportive school setting.

We have even had students and their family members Baptised as part of the program. It involves orientation sessions, workshops, and mentorship to prepare students for the sacraments. The program aims to create a welcoming and inclusive environment, fostering a sense of belonging and spiritual growth for participating students.

Information about our sacramental program is usually distributed during Term 1 of each year and the program runs at the beginning of Term 2.



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Year 6 Leadership - Transition to High School

Helping Year 6 students transition to high school is a critical step in their educational journey. It can be both exciting and challenging for them, as they move from a familiar environment to a new and larger school. Here are some of the ways we support their transition.

Leadership Opportunity: Our Year 6 Leaders are elected the previous year when students are in Year 5. Together with our Year 12 Leaders, these students assist in decision making and running important events within the school, such as assemblies, ceremonies and fun activity days. They also run student meetings and generate House spirit at our sporting carnivals.

Familiarisation with Environment: To assist all of our students with the transition to High School, Year 6 students learn the layout of the College as front office runners (on rotation). In the second semester of Year 6, students meet with their High School Head of House and tutors more regularly.

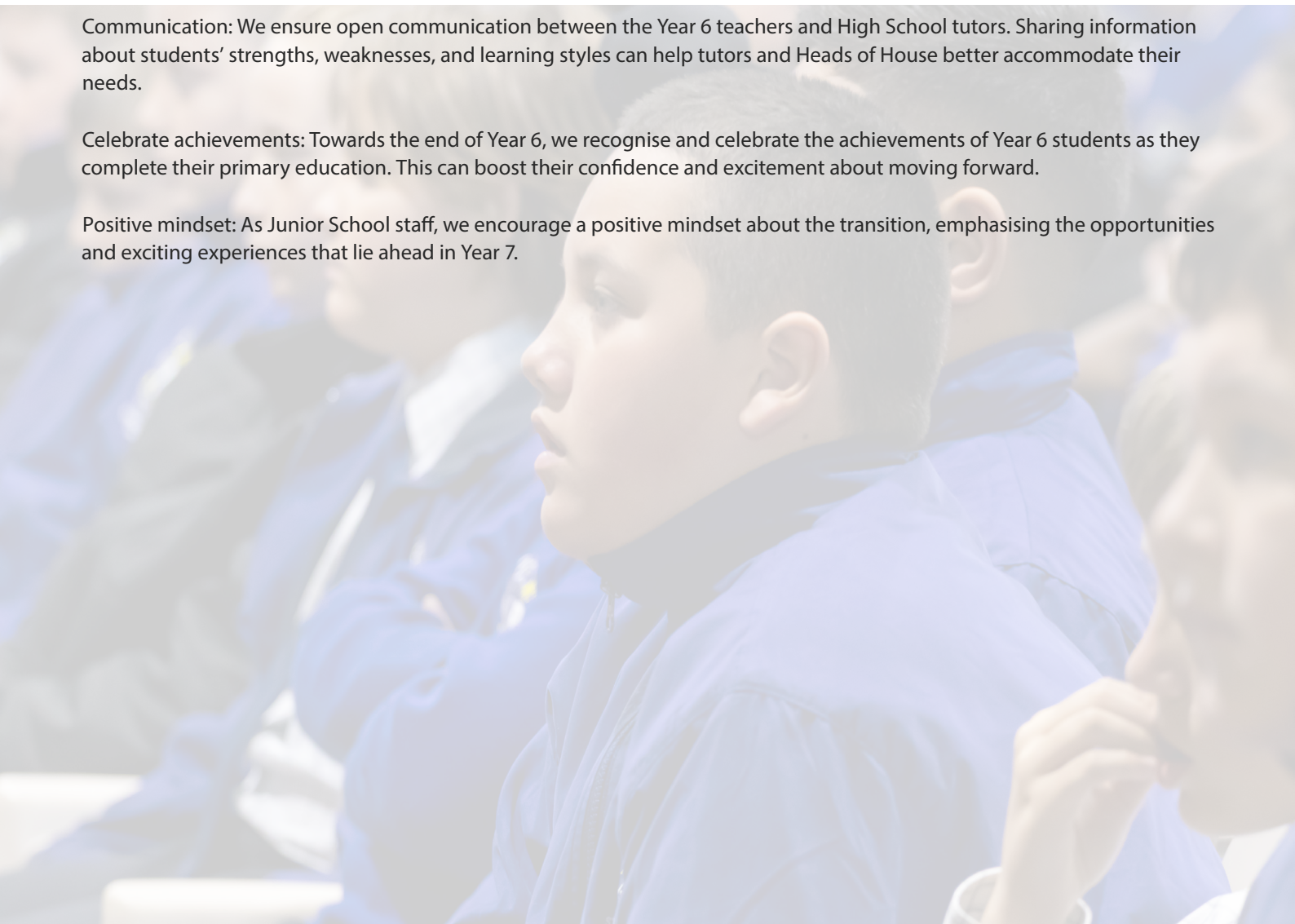
Orientation program: Students are involved in an official orientation day for Year 7 and any testing required ahead of High School. Here they can meet their future teachers and explore the campus. This will help them with what to expect and ease their anxiety. At the beginning of Year 7, all students are involved in workshops helping them understand any new routines and expectations.

Parent involvement: Parents and carers are also involved in the transition process. At St Edmund's College, we hold information sessions for parents/carers, addressing any concerns and providing guidance on how they can support their children during this transition.

Communication: We ensure open communication between the Year 6 teachers and High School tutors. Sharing information about students' strengths, weaknesses, and learning styles can help tutors and Heads of House better accommodate their needs.

Celebrate achievements: Towards the end of Year 6, we recognise and celebrate the achievements of Year 6 students as they complete their primary education. This can boost their confidence and excitement about moving forward.

Positive mindset: As Junior School staff, we encourage a positive mindset about the transition, emphasising the opportunities and exciting experiences that lie ahead in Year 7.



College School Song

Many years have now passed o'er us
So 'tis time to rise in chorus
For the men who went before us
Edmund's to the fore.

Men of spirit bold unjaded,
They the haunts of fame invaded;
So upon the heights they made it
Edmund's to the fore.

They were brave and famed men;
We shall be the same men!
If we fight to do the right,
Ours shall be their fame, then!

Who shall dare to stain our glory?
Who shall mock our noble story?
Let our song forevermore be,

Edmund's to the fore!



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