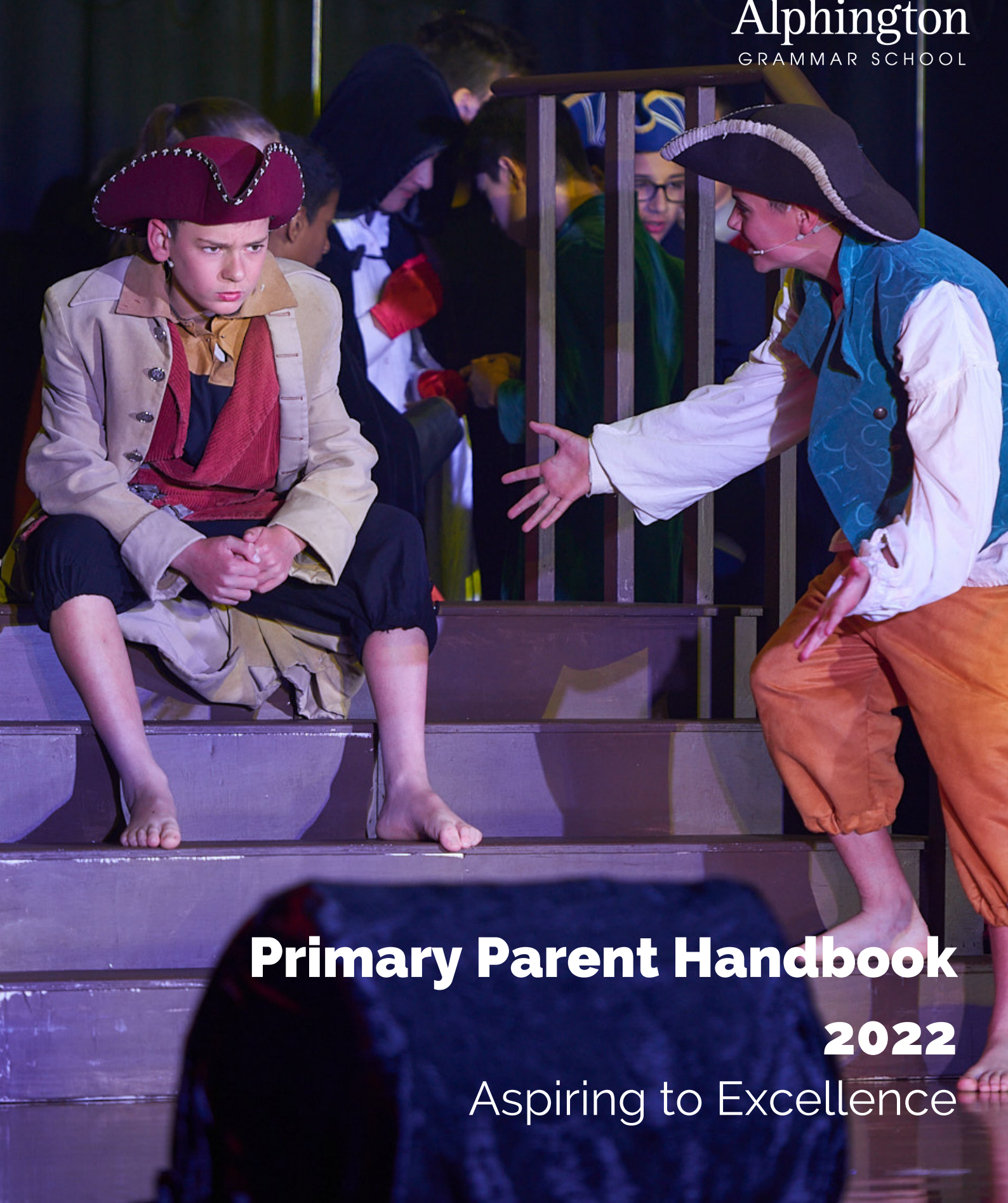




Alphington
GRAMMAR SCHOOL



Primary Parent Handbook

2022

Aspiring to Excellence

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Welcome to 2022

We look forward to working in partnership with you to make this year, one of excellence for each child in the Primary School. While last year may have been somewhat 'different' than what we had originally planned, we are confident as we move forward into a new year that we can, and will, continue to provide the very best education for all our students.

Working with you this year we hope that you will be able to develop a strong relationship with your child's teachers. They are all dedicated professionals who strive to provide quality, targeted learning experiences. The school prides itself on its commitment to the student's social and emotional wellbeing and we know that children learn best and achieve their potential when they are settled and engaged with what is going on around them.

We also know that communication is a key element to ensure success, so our 2022 Information Booklet should help you become more familiar with the routines of the year level/s on which you are focussing.

If in doubt, please ask. Best wishes for a successful 2022.

Tracey Nicholson
Assistant Principal, Head of Primary

Our School Values



Our School Values are important to us and underpin our daily thoughts and actions at school. We refer to them on a regular basis and they are on display in our classrooms. These are the basis of our Values Program in the Primary School.

Primary Staff

Each staff member in the Primary School is committed to maintaining the highest level of responsibility to the children in their care. They strive to assist parents wherever possible when dealing with a range of issues regarding students.

For most issues in the Primary school (except issues based around specialist subjects) the first point of contact should be the classroom teacher.

Primary Classroom Teachers

Staff Name	Class & Room Number	Building	Days	Staff Email
Ms. Mikahl Venneri	Prep A A206	Junior Building	Full time	MVE@ags.vic.edu.au
Mr Joseph Papas	1A A205	Junior Building	Full time	JPA@ags.vic.edu.au
Mrs Dianne Downey / Ms. Ourania Katsambanis	2A A204	Junior Building	Job share 0.5 split	DDO@ags.vic.edu.au OKA@ags.vic.edu.au
Ms. Maria Koutrouzas Mrs Anna Vayenas	3A A203	Junior Building	M/T/Th W/F	MKU@ags.vic.edu.au AV@ags.vic.edu.au
Mrs. Pippa Ross Mrs Jillian Lynch	3B A202	Junior Building	M/T/Th/F W	<u>PR@ags.vic.edu.au</u> JLC@ags.vic.edu.au
Ms. Anthea Koloskopis	4A B111	Downstairs Primary Wing	Full time	AKO@ags.vic.edu.au
Mrs Annemiek Nelligan	5A B108	Downstairs Primary Wing	Full time	ANE@ags.vic.edu.au
Ms. Nicole McCulloch Ms. Nicole Kitsakis	5B B109	Downstairs Primary Wing	M/Th/F T/W	<u>NM@ags.vic.edu.au</u> NK@ags.vic.edu.au
Mr Luke Barnewall Ms. Georgia Vrakas	6A B110	Downstairs Primary Wing	M/W/F T/Th	<u>LBA@ags.vic.edu.au</u> GV@ags.vic.edu.au

Primary School Specialist Teachers

Speciality	Staff Name	Staff Email
S.T.E.M., ASPIRE, and Numeracy Coordinator	Mrs Dianne Downey	DDO@ags.vic.edu.au
Primary Music, Head of Performing Arts, and Year 7 Transition	Mrs Priya Wilson	PW@ags.vic.edu.au
Primary Music	Ms. Felicity Wallace	FW@ags.vic.edu.au
Primary Music	Ms. Stephanie Atwa	SA@ags.vic.edu.au
Primary Art	Ms. Ourania Katsambanis	OK@ags.vic.edu.au
PE/Sport, Head of Primary PE and Outdoor Education	Mr. Blair Runnalls	BR@ags.vic.edu.au
PE/Sport	Ms. Lauren Brazzale Ms. Vicki Patrikios	LBR@ags.vic.edu.au VP@ags.vic.edu.au
Primary Greek Language Coordinator	Ms. Effie Bindevis	EBI@ags.vic.edu.au
Greek Language	Ms. Voula Allimonos Ms. Anita Ladas	VA@ags.vic.edu.au AL@ags.vic.edu.au
Primary Librarians	Ms. Jo Whiffin Ms. Janet Stewart	JWH@ags.vic.edu.au JST@ags.vic.edu.au

Learning Support Staff	Staff Name	Staff Email
Primary Learning Support	Ms. Jill Thomson	JTH@ags.vic.edu.au
Educational Support Services Assistant	Mrs. Monica Bardon	MB@ags.vic.edu.au
Educational Support Services Assistant	Mrs. Debbie Kirmos	DK@ags.vic.edu.au
Educational Support Services Assistant	Ms Nana Kerasiotis	NKR@ags.vic.edu.au
EAL Assistant	Eva Wang	EWA@ags.vic.edu.au

School Nurse	Ms. Clare Burns 0416234922	CBU@ags.vic.edu.au
School Psychologist	Mr Max White	MWH@ags.vic.edu.au
Primary School Pastoral Care	Mr. Luke Barnewall, Deputy Head of Primary School	LBA@ags.vic.edu.au
Head of Primary School	Mrs. Tracey Nicholson, Assistant Principal	TN@ags.vic.edu.au
Senior Management Team	Principal	Dr. Vivianne Nikou
	Assistant Principal	Mrs. Tracey Nicholson

	Head of Primary	
	Assistant Principal	Mr. Lukas Silver
	Head of Secondary	
Administration, Development and Office Staff	Business Manager	Mrs. Pippa Birch
	Personal Assistant to the Principal	Mrs. Maria Rozanitis
	Accounts	Ms. Gigi Van Der Poll Mr. Dino Andreou
	Registrar	Mrs. Stacy Scott
	Operations & Compliance Manager	Mrs. Carol Hanna
	Office Supervisor	Ms. Marguerite Roberts
	School Administration	Ms. Janine Andrews
	Marketing and Communication	Mrs. Sanja Kalapoutis Ms. Adellea Greenbury

Communications

All matters that are lengthy or serious should be discussed face to face with a teacher (at an agreed appointment time) or via telephone. Teachers endeavour to return calls as soon as possible, but are not available to come to the telephone at any given moment. All matters of an urgent nature, including last minute changes to travel or pick up arrangements, should be communicated directly to the front office who will then contact the necessary staff member/s. **Please do not message your child on their iPad during the day.**

Email

We ask that all families inform the school immediately of any changes to email addresses and or contact details as this is a major point of communication from the school. Parents need to have an active account that they check daily.

The preferred method for contacting Primary teachers is not through email. The main focus of the teacher will be on their teaching and although they do access their emails, there is no dedicated time for this during the school day. There is no guarantee that any email message will be accessed during the course of the day. If you do need to email a teacher it should only be for matters of a most general nature and should never be used for serious or urgent matters. Furthermore, parents should not ask for or expect regular daily or weekly email updates regarding student progress with the exception of agreed arrangements for exceptional circumstances. The school provides several forums for such communication to take place.

School Diary

The school diary is issued to students from Prep onwards. Prep and Year 1 classes use it mainly as a communication book between home and school. The diary also contains a reading log in the back pages.

From Year 2 onwards the diary is a vital organisational tool that students are taught to use to record homework and keep track of reading and other school related issues. Parents are also encouraged to communicate with staff through the diary. On occasion a hard copy notice will be sent home, and

this will be put in the diary for safekeeping. Parents should check and sign the diary on a regular basis as specified by the class teacher.

TEAMS

All students will have a Microsoft TEAMS accounts. Families of students ELC to Year 2 should create a TEAMS account on a parent device. Parents of students in Years 3-6 will be able to login on the student iPad (or a parent device) to access TEAMS. TEAMS is used for Information Sessions, Parent Teacher Interviews and other meetings.

Fortnightly Bulletin and Newsletter

The School Newsletter is sent out every second Friday, while the School Bulletin is distributed on alternate weeks on a Wednesday. All parents should receive both the Bulletin and Newsletter directly to their emails. If you are not receiving regular email communication from the school, please let the front office know.

School Calendar

The school calendar is available on the school website. Reminders for events will also be included in the bulletin and newsletter.

Schoolbox Learning Management System

Alphington Grammar School uses the SCHOOLBOX Learning Management System. Parents are issued with logins and will be able to see class pages and curriculum and assessment content. Please see Appendix 8 for login details.

Parent/Teacher Interviews

This year, Parent/Teacher Interviews are scheduled for the 9th and 10th of March for Semester One and 20th and 21st of July for Semester Two. Details about booking times for these interviews will be sent home closer to the date.

Interviews will take place over TEAMS via the student account.

Parents and teachers will often need to meet at other times throughout the year. Meetings about student progress, welfare etc. can be scheduled by either parents or teachers at any mutually agreeable time.

It is not appropriate for parents to expect teachers to have impromptu meetings at the beginning or end of the day unless there is an emergency.

Daily Routines:

Arrival at school

Establishing good habits start early. All students are expected to be in class by 8.45 am. Any arrivals after this time are deemed 'late' and the student or parent should visit the office to have the arrival recorded. Students should not arrive at school unaccompanied before 8.20 am as there is no supervision in the yard before school. Routine is a comforting and important part of life. Children who are constantly late or rushed bring that anxiety with them into class and may be unsettled for

hours afterward. Try to establish a routine that gets you to school on time. If you are an anxious parent try not to make your child anxious as well by negative talk.

Doors of classrooms open at 8.30 am Monday to allow for a staff briefing and then 8.20am Tuesday to Friday. Primary students should go to rooms, once they are open, as soon as they arrive.

The school buses park on the basketball court each morning. Bus travellers in ELC and Prep will be escorted to the classroom by the bus drivers in the morning. School buses park on the basketball court in the afternoon and students in ELC-2 who travel by bus are taken to the bus each afternoon by the classroom teacher.

Requests for further bus information should be directed to the School Reception. Please remember to ring your bus driver on the number you have been provided if your child is not coming to school on a day they would normally catch the bus, or if they are not returning home on the bus. If your child goes home early from school on a day they normally take the bus, please remind office staff so they can adjust the lists accordingly.

Dismissal Procedure

ELC children must be signed in and out of the ELC centre by a registered person over the age of 16. Prep and Year 1 students will be walked outside to meet their parents. Students in Years 2-6 will be dismissed from the classroom and should have a pre-arranged place outside the school gates to meet their child after school. Parents should clearly communicate pick up arrangements with the teacher. Teachers in ELC to Year 2 take children to the buses or to Out of School Hours Care as needed.

No parents are permitted inside the school building at drop off or pick up times.

The Library is open after school for students in Years 3-6 for study /homework purposes, but should not be used as a childminding service. If you cannot collect your child **within half an hour of dismissal** time, your child should be attending the school's Out of School Hours Care program that is run by Camp Australia.

Dismissal Times:

ELC	3.00pm
Prep-Year 6	3.15 pm

Arriving Late

Any students who arrives after 8.45am must report to the front office to sign in. Students in the junior building will be escorted to their teacher if they arrive after 9.00am.

Leaving Early

If your child needs to leave early for any reason, then he/she needs to be collected from the school office and signed out by office staff. Parents can request that a child is waiting for them in the office at a given time providing enough notice is given. No parent should go to the classroom to collect a child during the school day.

Please see the daily timetable outline in Appendix 2.

Out of School Hours Care

The Out of School Hours School Care (OSHC) programme is run by CAMP Australia. The programme runs from 7.00am until 8.45am in the morning and 3.30pm until 6.00pm in the afternoon. All enquiries about enrolment and fees should be made directly to CAMP Australia.

1300 105 343 www.campastralia.com.au

Specific enquiries for children already enrolled should be made to the co-ordinator via email alphingtonr@oshccampastralia.com.au or phone: 0401050763 or 0432647948

Parking & Safety

As for all schools, drop off and pick up times are very busy for all concerned. We remind all families to allow ample time to park legally and attend the school or to drop off or pick up your child. Our priority at these times is the safety of all children and for the school community in general.

Please abide by all parking restrictions no matter what the weather or time constraints. There should be no parking alongside the school building in Old Heidelberg Road leading up to the gates unless you are legitimately using a Disabled Parking space. Parents are strongly discouraged from driving up to the School Gates to find a park or drop-off zone as they may cause congestion with the resulting U-turn. Instead, parents should drop off or park in designated drop off and legal parking zones.

The disabled and no standing areas are not drop off zones. Similarly, the parking restrictions in Lucerne Crescent should be carefully observed. Please note that parking inspectors visit the area regularly and they issue fines readily. Parents are encouraged to help us set a good example to the children by strictly obeying the road rules.

Our crossing guard, Peter, assists the school community at the crossing in Lucerne Crescent. Peter is on duty both before and after school each day.

First Aid, Illness & Absence

Our School Nurse is Ms. Clare Burns. Ms. Burns deals with, and makes decisions regarding, all students who become unwell or who are injured at school. She records all student visits and makes contact with parents (or the nominated emergency contact person) if a student needs to go home. Ms. Burns monitors the medical records, medication and medical action plans for each student in her care. Except in extreme cases, students in the Primary School must first report an illness or injury to a teacher who will then escort them or arrange for them to be escorted to the school Health Centre.

Medications

Any medications that need to be brought to school must be clearly labelled with the child's name and class and any dosages clearly written, (securely attached). Care should be taken that they have not reached their expiry date. Any medications brought to school must be handed in to the school nurse who will oversee the administering of the prescribed dose.

Current Epi-pens must be kept in the classroom for students in Primary classes and a spare in the Health Centre for all other students. Asthma inhalers should be kept in bags or classroom and a spare should be in the Health Centre.

Parents are responsible for updating their child's medical form if there are any changes to conditions throughout the year. All changes or updates should be sent to the main office. Yearly updates are required at the end of each year.

Illness

Illness is unavoidable, but school is not a place for a sick child. All parents are asked to remember that by sending a sick child to school they are putting the whole school community at risk. We ask that parents act responsibly at all times in this regard. We do not have the facilities to care for unwell children here at school hence they will be sent home.

Please see [this](#) link to the Victorian Department of Health exclusion table for guidelines on infectious diseases.

Absences

All absences should be notified to the school office by 9.30am on the **absentee hotline: 9499 6833**, not to the child's teacher.

Teachers at school will:

- Mark rolls every day in the morning and in the afternoon.
- Ask for absence explanation if no notification or reason has already been given for an absence.
- Check on your child's well-being if they are away from school frequently.
- Follow up on students who are often late.

Extended absences should be notified as soon as possible to the office and class teacher so work can be arranged if appropriate.

Holidays in School Term Time

We do not encourage families to take holidays during school time as it impacts upon the child's learning. Extended holidays during the school term can have a significant detrimental effect on student progress. If you are planning for your child to have extended time out of school, please notify the school and speak to your child's teacher about the impact this might have. We cannot provide daily lessons for these absences as school learning experiences cannot be duplicated when on holiday. However, students may be asked to keep a journal and continue their general reading or continue with their Mental Maths books. Notification of in-term holidays should be given in writing.

Recess, Lunch and the Canteen

Maintaining good eating habits is essential for the physical and cognitive development of all children. Children need to eat healthy food that gives them energy for the day. This includes a good breakfast and nutritious snacks and a healthy lunch that they can handle by themselves. Students in the primary school have a supervised lunch eating time before they go out to play. Please do not send food that needs to be heated. Teachers do not have the facilities or time to do this and supervise children at the same time.

Lunch orders are available from the canteen. Student orders are placed via the Spriggy Schools App and must be placed by 8.30am. The menu will be sent home early in the new year and is updated throughout the year.

Children from Prep to Year 6 are able to purchase items from the canteen at recess and lunchtime. We do not allow children to buy treats for each other at recess and lunch as it causes friendship issues and may not fit in with children's specific dietary requirements. We suggest spending money should be limited to the cost of a single item most days. Please talk to your child about making good food choices for lunch orders and encourage them to have control over what they are buying themselves.

Hydration

Adequate hydration for children is very important. All children need their own labelled drink bottle to use in class, at PE or Sport, and at recess and lunch. These bottles are for water, not cordial or juice.

Anaphylaxis

Anaphylaxis is a serious life-threatening condition that is becoming more prevalent in society. It is not just a mild allergy to a substance, but an extreme reaction that may cause death if left untreated. The Primary School has adopted a Nut-Free Policy across the whole primary school (please see Appendix 3), rather than just at selected year levels. Please read our Nut-Free School Policy carefully.

As a result of our awareness of the issue of anaphylaxis and other allergies, children are not permitted to share food at school. Parents who wish to provide a birthday treat for a class should consider something other than cake or food. Please speak to your child's classroom teacher about celebrations and be guided by what they advise. Other ideas for 'treats' can include fruit kebabs, stickers, or a balloon to take home. Invitations to out-of-school parties should only be given out discreetly by a parent, unless you are inviting the whole class.

Uniforms

As a proud Independent School we like to look the part. Our uniform rules are simple and we ask that parents play an active role in ensuring students are dressed accordingly. We ask that parents teach children the importance of wearing the correct uniform and support the uniform rules. All garments worn to school should be clean and regularly laundered. Shoes should be well fitting and polished. We know there are times when an item is misplaced or damaged and we make short term allowances for this.

Summer uniform is worn during Terms 1 and 4. Winter Uniform is worn during Terms 2 and 3. There is a two week changeover period to Winter Uniform at the beginning of Term 2 and a two week changeover to Summer Uniform at the beginning of Term 4.

During Terms 1 and 4 the school blazer is not compulsory. The blazer is required during Terms 2 and 3 and for formal events all year or excursions as advised. The school jumper is not to be worn as the outer garment when travelling to and from school at any time during the year. On cooler days during Summer Uniform time, the blazer should be worn as the outer garment when travelling to and from school.

Hair is required to be neat, uncoloured and not reflective of extreme styling or razor cuts. Hair below shoulder length should be tied back with school colour hair ties. (Blue, white, black). Hair ornaments should be discreet and in the school colours. From time to time, as with any school, we have the need to send notices home about head lice. Please read these carefully and if your child is infected ensure that you treat carefully and adhere to guidelines supplied.

Nail Polish and make up are not permitted.

Jewellery is not permitted except for:

- One discreet silver or gold stud earring or small sleepers to be worn in the lower ear lobe.
- A watch (fitness watch is acceptable. An Apple watch or similar networked device which enables online communication is not acceptable).
- Religious jewellery should be discreet and worn out of sight inside the school uniform.

Shoes should be regulation black school shoes, not black runners or leisure shoes. They should be well fitted and closed toe. Girls are permitted to wear T-bar closed toe shoes. Lace up or Velcro shoes are permitted and parents should teach students how to tie shoelaces. Runners are worn with PE uniform only (except in special circumstances when notified).

PE Uniform is worn to and from school on designated PE lesson days and designated sport days. It may also be worn for some excursions and this will be notified as required. AGS Track suit pants are the only track pants acceptable. Leggings and yoga pants are not acceptable. The blue AGS polo top is worn by students from Prep-2 on PE days. House colour polo tops may also be worn on PE days but are not compulsory until Year 3.

Scarves are permitted in Terms 2 and 3 but must be plain school colour (blue or black) or the AGS school scarf. No team scarves are permitted. Alphington Grammar School scarves are available from the school uniform shop.

Casual Clothes Days are held about once a term. Clothing and footwear worn on these days should be suitable for all school activities.

The School Uniform Committee meets once a term. It is comprised of the Principal, teacher and parent representatives and uniform suppliers. Issues to do with the quality of the school uniform should be addressed with the uniform supplier. Issues to do with school uniform design and rules should be addressed to the committee (via the school office).

A pictorial uniform list is available from the school office.

Second Hand Uniform Shop

The Second Hand Uniform Shop is located onsite and is open 8.45-9.45am every Thursday. Noone's main retail store is open normal retail hours at 283 Lower Heidelberg Road, East Ivanhoe.

Lost Property

Lost property is handed in to the front office. Parents are encouraged to regularly check that all items brought to school are clearly named to minimise the amount of lost items.

All uniform items: anything that is likely to be taken off at school must be clearly labelled with the child's name in a prominent place. This should be checked from time to time to make sure it is still attached/legible. Teachers do their best to keep track of uniforms and try to instil responsibility in children as well, but can do nothing if items are not properly named. If you purchase second hand uniform items please re-name them. Any unclaimed articles of clothing not collected by the end of each term will be donated to the second hand uniform shop.

Sunsmart

All children in ELC-Year 4 are required to wear the broad brimmed blue hat when outdoors. Students in Years 5 and 6 are able to wear the AGS black cap.

Parents should apply sunscreen before school and send some to school with their children. They should also teach them to apply it regularly when playing outside. Teachers will remind children to be sunsmart and will supply sunscreen at swimming carnivals, sporting activities and in the classroom etc. Students will be restricted from playing in the sun for extended periods of time on days of extreme heat. Please note any sunscreen allergies on your child's medical form and ensure they understand that they cannot use school sunscreen if that is the case.

Parents and Friends Association

The PFA is a group of parents who help organise events and fundraise for the school. They meet twice a term on the last Monday of the month and always need new committee members. It is not a huge commitment, but an important part of the school. The first meeting for 2022 will take place on Monday 28th March at 6.00pm in the Lyceum Centre. Please see the front office for PFA Terms of Reference and a nomination form at the beginning of each year if you are interested.

Assemblies

Assemblies are a great way for the school community to bond. Sometimes we have a whole school assembly, sometimes we have year group assemblies. The Primary School has its own assembly two or three times a month on Friday at 11.40am in the Lyceum.

Special Event Assemblies are held throughout the year for various occasions and parents are often invited.

Technology at School

Mobile Phone Policy

No student in ELC to Year 2 should bring a mobile phone to school. Students in Years 3 to 6 will only be permitted to have a phone at school if there are exceptional circumstances (eg: the student travels by public transport or for family reasons). The phone must stay in the student's bag at all times throughout the day. Smart watches must not be able to make calls or receive messages throughout the day. A "Mobile Phone at School" permission form is included in this booklet in Appendix 9. This should be filled out, signed and returned to school as required.

iPads

Students in Prep to Year 2 will have access to school iPads as a resource at the teacher's discretion and guidance. See Appendix 4 for further information about iPads.

Student iPads are for use in classroom time only. Students are not to use their iPads before or after school while on school grounds and they are not to be taken outside at recess and lunchtime. There are strict protocols in place for iPad use and students who do not adhere to the ICT guidelines will lose ICT privileges. Parents will be notified if this occurs. **Parents should not message their child via the iPad during the day.**

Cybersafety

Cybersafety and monitoring technology use among young children is growing increasingly important in our world. The school takes this responsibility very seriously and we seek to educate all children about safe internet (and other technology) use at school. Parents need to be involved at home and ensure close monitoring of all forms of media, including TV, for suitability and influence. All students in Years Prep – Year 6 are required to sign the Information & Communication Technology Acceptable Use Policy each year. This policy addresses safe use of ICT at school. It is constantly reinforced throughout the year and stays on file for the duration of their enrolment.

Parents are strongly encouraged to monitor their child's use of all devices and help their child become a responsible 'digital citizen'. More information about cybersafety can be found [here](#).

Throughout 2022 the school is continuing to work towards becoming an eSmart school.

Bringing Special Items to School

Please make sure these are given to the teacher for safekeeping. Precious items should not be brought to school if damage or loss will cause concern. While we make every effort with belongings, we cannot guarantee that accidents won't occur.

Other items brought to school

Teachers will use their discretion with any items brought to school by students and will decide if an item is suitable or if it should stay in a bag or alternatively, be sent home. No play weapons of any kind are permitted. Rough play is actively discouraged.

School Houses

All students are placed in a 'house' upon enrolment. The four Houses include:



ARISTOTLE



BYRON



PERICLES



SOCRATES

House Points in the Primary School

At Alphington Grammar we believe that students thrive when they receive praise for their effort, success in their studies and other extra-curricular involvement in the life of the school. The aim of the House Points system is to work together to create a happy and productive learning environment.

Structure of the House Points Program

Teachers are able to award House Points to students who are displaying positive behaviour. Every student from Prep to Year 6 has the opportunity to earn points for their House. When a student is awarded points, they add their points to the tally in their homeroom.

House points are awarded from Monday morning until Friday morning. Year 6 students collect House points on a Friday morning and tally up the totals for the entire Primary School. The winning House for that particular week is awarded the 'House Points trophy' at assembly. New points can commence from Friday recess.

House points will be tallied together with sporting carnival points from Year 3-6 and from other events across the Primary School to determine which House wins the 'House shield'. The House Shield is presented at the Celebration Day Assembly at the end of the year.

Curriculum

The Primary School curriculum is a varied one. At all year levels teachers strive to challenge students and cater for individual differences. School reports are issued twice a year at the end of Terms 2 and 4 with Interviews for face to face feedback during Terms 1 and 3.

Teachers will offer a differentiated curriculum in their classrooms. This means that the needs of all students will be catered for. It does not mean an individual lesson plan for every student.

The Prep to Year 6 Curriculum is guided by the [Australian Curriculum](#).

Core subjects in the Primary School

Literacy

Numeracy

Inquiry

Design and Digital Technologies

Arts: Visual Art, Music

Physical Education

Greek Language

Assessment

Assessment refers to the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Teachers use a variety of methods to collect information about student needs, progress and achievement. This will include, but is not limited to, pre-tests, observations, anecdotal records, formal testing.

Homework

Alphington Grammar School recognises the importance and value of regular work and reinforcement of skills at home. Please see the 2022 Alphington Grammar School Primary Homework Policy in Appendix 5 for a greater explanation of our homework philosophy and expectations.

Modern Greek

Alphington Grammar School is a premier provider of the Modern Greek language and cultural studies. Our vision is to provide a curriculum which develops the interface for multicultural citizens of the world. All students from the ELC to Year 6 participate in the learning of the Greek language and culture in an innovative, dynamic and vibrant language program which provides highly qualified staff and rich language experiences.

All students are presented with opportunities to actively practise language in meaningful contexts and through a variety of activities. Students get many opportunities to experience Greek language and culture through a range of cultural events.

The Greek program at Alphington Grammar aims to develop within students a deep understanding and appreciation of the relationship between language and culture and the intercultural exchange between and across the generations.

The students at Alphington Grammar School come from a wide variety of language and cultural backgrounds. For the purpose of developing a curriculum that is sensitive to the varying degrees of capabilities in the Greek language, students are identified in two major groups from Years 2-6 (Level 1 and Level 2).

Engaging and authentic language learning experiences allow students to develop their reading, writing and oral skills at their own level of ability. This helps to build confidence and success in every student. Weekly at home learning tasks will also provide students with the opportunity to revise and practise language learning concepts covered at school.

Our rich and diverse language program offers all students the opportunity to take part in a wide variety of interactive language and cultural experiences including dancing, language games, buddy programs, music, singing, drama, short film productions, language competitions and performances.

Please see the Modern Greek Language 2022 Primary Handbook on SCHOOLBOX for more information about our Primary Greek Program.

Music

Classroom Music

Students in the primary school participate in a rich music program with a strong focus on singing. They have 2 x 45 minute lessons of Music per week and are exposed to a wide range of music making experiences. Developing confidence, thinking skills and independence is high on the list of priorities in Music.

Students in Years Prep to 6 participate in singing and instrumental ensembles and also take part in a production. Due to COVID audience restrictions in 2021, the performance program for 2022 has been restructured.

The Prep to Year 3 Production will take place on **Tuesday 29th March.**

The Year 4 & 5 Production will take place on **Tuesday 29th March.**

The Year 6 Production will take place on **Tuesday 8th November.**

Instrumental Music

Students in the Primary School are also able to participate in the Instrumental Program and have individual lessons with one of the many instrumental specialists at the school. Instrumental lessons are available to students from Year 1 at the very earliest; however, it is not recommended that any student begin such an intensive program of lessons unless they can concentrate solidly for 30 minutes and can then complete 4 or 5 independent practice sessions at home with little or no supervision from parents. Often a student will make faster and more long lasting progress if they wait an extra year or two. Lessons are run during the school day and operate on a rotational timetable. The AGS Music Staff are happy to answer questions about enrolment and discuss your child's readiness for lessons. Students in the instrumental program have the opportunity to perform at soloist evenings throughout the year.

Application forms and the 2022 Information Booklet (which includes the terms and conditions of enrolment) can be obtained from the school website. All applications for enrolment in the Instrumental Program must go through the Accounts Department at the Front Office. All matters relating to Instrumental Fees should be directed to the **Business Manager, Mrs Pippa Birch** via the office on **94974777**.

Physical Education/Sport

Physical Education at Alphington Grammar School emphasises the development of life-long physical activity, healthy food choices and skills that promote wellbeing through a range of carefully planned experiences. The program is designed to offer sequential, age-appropriate skill development in games, movement, gymnastics, swimming, fitness, and athletics and ball skills.

Students in the primary school have two periods a week of Physical Education. These sessions cover all the Health and Physical Education Key Learning Area components; fitness, movement, ball handling, minor and major games, gymnastics and swimming.

The Physical Education programme is designed to build on basic skill development in the early years and with the students engaging in a wide range of movement experiences as they progress through the primary school. It aims to develop a well- rounded, capable student with the skills to engage successfully in a wide range of sporting, recreational and leisure activities.

All students in Prep - Year 6 attend a swimming program at the **Ivanhoe Aquatic Centre** in Waterdale Road and a gymnastics program at **Donvale Indoor Sports Centre**.

Both of these programs are conducted by qualified instructors and have an excellent staff - student ratio.

Students in ELC and Prep also take part in the Perceptual Motor Program (PMP). PMP aims to give the child experiences in seeing, hearing, touching & processing. They make perceptual judgements

and react though carefully sequenced activities which they enjoy, like running, hopping, skipping, jumping, balancing, crawling, climbing, throwing, catching, bowling, sliding, etc. They use a variety of common and specially designed equipment in sequential activities. The program takes place in the school gym.

Learning Enhancement

In the Primary School the Student Services team consists of **Max White** (Psychologist), Literacy Support and Learning Enhancement Specialist, **Ms. Jill Thomson**, the Assistant Principal and Head of Primary, **Mrs Tracey Nicholson** and the Deputy Head of Primary, **Mr Luke Barnewall**. This team meets fortnightly to discuss inclusion in the Learning Enhancement and Literacy Support Program and monitors students' progress.

To determine student eligibility, data is obtained from NAPLAN testing. We also refer to the National Minimum Standards for grammar and punctuation, spelling and reading and writing. Data obtained from PATR testing, Fountas and Pinnell Reading Benchmark tests and other assessments are also considered.

Standardised tests are conducted to establish student eligibility for our Literacy and Learning Support Program. Additionally, our psychologists incorporate the use of standardised ability and achievement tests such as the WISC-IV, WIAT-III, WPPSI-IV, Woodcock Johnson Test of Cognitive Abilities (4th Edition), CTOPP or WJIV Oral language assessment to determine Auditory Processing and Phonemic Awareness; to establish and individualise literacy support and enhancement programs.

We also use a variety of diagnostic and informal means of assessment such as classroom observation, anecdotal records and ongoing formative and summative classroom tests using the Australian Curriculum standards as a benchmark. General feedback from class teachers and our Student Services Team is also considered to determine whether students fit the criteria for Literacy Support and Enhancement.

ASPIRE Program

The **AGS ASPIRE** program is for highly able students across the Primary School who have demonstrated a keen sense of curiosity and an ability to work independently. The ASPIRE Program uses an Enquiry Model of Learning and draws on the principals of Project Based Learning. **ASPIRE** stands for **A**uthentic, **S**tudent- lead, **P**roblem Solving, **I**ndividualised, **R**eal-world **E**ducation.

Students participating in the ASPIRE Program will be required to develop an enquiry question that will drive their learning – it could be a solution to a real life problem they have identified or a topic that has piqued their curiosity.

The following criteria will be used to select students for the program:

1. Teacher recommendation based on above average performance in class and assessment tasks.
2. Parent referral supported with evidence, e.g. high scores in competitions such Australian Maths Competition and Maths Olympiad or previous school reports that indicate that the student is above standard in literacy and numeracy.

3. High Standardized test results, Pat-Maths, Pat-Vocabulary Skills, Pat-Spelling, Pat-Reading (Stanine 7-9) and NAPLAN scores in at least two areas that are in the 80th percentile or above.
4. Assessment using the Wechsler Test for children (WISC) by Psychologist in-house or external indicating that the student is at least one standard deviation above the mean.

or

5. Above average score on an abstract reasoning test conducted by AGS teachers

In addition to this students need to demonstrate:

- A natural sense of curiosity
- A high ability to work independently
- A high level of commitment to classroom programs and homework
- A willingness to catch up on classroom work missed during the ASPIRE sessions
- A high level of focus and persistence
- A consistent ability to complete classroom work to a high standard

Assessment will be ongoing and will include a variety of methods including:

- Rubrics
- Anecdotal records
- Self and peer assessment

Students will keep an e-learning journal that chronicles their learning and demonstrates their understandings.

Students will attend the program for a semester and will work on their project with a coach/learning mentor. Students are expected to catch up on any work missed during normal classes.

Online Programs

Mathletics

Mathletics is a world leading e-learning resource from 3P learning that is aligned to the Australian Curriculum. It uses engaging activities to challenge students through targeted adaptive practice. It is individual and highly effective and allows teachers to track student progress and assign students work in particular aspects of the entire range Numeracy areas.

It is subscription based and students in Prep to 6 are issued with a login and password.

Reading Eggs

Reading Eggs is an online reading program that supports the core Literacy program. Beginning in Prep, there is a focus on engaging students at an emergent reading level and then progressing each child at an individual pace. Reading Eggs has been implemented in all year levels from Prep to Year 6. It is subscription based and students will be issued with a login and password details.

iMaths

This is an engaging program that fosters enquiry by immersing students in relevant real-life investigations. The highly motivating and engaging investigations allow students to apply and practice their knowledge of maths concepts, improving abilities and results. The iMaths program operates from Prep to Year 6.

Soundwaves

The Soundwaves program is based on the phonemic approach to teaching Literacy and is recognised as one of the most effective ways to teach spelling and reading skills. The program caters for different abilities and learning styles and offers a comprehensive assessment of student growth. The Soundwaves program operates from Prep to Years 6.

Typing Tournament

Typing Tournament is built on our unique Multiple Progressions Model and has been specially created to give users of all ages and stages maximum flexibility in establishing and reaching their typing goals. As users progress through the Levels the required typing speed increases and muscle memory critical for typing success is developed.

S.T.E.M. (Science, Technology, Engineering, Mathematics) in the Primary School

There is a need to increase awareness among parents and students concerning the importance of S.T.E.M education. The following three messages are likely to resonate positively with our community:

1. S.T.E.M education prepares all students for the challenges and opportunities in the 21st century economy;
2. S.T.E.M education improves the impact and overall effectiveness of the F-12 education system; and
3. A S.T.E.M-literate workforce adds value, productivity, and innovations to the economy.

As a S.T.E.M-focused school we prioritise finding innovative methods for structuring the curriculum, developing new instructional techniques, ensuring our teachers become S.T.E.M literate, and providing opportunities for extracurricular activities. We aim to foster connections with the wider S.T.E.M community.

A coherent and rigorous curriculum that focuses on depth rather than breadth is essential for any successful S.T.E.M school initiative. Pedagogical techniques used in S.T.E.M-focused schools include project-based learning, workplace or lab-based learning, the use of technology-supported learning tools, as well as traditional, teacher-led instruction.

Student Well-Being

Alphington Grammar School is committed to providing a safe and welcoming environment for all children. The Primary School uses a variety of programs to target different aspects of student well-being and social-emotional development. Some of these are outlined below.

The School Values Program

In 2022 the Primary School will focus on the 6 stated school values with the concept of 'Excellence' underpinning all. All classes will take part in the program and undertake activities at an age appropriate level.

The You Can Do It! Program

This program will continue to operate across all year levels and will be incorporated into the School Values Program. *The You Can Do It* Program focuses on Resilience, Getting Along, Persistence, Organisation and Confidence.

Conflict & Bullying

Bullying can happen anywhere: at school, at home and at work. It can happen to anyone. Bullying is never ok! The first step to address bullying is to understand exactly what bullying is. A formal definition of bullying for Australian schools has been developed by *the Safe and Supportive School Communities Working Group*. This national group includes all state, territory and federal education departments, as well as national Catholic and independent schooling representatives.

The definition says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

It's important to know that single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. Disagreements or fights between equals or single occurrences of fights or nastiness are unacceptable, but are not considered bullying. More information about this can be found under the heading 'Conflict' in the AGS Conflict and Anti Bullying Policy in [Appendix 6](#).

AGS Child Safe Policy

This policy was written to demonstrate the commitment of Alphington Grammar School to child safety and to establishing and maintaining child safe and child friendly environments and in accordance with government requirements.

This policy aims to provide clear guidelines and procedures for all matters related to protecting children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse and responding to incidents and allegations of child abuse.

This policy aims to embed a culture of child safety and ensure zero tolerance of child abuse in the school and to make certain that protecting children from abuse is embedded in everyday thinking and practice.

The Policy will be updated on a yearly basis or sooner as required and is available on the school's website.

AGS Child Safe Mission Statement

The well-being and safety of students is of central importance at Alphington Grammar School. Young people have the right to be physically and emotionally safe at all times. They have the right to be protected from abuse and /or neglect.

The responsibility for their protection is one shared between the family, the community (including the school) and the State. The school has a key responsibility, in accordance with legal requirements and our own declared School Values to develop policies that underpin and emphasise child safety and the zero tolerance of child abuse in any form.

Child Safety Team 2022

Alphington Grammar School nominates the following staff as **2022 Key Contact Personnel** as acting on instruction from the School Council with relation to the Child Safe Policy. These personnel are designated **Child Safety Officers**:

Dr Vivianne Nikou, **School Principal**.

Mr. Max White, **School Psychologist**.

Mrs. Tracey Nicholson, **Assistant Principal, Head of Primary School**.

Mr. Lukas Silver, **Assistant Principal, Head of Secondary School**.

Ms. Mary Kontosis, **International Student Co-ordinator**.

These persons shall be directly responsible for:

- (a) Developing strategies to embed a culture of child safety at the school;
- (b) Allocating roles and responsibilities for achieving the strategies;
- (c) Informing the school community about the strategies, and allocated roles and responsibilities;
- (d) Putting the strategies into practice, and informing the school community about these practices; and
- (e) Periodically reviewing the effectiveness of the strategies put into practice and, if considered appropriate, revising those strategies
- (f) Assisting all staff and volunteers in following the AGS Code of Conduct for Behaviour with Children
- (g) Assisting with recruitment, screening and training process
- (h) Assisting with all aspects of the **Alphington Grammar School Process for Responding to and Reporting Suspected Child Abuse**.

Code of Conduct for Behaviour with Children

This Code of Conduct outlines appropriate standards of behaviour by adults towards children at Alphington Grammar School.

The Code of Conduct aims to protect children and reduce any opportunities for abuse or harm to occur. It also helps staff and volunteers by providing them with guidance on how to best support children and how to avoid or better manage difficult situations. All staff and volunteers at Alphington Grammar School are required to comply.

All staff, volunteers and members of the School Council of Alphington Grammar School are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below. Additionally, all staff, volunteers and members of the school council are required to sign the Declaration to abide by the Code of Conduct for Behaviour with Children. (Appendix 7).

Any parent or caregiver who wishes to volunteer in the classroom, at event or attend excursions must sign the Code of Conduct declaration and lodge the form with the front office. The declaration also requires a current '**Working With Children Check Clearance**' which must also be lodged at the front office.

School Psychologist and Counsellor

Alphington Grammar takes a holistic view of student learning. The school psychologist is responsible for all students from ELC to Year 12 in educational and developmental psychology. A young child's behavior, an older student's anxiety and an adolescent's friendship all affect the way a student accumulates, retains and imparts knowledge. Support from and partnership with parents assists the school and the student. Equipping parents, carers and their children with the tools to enable students to continue learning through adulthood and to be valued members of a wider community are important tasks of the school years. Evidence suggests that the better equipped children are in enjoying learning and developing resilience the more successful and higher their psychological wellbeing will be for their transition through adolescence, adulthood and old age as lifelong learners.

The school psychologist is also available on most student/parent interview evenings to discuss any issues you have with parenting, concern about your child's academic development or emotional health. The School psychologist also runs small students groups focusing on social skills, attention and anxiety.

Being recognised, approachable and accessible for all the students and parents has been shown to be the most important attribute towards utilisation of School Psychologists in any school community. Our psychologist operates out of the AGS Health Centre in Flowerdale house and work closely with the school nurse, Clare Burns, and other members of staff.

Annual Events, Competitions, Co-Curricular Opportunities, and The Library

The S.T.E.A.M. Show

A combined Primary S.T.E.M and Art Show will be held in Semester 2. This event will showcase the work of students in the ASPIRE program as well as STEM projects completed at home by students right across the primary school. Artwork from all students in the Primary School will also be displayed in this popular event.

The Book Parade

Our love of reading is celebrated in our annual Book Parade. Each year children from ELC to Year 6 dress according to a theme and we have a lovely parade for all our family and friends to come along and watch. Our Book Parade this year will take place on **Tuesday August 23rd** and the theme is **'Dreaming With Eyes Open'**.

Grandparents & Special Friends Day

We ask all students from ELC to Year 6 to invite a special adult (other than mum or dad) to visit them at school. They spend time in class then have a scrumptious morning tea in the Andrianakos Centre. This year the event will take place on **Friday 10th June**.

Competitions

The school offers students from Year 2 to Year 6 the opportunity to take part in a range of Australian and International competitions. The dates for these will be published early in the new year.

Co-Curricular Opportunities

The school offers a range of Co-Curricular opportunities for students and details of these will be publicised early in the new year as part of the Enrichment Program.

The Library

Students participate in weekly library lessons which are engaging and fun while supporting literacy development and a love of reading and learning. The rich programs are tied to the curriculum wherever possible and include diverse activities such as reading aloud stories which promote wellness, empathy and self-esteem, exploring different literary genres and highlighting the work of different authors and illustrators. Book Week is a highlight in the third term with specialised programs promoting award winning Australian literature.

The library staff is also committed to assisting students to access and use information effectively and teaching them to evaluate information critically. Promotion of nonfiction books and the many online resources which the library subscribes to is a regular part of the program.

Appendices

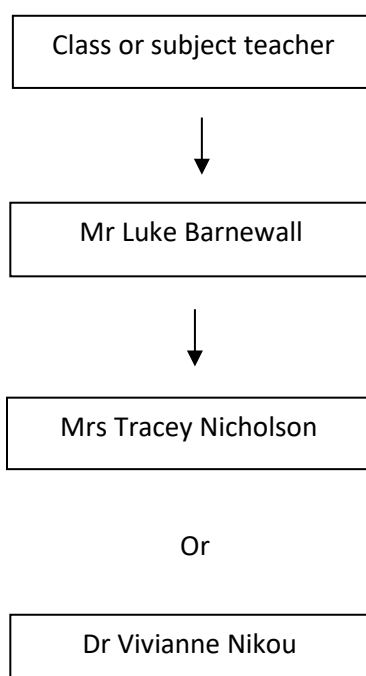
1. Chain of Care and Communication Staff Information
2. Primary Timetable
3. AGS Nut Free School Policy and letter
4. iPad information
5. Homework Policy
6. Conflict Management & Anti Bullying Policy
7. Code of Conduct for Behaviour with Children & Declaration
8. SCHOOLBOX Login details
9. Primary School Mobile Phone Policy

APPENDIX 1: Alphington Grammar School: Primary School Chain of Care

In the Primary School, we work as a team to care for the needs of all students. Every staff member has a responsibility to every child. Every staff member should develop a working partnership with the parents of children in their care. We ask that all parents and caregivers assist staff to develop this partnership as we work towards the common goal of achieving the best outcomes for each child.

If you have an issue, comment or concern, your first step is to communicate this with the class or specialist subject teacher concerned. These teachers work most closely with your child and are most able to help you. Serious, complex or issues which have not been able to be resolved via the classroom or subject teacher should be referred to Mr Luke Barnewall. Please note that Mr Luke Barnewall is also Deputy Head of the Primary School with a focus on pastoral care.

From here, cases may be escalated to Mrs Tracey Nicholson, Head of Primary, or further on to our Principal Dr Vivianne Nikou.



Our aim is to resolve all concerns as soon as possible.

APPENDIX 2: PRIMARY SCHOOL TIMETABLE

The school operates on a 10 day timetable with each week designated as either Week 1 or Week 2. In the primary school the weekly timetables do not differ greatly from week to week. Class teachers will post individual timetables on SCHOOLBOX.

Homeroom: 8.20am-9.00am (8.30am on Mondays)

Period 1: 9.00-9.45am

Period 2: 9.45-10.30am

Recess: 1.30-10.50am

Period 3: 10.50-11.25am

Period 4: 11.25am-12.20pm

Lunch: Inside 12.20-12.30pm Outside: 12.30-1.15pm

Period 5: 1.15-1.55pm

Period 6: 1.55-2.35pm

Period 7: 2.35-3.15pm

Specialist Subjects in the Primary School:

Greek Language, Music, PE/Sport, Art,

Dismissal Times

ELC: 3.00pm

Prep-Year 6: 3:15pm

APPENDIX 3: Alphington Grammar School Primary Nut Free Policy & Letter

November 2021

Dear Parents,

I remind all families that there are several students who are extremely allergic to any trace of nuts (peanuts and tree nuts which include hazelnuts, cashews, macadamia, almond, walnuts, coconuts, pecan, pistachio etc.) on people's hands, on paper, on plates, etc. While these students and their families manage their allergies well, the risks are severe and the danger disproportionate to the convenience of having nuts at the school.

The school therefore asks that all nut products be removed from students' lunch and recess snack. We have now implemented a Nut Free Policy at Alphington Grammar and please find a copy of which is attached, including recommended foods to bring to school.

Parents are welcome to bring celebratory food to school, but please give it to the class teacher to distribute as the class teacher knows the students who are not allowed to have certain foods. Please ensure you attach a list of all the ingredients.

We hope that everyone will understand the need to work together to protect students who are at risk and ensure that the school environment is as safe and risk free as possible.

There are now several Epipens® located in various places on campus, including the First Aid Office, School Office, Physical Education Office and the Canteen.

Parents of students who have an Anaphylaxis Action Plan, please ensure that there are two up to date Epipens® at school. One in the classroom for Junior and Middle School students and one in the pencil case for senior students. The other is to be located in the First Aid Office with the school nurse in the event of an emergency.

We appreciate your cooperation with this policy. The sacrifice of not having nuts or nut products in the school is a small one to make compared to or with the consequences a child with severe allergies could face. While there is a degree of inconvenience it is a small price to pay for guaranteeing the health and safety of all of our students, staff and visitors.

If you have any questions, please feel free to contact myself or Clare Burns (School Nurse).
Yours sincerely



Tracey Nicholson
Assistant Principal, Head of Primary

NUT FREE POLICY

November 2020

Background:

The nut free policy was put into place because as a school we have a heightened responsibility for the health and wellbeing of all our students, staff, families and visiting community.

Aim: To protect students, staff and visitors in our care who may have allergies to peanuts and similar nut products.

Rationale: No person should be placed in a situation and/or environment which may endanger their life, therefore it is Alphington Grammar School's responsibility to notify and educate staff and parents about the dangers that peanuts and other nut products may inflict on those who may suffer from these products.

Implementation:

- Staff will be educated about the dangers that can be associated with peanuts and tree nuts to children & adults with severe allergies and trained in the emergency management of anaphylaxis
- Information will also be passed on to parents to educate them about the increase in severe allergies to these products and the life threatening dangers they possess.
- Parents of children who have known allergy to nuts / peanuts will be consulted prior to enrolment with regard to the severity of the child's allergy, the symptoms and the emergency procedures to be followed in case of an allergic reaction.
- The school will provide information about the Nut Free Policy and the reasoning to families and staff.
- The school enforces this policy. This ban applies to all staff, students and volunteer workers at the school.
- The school canteen and events involving food preparation currently apply this ban on nuts and nut products.
- Products such as peanut butter, Nutella, nut food bars and any other products that have nuts or peanuts listed in the ingredients will not be allowed at the school to prevent allergies arising and to protect any students or staff that may suffer from these allergies
- If any parents are unsure about a certain food, they are encouraged to discuss it with the staff.
- Foods sent in for snack, lunch, or any class event (including parties) should be carefully checked to make sure they are peanut/tree nut-free. Families can help ensure that our school stays peanut/tree nut-free by reading packaging labels and reminding children not to share food with other children at school.
- Recommendations for birthday treats include, pens, balloons, notepads and other non-food related items.
- Students and staff in a classroom with known severely allergic students will be required to wash their hands prior to entry, before and after food handling to reduce the likelihood of contamination to any trace of nuts on people's hands, on paper, on plates, etc.
- Food labels that say: — "May contain or contain peanut or tree nuts" are **NOT OK** to bring to school to eat.
- Food labels that say: — "Processed in a facility that also processes peanuts & nuts" are **OK** to bring to school for personal consumption.

Peanut & Tree Nut-Free Snacks & Treats can include:

Yogurt – plain or mixed with fruit

Rice pudding cups

Cheese Pudding Cups
Applesauce
Fresh fruit
Jelly
Unsweetened cereal (no nuts)
Cheese or cheese sticks or cheese slices or string cheese
Fruit salad
Cheerio's cereal (wholegrain and no nuts)
Vegetables & Fruits
Meat & Alternatives
Rye-cracked wheat
Sunflower seed butter
Vegetable sticks
Cold meats
Coleslaw
Muffins
Beans (cannellini, red, lentil, butter)
Salad
Macaroni & cheese
Pasta or rice salad

Tortilla bread baked with salsa
Vegetables with dip
Granola/oat bars (NO NUT)
Pretzels
Soy butter/crackers
Popcorn
Raisins and sultanas
Grain Products
Dairy
Breads – no nuts
Low-fat cottage/feta/ricotta cheese
Bagels
Cream soups
Pita bread
Pizza
Vegetable soup
Crackers
Custard
Meatloaf
Soups with rice or pasta

Please do NOT send any of the following to school:

- Peanut butter or any other nut butter
- Nutella
- Crackers with peanut butter filling
- Any muesli bar, biscuit or other product that list nuts as an ingredient
- Trail mixes with nuts, granola bars with nuts, or dried fruit with nuts
- Cereal with nuts
- Nuts in salad
- Candy or cookies containing nuts
- Loose nuts of any kind (peanuts, almonds, cashews, hazelnuts, walnuts, mixed nuts, coconut, pecans, pistachios, etc.)
- Anything cooked in peanut oil that has been cold pressed, expelled or extruded
- All nut pastes (EG: Almond paste)
- All nut extracts (EG: Almond extract – used in making various cookies)

Food labels that say: — “May contain or contain peanut or tree nuts” are **NOT OK** to bring to school to eat.

Food labels that say: — “Processed in a facility that also processes peanuts & nuts” are **OK** to bring to school for personal consumption. I.e. not for shared event food.

Policy review: 2022

APPENDIX 4: iPads

The iPad program is an integral part of the primary school and runs in conjunction with an ICT safety awareness program.

Students from Year 3-6 are required to provide their own iPads.

iPads at school are used only during class time and should not be used before or after school while on school grounds. Any iPad model is suitable but iPad with sim cards should have the sim removed for use at school as they should only be connected via the school Wi Fi network. iPads will need to be taken home each evening to be charged and should be brought back to school the following day. A sturdy case is recommended.




The subscriptions to Language Perfect, iMaths, Soundwaves online and Reading Eggs will be arranged through the school and logins and passwords will be issued to students as required.

Please see below a list of Apps that students are required to download to their iPad as soon as possible. Many students will already have these applications but may need to check for updates. Teachers may request additional Apps throughout the year and prices are subject to change.






If you require assistance setting up an iTunes account or have any concerns please don't hesitate to contact myself, or your classroom teacher.

Dianne Downey (Primary Numeracy and ICT)

Year 3-6 Required App List for 2022

App name and Logo	Price	Description
Book Creator for iPad 	Free	The simple way to create beautiful books on the iPads. Books are read in iBooks and can be sent to friends
iMovie 	Free	iMovie allows students to create, edit and share movies of their own. Easy to use with great special effects.
Reading Eggs 	Free	Literacy Program. Student's complete reading tasks and quizzes set by teachers.
Garage Band 	Free	Make your own music wherever you go. A collection of touch instruments and a full-featured recording Studio
Dictionary for iPad 	Free	Online dictionary and thesaurus.
Mathletics Students 	Free	A Mathematics App that allows students to learn with curriculum activities, activity support, videos and ebooks.
Times Tables Quiz 	Free	An engaging way to practice multiplication facts.

<p>Education Perfect</p> 	Free	A language-learning tool, which allows students to compete against friends and score points.
<p>Google Earth</p> 	Free	Search for cities, towns, and places anywhere in the world.
<p>PowerPoint</p> 	Free	A powerful presentation software developed by Microsoft. The program uses slides to convey information rich in multimedia.
<p>Kahoot</p> 	Free	Create and play online quizzes
<p>Microsoft Word</p> 	Free	Word Processing App for iPads
<p>Compass</p> 	Free	Digital Compass
<p>The Calculator</p> 	Free	Digital Calculator

<p>Timeline</p> 	Free	Timeline allows students to create a graphical representation of an event or process.
<p>Museum Victoria Field Guide</p> 	Free	Detailed descriptions of animals, maps of distribution, and endangered species status combine with stunning images and sounds.
	Free	Allows students to access the school network and save their files.
<p>Microsoft Teams</p> 	Free	Allows students to communicate with teachers online and share work digitally.
	Free	Allows students to share their screen with others on the AGS network.

APPENDIX 5:

AGS Primary Homework Policy

ALPHINGTON GRAMMAR SCHOOL PRIMARY HOMEWORK POLICY 2022

Context

Alphington Grammar School Primary Years includes all classes from Prep to Year 6. Students in these year levels undertake a range of study in the areas prescribed by The Australian Curriculum.

The school has a strong cohort of students from bi-lingual families, a number of students with EAL and some students with special learning needs.

Purpose

To ensure that clear guidelines and expectations about homework at the Primary School level are communicated to all.

Rationale

Alphington Grammar School believes that homework is a valuable extension of classroom learning. We believe that targeted, relevant and purposeful homework:

- reinforces and consolidates basic skills, processes and concepts;
- builds collaborative learning partnerships between parent, child and teacher;
- provides opportunities to make links beyond the classroom;
- develops time management and organisational skills;
- prepares students in years 5 and 6 for secondary school;
- promotes responsibility for own learning; and
- provides opportunities for challenge, extension and creativity.

We also believe that students have varying homework requirements at different stages in their schooling. Therefore homework content and expectations will change according to a child's year level.

Implementation procedures

Teachers will:

- provide homework tasks relevant to class work;
- clearly communicate expectations and timeframes to students and parents;
- clearly communicate instructions for specific tasks (e.g. by providing a worked example if needed);
- negotiate and set tasks in accordance with individual needs when necessary
- encourage students to complete tasks with positive reinforcement and;
- mark homework tasks and give prompt feedback;

Students will:

- commit to completing homework tasks to the best of their ability;
- take home/organise all necessary materials to complete the task;
- understand that homework is a regular part of his/her week and schedule time for it;
- return homework to school on time; and
- seek assistance if required.

Parents will:

- encourage their child/children to complete homework;
 - provide a quiet and comfortable environment in which to work;
 - provide regular, activity-free periods in which the child can complete homework;
 - engage in discussion with the child about tasks: e.g. How will the child prioritise tasks? What does the child need to do to complete the task?
 - negotiate with their child/ren the level of adult input; and
- contact the class teacher immediately if their child/ren is having difficulty completing homework tasks.

The school will:

- ensure that information session at the beginning of each year include a homework segment. Parents will be advised on appropriate levels of parent input, timeframes and strategies to support their child;
- provide staff and parents with a copy of the homework policy;
- regularly review the policy to reflect best practice.

We acknowledge that students and families have varying responsibilities and priorities outside of school. We also recognise that students may have special needs e.g. a diagnosed learning need requiring an individual education plan (IEP). We therefore encourage open discussion between teachers, parents and students regarding homework tasks.

Focus

At Alphington Grammar School we believe that literacy (in English & Greek) and, numeracy should be the main focus of our teaching in the Primary years, and therefore the foundation of homework. We also believe in the importance of providing students with opportunities to make relevant and purposeful links to units of inquiry (History & Social Sciences).

The following outlines the homework requirements at the different stages of schooling throughout the Primary School:

THESE ARE MINIMUM GUIDELINES ONLY (Average time per day)

Prep: At least 10 minutes Reading, 10 minutes other tasks

Year 1: At least 15 minutes Reading, 10 minutes other tasks

Year 2: At least 20 minutes Reading, 20 minutes other tasks

Year 3: At least 20 minutes Reading, 25 minutes other tasks

Year 4: At least 20 minutes Reading, 30 minutes other tasks

Year 5: At least 25 minutes Reading, 35 minutes other tasks

Year 6: At least 30 Minutes Reading, 35 minutes other tasks

Greek homework is included as 'other tasks'.

'Other tasks vary from year level to year level but may include:

- Literacy tasks such as spelling, word study, etc.
- Numeracy such as times tables, mental mathematics etc.
- Open ended tasks linked to units of inquiry
- Research tasks
- Tasks not completed during class time

Some children will spread the completion of their homework throughout the week and should be encouraged to do so should deadlines allow, whilst others will prefer to complete the tasks in one block. If a child is taking longer than the suggested timeframes to complete his/her homework it is important that the teacher is contacted.

It should also be noted that:

- Unit of inquiry work is designed to develop students' deeper understanding of concepts. It will not be marked with literacy and numeracy homework but will be incorporated into class inquiry work. Nevertheless it is important homework.
- Homework marks are not included in a student's end of semester report but may be commented on in the general comment section or subject sections.

Reading may include reading to an adult with an adult or being read to by an adult.

Policy for review in 2022



Conflict Resolution and Anti-Bullying Policy

Alphington Grammar School is committed to providing a safe and caring environment that fosters respect for self and others and does not tolerate bullying. In accordance with our Child Safe Policy, the physical, social and emotional well-being of our students is a priority.

Introduction:

Bullying can happen anywhere: at school, at home and at work. It can happen to anyone. Bullying is never ok. The first step to address bullying is to understand exactly what bullying is. A formal definition of bullying for Australian schools has been developed by *the Safe and Supportive School Communities Working Group*. This national group includes all state, territory and federal education departments, as well as national Catholic and Independent schooling representatives.

The definition says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

It's important to know that - single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. Disagreements or fights between equals or single occurrences of fights or nastiness are unacceptable, but are not considered bullying. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Conflict Resolution:

1. Introduction:

- 1.1. Not every disagreement or incident at school is bullying. As students develop their social skills they develop better ways of coping with their own emotions. Forming friendships can be a difficult process, especially in the early years. Friendship groups can be very fluid, new students join the school and seemingly established relationships change. Students can become possessive of friends right throughout school and seek exclusivity in the friendship group. All of these are complex problems that may or may not involve bullying.
- 1.2. Students' ability to understand others and take their needs and views into account develops over time. Young students are naturally self-focussed. They often play beside, rather than with, other students and tend to think that everyone sees things the same way that they do. In early primary school students learn that others may see things differently from them. Then, as their thinking skills develop, students are more able to understand another person's point of view and, finally, to appreciate multiple ways of looking at the same event or situation.
- 1.3. By secondary school students are expected to have developed better self-control and conflict resolution strategies, but problems will still occur. Puberty, social media, popularity and self-esteem all play a part in the complex relationships that develop. Patience, education and guidance is needed to ensure that all students feel safe, protected and valued.

2. Resolving Conflict:

- 2.1. Conflict is a normal part of life. Having different needs or wants, or wanting the same thing when only one is available, can easily lead students into conflict with one another. "She won't let me play," "He took my ...", "Tom's being mean!" are complaints that parents and school staff often hear when students get into conflict and are unable to resolve it. Common ways that students respond to conflict include arguing and physical aggression, as well as more passive responses such as backing off and avoiding one another.



- 2.2. When conflict is poorly managed it can have a negative impact on student's relationships, on their self-esteem and on their learning. However, teaching students the skills for resolving conflict can help significantly. By learning to manage conflict effectively, student's skills for getting along with others can be improved. Students are much happier, have better friendships and are better learners at school and later on, in the workplace, when they know how to manage conflict well.
- 2.3. Since students have different needs and preferences, experiencing conflict with others is unavoidable. Many students (and adults) think of conflict as a competition that can only be decided by having a winner and a loser. The problem with thinking about conflict in this way is that it promotes win-lose behaviour: students who want to win try to dominate the other person; students who think they can't win try to avoid the conflict. This does not result in developing effective conflict resolution skills.
- 2.4. Students may try to get their way in a conflict by using force. Some students give in to try to stop the conflict, while others try to avoid the situation altogether.
- 2.5. When introducing younger students to the different ways that conflicts can be handled, talking about the ways the animals included as examples below might deal with conflict can help their understanding. It introduces an element of fun and enjoyment.

Conflict style	Animal example	Child's behaviour
Force	Shark, bull, lion	Argues, yells, debates, threatens, uses logic to impose own view
Give in	Jelly fish, teddy bear	Prevents fights, tries to make others happy
Avoid	Ostrich, turtle	Thinks or says, "I don't want conflict." Distracts, talks about something else, leaves the room or the relationship

- 2.6. Sometimes these approaches appear to work in the short-term, but they create other sets of problems. When students use force to win in a conflict it creates resentment and fear in others. Students who 'win' using this approach may develop a pattern of dominating and bullying others to get what they want. Students who tend to give in or avoid conflict may lack both confidence and skills for appropriate assertive behaviour. They are more likely to be dominated or bullied by others and may feel anxious and negative about themselves.
- 2.7. It is possible instead to respond to conflict in positive ways that seek a fair outcome. Instead of being seen as a win-lose competition, conflict can be seen as an opportunity to build healthier and more respectful relationships through understanding the perspectives of others.

2.8. Win-some, lose-some: Using compromise to resolve conflict:

Adults have a significant impact on how children deal with conflict. Often adults encourage children to deal with conflict by compromising. Compromising means that no-one wins or loses outright. Each person gets some of what they want and also gives up some of what they want. Many children learn how to compromise as they grow and find ways to negotiate friendships. It is common around the middle of primary school for children to become very concerned with fairness and with rules as a way of ensuring fairness. This may correspond with an approach to resolving conflict that is based on compromise.

Conflict style	Animal example	Child's behaviour
Compromise	Fox	I give a bit and expect you to give a bit too

2.9. Win-win: Using cooperation to resolve conflict:

Using a win-win approach means finding out more about the problem and looking together for creative solutions so that everyone can get what they want.

Conflict style	Animal example	Child's behaviour
Sort out the problem (Win wisely)	Owl	Discover ways of helping everyone in the conflict to get what they want



2.10. Skills required for effective conflict resolution:

Effective conflict resolution requires children to apply a combination of well-developed social and emotional skills. These include skills for managing feelings, understanding others, communicating effectively and making decisions. Children need guidance and 'coaching' to learn these skills.

Learning to use all the skills effectively in combination takes practice and maturity. However, with guidance children can begin to use a win-win model and gradually develop their abilities to resolve conflicts independently.

Skill	What to encourage children to learn
<ul style="list-style-type: none"> Manage strong emotions 	<ul style="list-style-type: none"> Use strategies to control strong feelings
<ul style="list-style-type: none"> Verbally express own thoughts and feelings 	<ul style="list-style-type: none"> Identify and communicate thoughts and feelings
<ul style="list-style-type: none"> Identify the problem and express own needs 	<ul style="list-style-type: none"> Talk about their own wants/needs/fears/concerns without demanding an immediate solution
<ul style="list-style-type: none"> Understand the other person's perspective 	<ul style="list-style-type: none"> Listen to what the other person wants/needs Understand the other person's fears/concerns Understand without having to agree Respond sensitively and appropriately
<ul style="list-style-type: none"> Generate a number of solutions to the problem 	<ul style="list-style-type: none"> Think of a variety of options Try to include the needs and concerns of everyone involved
<ul style="list-style-type: none"> Negotiate a win-win solution 	<ul style="list-style-type: none"> Be flexible Be open-minded Look after own needs as well as the other person's needs (be assertive)

2.11. Guiding children through the steps of conflict resolution:

<p>1 Set the stage for win-win outcomes</p> <p>Conflict arises when people have different needs or views of a situation. Make it clear that you are going to help the children listen to each other's point of view and look for ways to solve the problem that everyone can agree to.</p> <ul style="list-style-type: none"> Ask, "What's the problem here?" Be sure to get both sides of the story (eg "He won't let me have a turn" from one child, and "I only just started and it's my game," from another). Say, "I'm sure if we talk this through we'll be able to sort it out so that everyone is happy." 	<p>2 Have children state their own needs and concerns</p> <p>The aim is to find out how each child sees the problem. Help children identify and communicate their needs and concerns without judging or blaming.</p> <ul style="list-style-type: none"> Ask, "What do you want or need? What are you most concerned about?"
<p>3 Help children listen to the other person and understand their needs and concerns</p> <p>In the heat of conflict it can be difficult to understand that the other person has feelings and needs too. Listening to the other person helps to reduce the conflict and allows children to think of the problem as something they can solve together.</p> <ul style="list-style-type: none"> Ask, "So you want to have a turn at this game now because it's nearly time to go home? And you want to keep playing to see if you can get to the next level?" Show children that you understand both points of view: "I can understand why you want to get your turn. I can see why you don't want to stop now." 	<p>4 Help children think of different ways to solve the problem</p> <p>Often children who get into conflict can only think of one solution. Getting them to think of creative ways for solving the conflict encourages them to come up with new solutions that no-one thought of before. Ask them to let the ideas flow and think of as many options as they can, without judging any of them.</p> <ul style="list-style-type: none"> Encourage them: "Let's think of at least three things we could do to solve this problem."
<p>5 Build win-win solutions</p> <p>Help children sort through the list of options you have come up with together and choose those that appear to meet everybody's needs. Sometimes a combination of the options they have thought of will work best. Together, you can help them build a solution that everyone agrees to.</p> <ul style="list-style-type: none"> Ask, "Which solution do you think can work? Which option can we make work together?" 	<p>6 Put the solution into action and see how it works</p> <p>Make sure that children understand what they have agreed to and what this means in practice.</p> <ul style="list-style-type: none"> Say, "Okay, so this is what we've agreed. Tom, you're going to show Wendy how to play the game, then Wendy, you're going to have a try, and I'm going to let you know when 15 minutes is up."

2.12. At Alphington Grammar School we recognise that teaching students about conflict resolution is vital. Teachers will use every available opportunity to teach about this:

- on any occasion that conflict arises;
- as part of the formal educational program (YCDI, Kids Matter, Mind Matters, Leadership Programs etc.).

3. Gender Considerations for Conflict and Bullying:

- 3.1. Some schools have found that even after lots of work to counter bullying, for example, students still report the presence of bullying and intimidation. The same can be the case for strategies that targeted the eradication of sex-based harassment, teasing and homophobia.
- 3.2. While single-focused strategies like getting rid of bullying or sex-based harassment can overcome significant difficulties for students, the limited success of such strategies suggests that more powerful influences are at work.
- 3.3. From a gender perspective, at least some of these powerful influences could be the gender foundations of such behaviours that are so often left unexposed.
- 3.4. Students may hear messages from the school that bullying, sex-based harassment, teasing and homophobia are not acceptable, but stronger opposing messages can come from:
 - authoritarian school and classroom discipline practices that rely on fear, threat and intimidation;
 - peer group pressures among boys and girls that value bullying and harassment as badges of courage and strength;
 - family, friends and community attitudes suggesting that bullying, harassment, intimidation and homophobia are valid responses if an individual feels threatened or is not getting their own way;
 - popular culture that praises personalities with the identified behaviours, for example the excessive 'masculine' behaviours of some football players on and off the field, or the 'bitch' or 'bastard' character in popular soap operas.
- 3.5. The way to challenge these influences is not additional attention on the inappropriateness of the behaviours. Rather it is to expose and directly challenge the influences themselves and the ideas about gender that support them.
- 3.6. At the heart of these influences are ideas about how individuals exert and maintain authority and power over others. Men have traditionally asserted their authority and power with the threat of violence. Over time this has been accepted as 'masculine' behaviour.
- 3.7. There are many women and an increasing number of men who recognise that there are better ways to maintain authority and influence than by bullying and harassment. Staff at Alphington Grammar School are mindful of their approaches to behaviour management, of their labelling of gender stereotypical behaviour and of implicit support of casual gender based bias.

Bullying:

4. Alphington Grammar School's Definition of Bullying:

- 4.1. Bullying is an ongoing act of aggression causing embarrassment, pain or discomfort to another.
- 4.2. Elements of bullying include wanting to hurt someone, acting on this desire, the action is hurtful, an imbalance of power, no reason for the action, is persistent and the bully gets satisfaction from hurting the victim.
- 4.3. It can be planned and organized; or it may be incidental and sporadic.
- 4.4. Individuals or groups may be involved.
- 4.5. It may be indirect i.e. enticed or encouraged by others.

5. Strategies to Deal with Bullying:

- 5.1. At Alphington Grammar School we will:
 - openly talk about bullying – what it is, how it affects us and what we can do about it;
 - teach our students the skills which will build their self-esteem and empower them to take the responsibility for themselves – and give them the opportunity to practise



these skills. This could be part of the You Can Do It Program, the Kids Matter Program, the Mind Matters program and other associated well-being initiatives;

- use regular opportunities, both planned and as they arise, to address social issues as they occur and monitor behaviours on a daily basis if necessary; and
- implement the policy which clearly states what actions we will take to deal with bullying behaviour.

6. Responsibilities of Staff:

- 6.1. Be role models in word and action at all times.
- 6.2. Ensure the YCDI, Kids Matter and Anti Bullying curriculum is implemented.
- 6.3. Ensure that our classroom management practices support respect for others (i.e. no name calling, singling out students, using sarcasm, using intimidation or threats, putdowns, gender stereotypes).
- 6.4. Be observant to signs of distress or suspected incidents of bullying.
- 6.5. Deal with all reported and observed incidences of bullying as set out in this policy.
- 6.6. Ensure that students are supervised in accordance with school supervision guidelines.
- 6.7. During yard duty make efforts to remove occasions for bullying by actively patrolling.
- 6.8. Arrive at class on time and move appropriately between lessons (including specialist lessons in the primary school).
- 6.9. Report incidences of bullying to the relevant pastoral manager.

7. Responsibilities of Students:

- 7.1. To 'tell' (e.g. a parent, teacher, staff member) if they are being bullied or if they see or know of someone else being bullied – both at school and on the way to or from school.
- 7.2. To help someone who is being bullied.
- 7.3. To not bully others or encourage others to bully.

8. Responsibilities of Parent/Parent Liaison:

- 8.1. To make every effort to differentiate between bullying, disagreements, friendship issues and social skill development.
- 8.2. To watch for signs that their child may be being bullied e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising, sleep problems.
- 8.3. To speak to someone on staff (classroom teacher/ house mentor first) at school if their child is being bullied, or they suspect that this is happening.
- 8.4. To encourage their child to 'tell' if they are bullied.
- 8.5. To not inflame situations through the passing on of hearsay to other parents.
- 8.6. To not confront a child who is not their own about a situation.
- 8.7. To avoid 'labelling' a child as a bully.

9. Reporting Bullying:

- 9.1. Incidences of bullying can be reported to any teacher, Head of House, Deputy Principal or the Principal by students and their parents, siblings or friends. Any bullying incidences that are dealt with will be recorded and fully documented.

10. Procedures for reported incidence of Bullying:

- 10.1. Steps to be followed upon report of bullying:
 - incidents of bullying reported;
 - incidents relayed to appropriate person if necessary; and
 - appropriate person interviews alleged perpetrator, victim and any bystanders to establish facts.



11. If Act of Bullying is verified:

- 11.1. Parents/parent liaisons of all parties notified and arrangements to discuss made.
- 11.2. Safety and well-being of victim is prioritised; counselling/support arranged if needed.
- 11.3. Appropriate person counsels so that person who bullied is aware of the effect on victim.
- 11.4. Appropriate person ensures the perpetrator acts in a responsible and constructive way to remedy the situation (written or verbal apology also needs to be given).
- 11.5. Behaviour reflection may be actioned.
- 11.6. Teacher puts appropriate steps from Behaviour Management Policy in place (withdrawal, suspension, etc.).
- 11.7. Behaviour contract may be implemented.
- 11.8. Referral may be made to psychologist or external support agency.
- 11.9. Contact with parents/parent liaisons finalised.
- 11.10. Incident is recorded in Schoolbox in Pastoral file.
- 11.11. Ongoing monitoring of the situation with periodic 'check ins' with all parties.

12. If Further incidence of the Bullying cycle occurs:

- 12.1. Teacher, in collaboration with relevant Pastoral Manager, to interview student and their parents/parent liaisons.
- 12.2. Pastoral Manager to make clear consequences of repeat occurrence.
- 12.3. Counselling (on a private basis) is recommended for student who bullied.
- 12.4. Further action (internal/external suspension, termination of enrolment) is the prerogative of the Principal.

13. Act of Bullying reported but not verified:

- 13.1. Teacher to record incident in Pastoral file in Schoolbox and communicate with parents/parent liaisons as well as students involved.
- 13.2. Investigate possible reasons for incorrect report as needed.
- 13.3. Situation closely monitored.

Child Safe Standard 3 - Code of Conduct for Behaviour with Children

This Code of Conduct outlines appropriate standards of behaviour by adults towards children at Alphington Grammar School.

The Alphington Grammar School Code of Conduct for the Behaviour with Children applies to all staff and volunteers at Alphington Grammar School in all settings, both in and out of school, including camps, overseas trips, etc. All staff and volunteers at Alphington Grammar School are required to sign a copy of the Code of Conduct for the Behaviour with Children as of Semester 2, 2016. A copy of this signed Code will be kept in staff and volunteer files.

1. Purpose:

- 1.1. The Code of Conduct aims to protect children and reduce any opportunities for abuse or harm to occur. It also helps staff and volunteers by providing them with guidance on how to best support children and how to avoid or better manage difficult situations. All staff and volunteers at Alphington Grammar School are required to comply.

2. Outline of the Code of Conduct (refer to elaborations for some points below):

- 2.1. All staff, volunteers and members of the School Council of Alphington Grammar School are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.
- 2.2. All personnel of Alphington Grammar School are responsible for supporting the safety, participation, wellbeing and empowerment of children by:
 - adhering to the Alphington Grammar School Child Safe Policy at all times, including upholding the Alphington Grammar School statement of commitment to child safety at all times;
 - taking all reasonable steps to protect children from abuse;
 - treating everyone with respect, including listening to and valuing ideas and opinions;
 - modelling appropriate adult behaviour;
 - listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or worried about their safety or the safety of others;
 - complying with our guidelines on physical contact with children (*A);
 - promoting the cultural safety, participation and empowerment of Indigenous children (i.e. by never questioning an Indigenous child's self-identification);
 - promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (i.e. by having a zero tolerance of discrimination);
 - promoting the safety, participation and empowerment of children with a disability (i.e. during personal care activities);
 - ensuring as far as practicable that adults are not left alone with a child (i.e. by working with children in an open and transparent way, meaning other adults should always know about the work you are doing with children, *B);
 - respecting the privacy of children and their families, and only disclosing information to people who have a need to know (*C);
 - reporting any allegations of child abuse to the Alphington Grammar School's Child Safety Team, and ensuring any allegation is reported to the police or Child Protection;
 - reporting any child safety concerns to Alphington Grammar School's Child Safety Team;

- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe; and
 - encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.
- 2.3. Staff and Volunteers must not:
- develop any 'special' relationships with children that could be seen as favouritism (i.e. the offering of gifts or special treatment for specific children);
 - seek to use children in any way to meet the needs of adults including doing errands of a personal nature (*D);
 - exhibit behaviours with children which may be construed as unnecessarily physical (*A);
 - put children at risk of abuse (i.e. by locking doors, allowing children to work out of sight with visitor, *B);
 - use prejudiced, oppressive or aggressive behaviour or language with children;
 - do things of a personal nature that a child can do for themselves (i.e. toileting or changing clothes);
 - engage in open discussions of a mature or adult nature in the presence of children (i.e. personal social activities);
 - use inappropriate language in the presence of children;
 - express personal views on culture, race, ethnicity or disability (*E);
 - have contact with a child or their family outside of our organisation without the knowledge and/or consent of a member of the Child Safety Team (*F);
 - exchange personal contact details, such as phone number, social networking site or email addresses with children (*F);
 - engage in rough or physical games with children (*A);
 - have any online contact with a child or their family (*F); and
 - ignore or disregard any suspected or disclosed child abuse.

3. **Elaboration*A: Physical contact with children at Alphington Grammar School:**

- 3.1. In a school setting there are daily occurrences where teachers may have physical contact with children. This is more likely to happen with younger children (primary school) and will seldom be necessary with older children (secondary school).
- 3.2. Any physical contact must always take place in an open area where other people are present.
- 3.3. All personnel are strongly advised to think and consider any physical contact with children and judge whether it is needed and appropriate and whether a non-physical response could suffice.
- 3.4. Appropriate physical contact with children could include:
- helping or assisting a sick, injured or distressed child;
 - holding hands when escorting children;
 - shaking hands;
 - helping a child try on a costume;
 - helping a child with toileting, if required;
 - assisting a child with a disability with a task, if required;
 - allowing a small child (under 6 years of age) to sit on the lap of an adult for the purposes of sharing a book, etc. This needs to be carefully considered: is there another way in which the experience can be shared closely, i.e. side by side seats? This should only occur if there is another adult present;

- modelling a sport or other skill (i.e. how to hold a bat or a musical instrument);
- accepting a hug (the hug should not be initiated by the adult); and
- passing affirmative contact in the presence of others (i.e. high 5s, pat on the back).

3.5. Inappropriate physical contact with children includes:

- any contact of a sexual nature;
- any contact of a violent or abusive nature (including yelling, 'losing it' even if no bodily contact made);
- any contact of an overly affectionate nature, i.e. kissing and cuddling;
- any contact made in anger or frustration, i.e. pulling a child into line, grasping a child in any manner while giving a reprimand, etc;
- any contact initiated by the child that crosses personal boundaries, i.e. a child offering to massage an adult's shoulder, a protracted hug or cuddle, kissing, etc. in these situations, the contact should be declined and/or diverted and the child distracted and gently rebuffed. Repeated instances should be noted and discussed with a member of the Child Safety Team; and
- any rough play. All rough play is discouraged and where children and adults engage in sporting competitions together, adults must be extra vigilant that any physical contact is measured and fair.

4. Elaboration*B: Working alone with children at Alphington Grammar School:

4.1. In the school setting there are frequent times when adults are alone with children. This can include situations such as, but not limited to:

- individual tuition, i.e. music, learning support;
- the administering of first aid or counselling;
- escorting a child from one place to another;
- assisting a child with toileting; and
- keeping a child in class while others are at another activity, i.e. to complete work, for non-participation in the activity.

4.2. In all cases where an adult is alone with a child, all reasonable steps must be taken to ensure that the activity is legitimate, open and transparent. This can be achieved by taking some or any of the following measures:

- ensure the activity is a scheduled or prearranged one, i.e. music tuition, learning support, reading. Where a child is collected for any scheduled or non-scheduled lesson, another adult (in the Primary School, usually the classroom teacher), should always be informed. In the case of secondary students removed from class for non-scheduled lessons, an email alerting the timetabled teacher should be sent;
- any situation where an adult is alone in an enclosed room should be avoided where possible. Exceptions to this are for the administering of first aid or counselling, tuition in music rooms, or for learning support providing the room is unlocked and the lesson is a scheduled one (see above);
- if an adult has cause to be alone with a child, or finds themselves alone with a child, they should ensure that another adult is aware of the situation and its purpose and that the door is open. If it is not possible to have the door remain open, then the adult should ensure that the door is unlocked. Another adult should actively monitor the situation. All situations should be considered before they occur if possible and, where practical, another adult should attend as a witness. This practice is also strongly encouraged for Alphington Grammar School staff members when they are required to deal with parents/parent liaison in one on one situation;

- any adult being approached by a child seeking an unscheduled meeting alone should alert another adult and follow the guidelines above. Repeated instances should be discussed with a member of the Child Safety Team;
- any adult meeting alone with a child should terminate the meeting immediately in the event the young person initiates or attempts to initiate any physical contact. In the case of a child seeking comfort, the child should be gently rebuffed and guided to an area where others are present and the child can be reassured and physically comforted in the presence of others if needed. In the event the contact is of a sexual nature, the adult must immediately rebuff the child, state that the situation is inappropriate and terminate the meeting. The adult should then report the incident to a member of the Child Safety Team; and
- any adult meeting alone with a child should terminate the meeting immediately in the event the young person initiates discussion of a sexual nature intended to create a personal intimacy between the child and the adult. The adult should then report the incident to a member of the Child Safety Team.

5. Elaboration*C: Privacy:

- 5.1. All staff and volunteers are bound by the Alphington Grammar School Privacy Policy. The School recognizes that issues surrounding the Child Safe Policy are especially private and extra care should be taken to ensure prescribed protocols on the sharing and storage of information are followed. This is outlined in the Alphington Grammar School Privacy Policy.

6. Elaboration*D: Children used to meet the needs of adults:

- 6.1. The School recognises that children, staff and volunteers work together in many ways to achieve various outcomes. In many instances, adults are required to instruct children to assist in tasks not specifically linked to teaching and learning. These tasks may include tidying up, helping set up for an event, unloading or packing away equipment, etc. the School endorses these tasks as part of normal daily school life and recognises that they help build a sense of responsibility.
- 6.2. However, tasks that have no link with the running of the School but are more personal and adult focused, such as fetching lunch or refreshment for the teacher, are not to take place. Although children may enjoy this personal responsibility, the use of children to meet the personal need of an adult, even if an innocent one, blurs the boundaries and relationship roles and leaves children vulnerable to agreeing to inappropriate requests from adults.

7. Elaboration*E: Discriminate against any child, including because of culture, race, ethnicity, disability or family circumstance:

- 7.1. At Alphington Grammar School, all children are valued and respected. Discrimination against a child, or allowing discrimination to occur, is prohibited and not to be tolerated. All adults are responsible for the monitoring of their own behaviours, the behaviours of other adults and the behaviour of other children in this respect.

8. Elaboration*F: Exchange of personal contact details with children and their families; out of hours contact:

- 8.1. No adult at Alphington Grammar School should exchange personal details with a child. This includes, but is not limited to:
- home address, mobile or landline telephone numbers;
 - private email addresses; and
 - online gaming or social networking platforms.



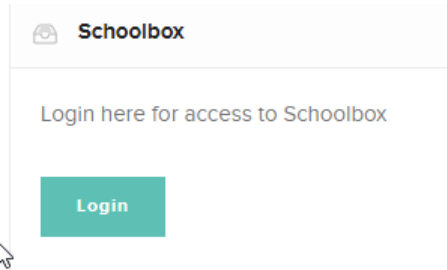
- 8.2. Normal email communication with families is appropriate via school email and e-diary system and with secondary students as required.
- 8.3. No adult at Alphington Grammar School should arrange to meet a child outside of school hours without prior knowledge of a member of the Child Safety Team. For example, no babysitting, tutoring, attendance at private social gatherings. Accidental contact, such as seeing people in the street is appropriate. School sanctioned gatherings are appropriate but adults should not attend 'after parties' etc. Where an adult is also a parent or relative of the School, attendance at private gatherings is appropriate but staff in this unique position must be extra vigilant that relationship boundaries are not crossed of other non-related children are present.
- 8.4. For further information refer to Alphington Grammar School's Information and Communication Technology Policy.

Appendix 8

Accessing Schoolbox

Go to our school website: <https://www.alphington.vic.edu.au/>

Click to the **Quicklinks** section on the website and select



When you click on the Login button - you will see:



Click on "Parents, forgotten your password"



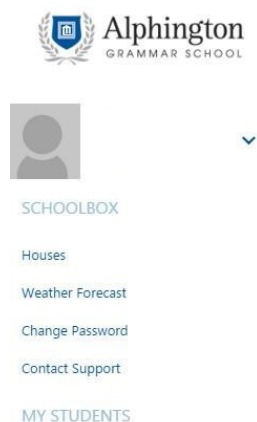
Type in your email address that you have provided the school with:

A screenshot of the "Have You Forgotten Your Password?" form. The form has a title "Have You Forgotten Your Password?" and a sub-header "Please enter your email address or username below - we will send a link for you to reset your password. This feature works for parents only." Below this, there is a text input field labeled "Email / Username". At the bottom of the form, there is a blue "Send" button.

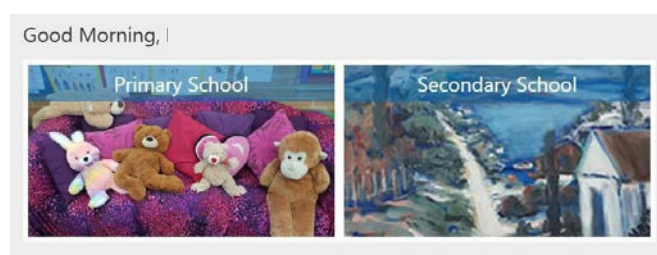
Check your email for the link to reset your password. Once you reset your password to whatever you wish to use you will now be able to login to Schoolbox using your email address and your password you set.

Using Schoolbox

On the left hand side menu you will find the following:



Under “My Students” – you will find your child’s/children’s name/s On the main screen dashboard – you will see the following:



By clicking on either tile, you will be able to access information you require.

You will also see your child’s/children’s classes that they are enrolled in on the right hand side of the screen.



PRIMARY SCHOOL MOBILE PHONE POLICY

Rationale

Alphington Grammar School recognises that mobile phones are an important communication tool. Some parents/guardians request that their child bring a mobile phone to school for before and after school use to provide safety and security for their child. While mobile phones have their place, they can be improperly used, lost or damaged and it is important that teaching and learning be conducted in an environment free from unnecessary distractions or disruptions. Mobile phones will therefore only be permitted at school where its usage is not detrimental to students or their learning. Responsibility for its safekeeping rests with the student.

Purpose

To inform all members of our school community about the use of mobile phones at AGS (Primary) by students.

Guidelines

- ***No student in ELC-3 should bring a mobile phone to school.***
- Students are not to bring personal mobile phones to school unless parents have gained written permission from the class teacher (see Attachment 1).
- Students are responsible for all of their personal effects while at school. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.
- Mobile phones must be switched off during school hours. Mobile phones are to be kept out of sight in student's schoolbags inside their lockers.
- Students can only use their mobile phones before or after school to contact parents.
- Special arrangements can be made for access to a mobile phone where there is a need to contact parents/guardians in an emergency.
- Students must not take any photographs or film other students or school community members without their consent.
- Students may not send harassing or threatening messages.
- Mobile phones must not be used in banned spaces. These include changing rooms, toilets, gyms and swimming pools.
- Students will display courtesy, consideration and respect for others when using a mobile phone as with any device.
- Misusing personal mobile phones at school or causing a nuisance will be brought to the attention of the Head of Primary who will determine consequences. Out for school use should be monitored by parents to ensure there is no negative impact.
- The Head of Primary may revoke a student's privilege of bringing or using a mobile phone at school.

Attachments

1. AGS (Primary) Mobile Permission Form



PRIMARY SCHOOL MOBILE PHONE CONSENT FORM

Please return to your child's classroom teacher.

PARENTAL CONSENT FORM

Name _____

Year/Class _____

My child needs to bring a phone to school because

My child understands the school protocols and agrees to abide by them.

I hereby give permission for my child to have a mobile phone at school and agree my child will follow school protocols.

Signature of Student: _____ Date

Signature of Parent/Guardian: _____ Date

Parent Contact Phone Number

Student's Mobile phone number:

Please return this form to the School Office