Foreword

Whitsunday Anglican School is an Anglican Independent Co-educational school. We strive to provide the best quality education for our students. We will pursue excellence in all areas of the educative process and enhance the well-established school and community relationship already existing at the School.

This handbook will inform you of the academic, social, physical, spiritual and co-curricular areas which your child will experience throughout the year. Should you wish to gain a fuller understanding of the operation of the School please feel free to contact us.

Five Core Values lead the School’s Anglican Ethos.

1. CHRISTIANITY (through Social Responsibility) – characterised by faith in God, forgiveness, reconciliation, developing a sense of mission/purpose through service to, and compassion and care for others;

2. TOLERANCE (through Respect) – characterised by openness to a broad range of ideas and concepts, accommodation of multi cultures and faiths, and inclusivity of a wide range of backgrounds;

3. EXCELLENCE (through Effort) – characterised by the pursuit of optimum outcomes for students in their intellectual, social and artistic endeavours and underlined by our explicit strategies to assist students develop the habits of self-belief, persistence and resilience;

4. DIGNITY (through Tradition) – characterised by our expectations for a conservative approach to worship, dress, appearance, manners, language, social discourse, rituals and symbols;

5. TRUST (through Co-operation) – characterised by consideration of the needs of the group before the needs of the individual, expressed through collaboration, teamwork, honesty and consistency.
**The Junior School**

All students, boys and girls, are part of a class group with their own classroom and class teacher who, in addition to teaching them and leading them through their educational journey, is responsible for the individual pastoral care of those in the class group. We believe that a strong love of learning can be nurtured through a positive, challenging and supportive experience in the foundation years Kindergarten to Year Four.

We have a genuine desire to create an environment that builds and strengthens the notion of family and community. We strive to create a community where boys and girls feel safe, valued, connected and have a strong sense of belonging. We encourage honest and open communication. We believe in a triangular partnership between students, parents and the School.

We believe that there are four ‘R’s within education – reading, ‘riting, ‘rithmatic, and RELATIONSHIPS. The Social Emotional Learning of the students is as paramount as the Academic.

At the Junior School we have a comprehensive program designed to awaken young minds to the joys of learning; including the first step in the School’s digital journey with Year Four students utilising laptops in their studies. Along with acquiring a firm grounding in literacy and numeracy through exploring, creating, communicating and documenting, students are also encouraged to experience the joys of History, Geography, Music (and instrumental), Technologies through including Lego, Science, Japanese and French, Art, Health and Physical Education. Learning also focuses on developing the skills, talents and abilities necessary to make better informed decisions in community living.
Staff

Head of Junior School  Mr Mick Martin
Assistant Head of Junior School  Mr Adam Shield
School Chaplain  Reverend Janet Story

Class Teachers 2017

Kindergarten  Mrs Kristen Jones
Preparatory  R  Ms Renee Whitmore
                                 W  Mrs Shirley Wood
Year 1  C  Mrs Sue Chandler
                         S  Mrs Juanita Steyn
Year 2  D  Mrs Kerrie Dzadey
                         M  Mrs Carol McCormack
Year 3  I  Mrs Yvette Iturbe
                         L  Mrs Janine Larsen
Year 4  J  Ms Jessica Stevens
                         S  Mr Adam Shield

Teaching Support Staff

Teacher Aide (Kindergarten)  Miss Narelle Litster
Teacher Aide (Prep)  Mrs Heather Klein
Teacher Aide (Prep)  Mrs Wendy Adamson
Teacher Aide (Junior School)  Mrs Carol Dickinson
Teacher Aide (Junior School)  Mrs Sandy Burnell/Mrs Rochelle Lee

Outside School Hours Care Staff

AKC Coordinator  Mrs Tammie Banks
AKC Assistant  Mrs Leanne Shelford
OSHC Coordinator  Mrs Cheree Pigott/Miss Tayhla Wood
OSHC Assistant  Mrs Yvonne Cracknell
OSHC Staff  Mrs Suzannah Padgett

Junior School Office in the Jessie Wickins Building

Secretary  Mrs Natalie Jonas

Specialist Staff

Christian Education  Revd. Janet Story
Head of Learning Enrichment  Ms Natalie Davis
Teacher Learning Enrichment  Mrs Kathy Branch/Mrs Jennifer Abercromby/Mr Colin Deeley
Teacher Aide Learning Enrichment  Ms Debra O’Brian/Mrs Renee O’Pray
English As a Second Language Tutor  Mrs Desire Springorum
Music  Mr Toby Hibbard/Miss Kirstie Wilk
Art  Ms Donna Free
Physical Education  Miss Rebecca Matijevic/Mr Luke Chamberlain
Language Other Than English  Mrs Angela Holm/Mrs Vanessa Pryce (Japanese)
                                          Mrs Valerie Allen/ Mrs Vanessa Pryce (French)
Protocol regarding the Junior School programs

If parents have concerns regarding the academic or pastoral well-being of their child, they should contact their child’s Class Teacher in the first instance. If parents are then not satisfied, then the protocol is to seek a formal meeting with the Head of Junior School.

Telephone numbers (pertinent to the Junior School)

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior School Office/Staff</td>
<td>4969 2038</td>
</tr>
<tr>
<td>Junior School Assistant Head</td>
<td>4969 2038</td>
</tr>
<tr>
<td>Junior School Music</td>
<td>4969 2050</td>
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<tr>
<td>Miepert Centre</td>
<td>4969 2009</td>
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<tr>
<td>Accounts Office</td>
<td>4969 2000</td>
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<tr>
<td>Sport &amp; Physical Education</td>
<td>4969 2034</td>
</tr>
<tr>
<td>Chaplain</td>
<td>4969 2019</td>
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<tr>
<td>Plaza Lunchbox</td>
<td>4969 2025</td>
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<tr>
<td>WASMART</td>
<td>4969 2003</td>
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<tr>
<td>Outside School Hours Care</td>
<td>4969 2052</td>
</tr>
<tr>
<td>Head of Junior School</td>
<td>4969 2038</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>4069 2083</td>
</tr>
</tbody>
</table>

Operating hours of the Junior School
- Classes begin at 8:25am (Kindergarten doors open at 8:15am; parents are invited to remain with their child until 8:30am).
- It is recommended that teachers open their classrooms from 8.00am for students and parents.
- All other students are expected to be at school by 8:25am: Class rolls are marked at this time with attendance for the day sent to the Office. Any student arriving after this time must report to the Junior School Office to be marked as in attendance.
- Classes are dismissed at 3:00pm (Kindergarten – 3:00pm).
- Students should not arrive at School before 8:00am unless attending early morning organised co-curricular activities or Before School/Kindy Care. Students arriving unaccompanied by parents before 8:00am will be placed in Before School Care. Students arriving late to School must report to the Junior School Office. This will be shown on the daily absentee list.
- Junior School students remaining in the School grounds, unaccompanied, after 3:25pm will be placed in After School Care. In both cases parents will be contacted.

Absence and Late Arrival

If a student is absent then parent/guardian is to email attendance@was.qld.edu.au

If this is not possible then call the Junior School Office and leave a message either with the Junior School secretary or on the voice machine as to the absence - 49692038. A note should also be written in the student Diary (as per the Absence note in the back of the diary). In the case of an absence, and the School is not informed then a phone call will be made to home to ascertain the reason for the absence. Any foreseen prolonged absence should be notified in writing, to the Head of the Junior School (and Class Teacher), prior to the absence. Students arriving late to School must report to the Junior School Office. This will be shown on the daily absentee list.

An absence of 110 consecutive school days or more will require permission from Education Queensland and an Application for Exemption from Compulsory Schooling form will need to be filled out.

If a student is consistently late or is absent for long unexplained periods of time then teachers are asked to follow this up with parents (diary note, face-to-face – a record must be kept) and inform the Head of Junior School.

Where parents are leaving students in the care of others for short or extended periods of time, the School expects notification of all contact details.
Adopt-A-Cop
The Junior School ‘adopted’ Senior Sergeant Brad Olsen in 2012 as the School’s first Adopt-A-Cop. Sergeant Olsen, a parent in the School, had always offered wonderful service to the Junior School over many years; our ‘adoption’ was a formalisation of that relationship and service. In 2013 we ‘adopted’ Detective Senior Constable Samantha Sanderson. Detective Sam was also a parent in the Junior School and involved herself, along with her husband Senior Sergeant Craig Sanderson in many aspects of school life. While Sam was the ‘School’s’ Adopt-A-Cop for 2015 Craig acted in that role in Sam’s absence. We are in the process of confirming our Adopt-A-Cop for 2017.

Allergies
A number of Junior School students are prone to allergic reactions from a variety of causes. Food stuffs such as nuts are a prevalent cause of allergies therefore parents are asked to be considerate when providing food for their children that may contain nut products specifically treats for class parties and birthdays.

While all care is taken it is impossible to guarantee an allergy free school. Students with allergies, and the students and staff around them need to be vigilant.

ANZAC Day march
Each ANZAC Day the students and staff of the School take part in the march past/parade that precedes the ANZAC Day commemorations. Students will wear their School uniform, hat, polished shoes, and parents are more than welcome to join us. The students are asked to assemble in Sydney Street and report to their teachers upon arrival.

Assembly
Junior School assembly is held every second Friday at 2:00pm in the Ron Bourne Hall. All students from Prep-Year Four attend; Kindergarten children attend where appropriate. Whole School assemblies are as per the School calendar.

Awards and Rewards
The practice of awarding appropriate awards and rewards in recognition of the efforts of our students is encouraged. Certificates sized to be glued into the students’ diaries on a weekly basis are always highly regarded by the students. Of course strict criteria and consistency is the key to these extrinsic rewards as students are quick to seize upon the worth of such. Fortnightly awards such as the ‘YCDI!’ awards are also available to recognise the pastoral and academic achievements of the students. In the past we have also awarded citizenship awards for students who have gone ‘ABCD’ – Above and Beyond the Call of Duty.

Before and After Kindy Care, Outside School Hours Care (OSHC) and Vacation Care
The School offers an excellent Before and After Kindergarten and School Care service to students and parents of the Junior School. Within the program for this service there are appropriate developmentally programmed activities, supervised care, plus a wholesome afternoon tea. There is also a Vacation Care program that operates throughout the School holidays; this is available for all students enrolled from the Preparatory Year. Details are available from the Junior School Office located in the Jessie Wickins Building.

Behaviour Management
The Junior School seeks to live as a Christian Community. The School aims to provide a safe, secure and caring environment in which all students are encouraged to strive to achieve their potential. Developing this ethos depends on the quality of student, staff and parent relationships and the active support of all members of the school community.

Such relationships thrive where there is mutual respect and when the opinions of others are acknowledged. This empowers students and elicits responsible behavioural choices and the acceptance of consequences for these choices.
At the beginning of each year, class teachers and students work collaboratively in classrooms to develop a shared understanding of what constitutes acceptable behaviour in these contexts. Understandings are clearly displayed in classrooms and are referred to on an ongoing basis.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Each person has the right to:</td>
<td>Each person has the responsibility to:</td>
</tr>
<tr>
<td>• learn</td>
<td>• learn</td>
</tr>
<tr>
<td>• feel safe</td>
<td>• try to do their best</td>
</tr>
<tr>
<td>• be heard</td>
<td>• follow the school rules</td>
</tr>
<tr>
<td>• be happy</td>
<td>• care for the environment</td>
</tr>
<tr>
<td>• be respected</td>
<td>• help create a happy, safe environment</td>
</tr>
<tr>
<td>• be valued</td>
<td>• be respectful of the rights of others</td>
</tr>
<tr>
<td>• contribute</td>
<td>• be supportive of others</td>
</tr>
<tr>
<td></td>
<td>• act fairly</td>
</tr>
<tr>
<td></td>
<td>• use common sense</td>
</tr>
</tbody>
</table>

The School’s attitude to discipline is that it should be self-regulatory, i.e. students should assume responsibility for all aspects of their own behaviour, including academic pursuits. Where student behaviour management beyond the classroom becomes necessary, students are referred to the Assistant Head of Junior School. Repeated misdemeanours or major breaches of discipline are referred to Head of Junior School and the Principal.

The Junior School has a behaviour management structure that functions through:
- Class Teachers/Specialist Teachers/ House Teachers-In-Charge
- Chaplain
- Assistant Head of the Junior School
- Head of the Junior School
- Principal

Better Buddies
See Year Four Leadership program.

Bullying
Whitsunday Anglican School is committed to providing a safe and caring environment, which fosters respect for others and does not tolerate bullying. The School’s guiding principle is Zero Tolerance. The School’s policy is both Proactive and Reactive. The School acknowledges that there must be an appropriate communication between School and home throughout the processes.

The Junior School has an ongoing commitment to guiding the students’ behaviour towards appropriate and acceptable social outcomes; an agreed upon and common approach used by the students reinforces, empowers and encourages them to feel comfortable in taking a stance against bullying, and develops the resilience to continue to be problem solvers not problem makers.

See also Safe & Supportive environment and TALK, WALK, ASK, TELL.

Bullying is when someone (or a group of people) with more power than you repeatedly and intentionally uses negative words and/or actions against you, which causes you distress and risks your wellbeing. This imbalance is sometimes very obvious, as when a person bullies a much smaller, weaker person, or when a group combines to intimidate an individual. But often, it is much less obvious, as when the difference in power is psychological. In any bullying incident, there will likely be three parties involved: the bully, the person being bullied, and bystanders. Those who are the bystanders have an obligation to report bullying because, if they are aware of the problem, they are condoning bullying unless they do something about it.
First and foremost, the School affirms the rights of all community members to feel safe at School. Through words and actions, all students, staff and parents will promote care, respect, cooperation and celebration of diversity. While quality leadership is an essential element that underpins the creation of a safe and supportive school environment, the responsibility rests with the entire School community; parents and staff being at the forefront!

The Whitsunday Anglican School’s position on this issue is that bullying, of any kind, is unacceptable. Parents, students and staff who are aware of any bullying or potential bullying issues are urged to report such to teachers, the Assistant Head of Junior School, Chaplin or the Head of Junior School.

Car Park – Junior School
The Junior School car park is a convenience for parents and visitors to the Junior School. There is also a Drop Zone, again a convenience for the parents and students. Families with siblings in both the Junior and Middle/Senior Schools may also utilise this facility although it is recommended that those with siblings in the Year Three and Four cohorts utilise the Middle and Senior School pick-up areas. There is suitable car parking available and parking within the Drop Zone is prohibited. Please ensure you are considerate of all users of the car park at all times. For the safety of all concerned, vehicles are NOT TO BE LEFT STANDING unattended in the Drop Zone.

Celebrate Whitsunday
Each year we celebrate our founding as a School. In effect, it is our ‘birthday’ celebrations. During that day, we take the opportunity to do a number of things as part of the ritual of our thanksgiving. The first part of our celebrations is the Run for Cover. This tradition began when Mr Bassingthwaighte was Principal. One of his dreams was to see the whole campus serviced by covered walkways from one end to the other so that students and staff were able to get to all parts of the School without being affected by the weather. Mr Bassingthwaighte was also inspired by a famous run that occurs around the Great Court of Cambridge University each year. Some of you may have seen that run portrayed in the movie “Chariots of Fire”. It is for these reasons that we line the central walkway that transverses the Campus from north to south and cheer on our House runners as the baton is passed down from one year level to the next, symbolising the bond that links us through the Junior, Middle and Senior Schools.

Immediately after the Run for Cover, we move to our sub-School areas for the second part of our celebrations - the Cutting of the Cake. Like all good birthday parties, it has been part of our tradition to celebrate with cake on this day. Normally, the third part of our celebrations is the most formal part of the day when we have Speeches, Dedications and Blessings to recognise and give thanks for any of the major building projects which have been completed in the year.

As we are an Anglican School, the final part of our celebrations will be a Eucharist Service which will be presided over by the School Chaplain.

Change of Address/Telephone number
Should you change your address and/or telephone number, please do so through Parent Lounge or notify the Junior School Secretary in writing or via telephone (49692038).

Chapel
The spiritual journey of our students is at the core of the School and as such we are committed to Christian values and encourage our students to explore the spiritual dimensions to their lives and to follow Christian values. Chapel in the Junior School comprises of two services a fortnight; one class from each Preparatory to Year Four cohort attend a Service at the St Barnabas Chapel Tuesday of Week 1 or Week 2. The students are involved in each service by leading prayer, taking part in role play, and through song.
Child Protection Policy and Procedures
Whitsunday Anglican School Staff will protect students from harm and the risk of harm as far as it is reasonably possible. The safety, wellbeing and best interests of our students are of primary importance. The Whitsunday Anglican School Child Protection Policy is available and recommended for parents via the School’s website. http://was.qld.edu.au/school-policies/

Every student has the right to feel safe and free from harm while at Whitsunday Anglican School. We expect you to respect your teachers, other employees, adults and other students and we expect that you will receive the same respect in return. You should never allow yourself to feel unsafe without reporting it to someone you trust.

Who should I tell if I am not feeling safe at school or at home?
Anyone on staff; if you do not feel like talking to a member of staff you may like to write him or her. The School’s Student Protection Officers are Mrs Wendy Carson (49692020) and Mrs Sarah Wright (49692023).

Remember the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or afraid that you will be harmed.

Christian Education
The aims of the Christian Education program are to encourage an understanding and acceptance of the spiritual and moral basis of life, to develop an awareness of values and an ability to make value judgements based on both evidence and belief. During Christian Education lessons, students are exposed to a wide range of issues in a religious and values context.

Whitsunday Anglican School is an Anglican School, and as such supports a strong Anglican ethos. The Christian base of the School, which sees all treated fairly and compassionately, and all other faiths readily accepted, is a major factor in all that happens at the Junior School. It is that ethos that makes the School what it is.

Class Placement Policy
An important aspect of the students’ development is the process of the provision of a positive learning environment. We value the ongoing communication between home and school as a fundamental element and source of information in such a process. However, on the whole the ‘local knowledge of the Junior School staff may well be the determining factor in shaping the best class grouping for a student.

The procedure for 2017 will be:
- If parents wish to discuss the placement of their child in 2018, they are to book a meeting with the Head of Junior School during Week One-Week Three of Term 4 2017.
- Parents who do make requests should do so on the understanding that the request will be discussed and considered with the appropriate personnel, however, there is no guarantee of placement as requested.

In determining the class groups:
* Gender balance, academic achievement and pastoral issues with aid teachers to custom classes groups.
* Teachers will facilitate a sociogram in Term 4 to assist in the formation of class groups.
* There will be absolutely no guarantees of students being placed with any particular teacher or groups of peers.

Co-curricular
The School encourages all students, parents, and staff to become involved in the myriad of co-curricular activities on offer. These range from choir to chess, from football to netball, from KidsClub to Science Club. Information concerning the sports and activities is available from the Junior School Office at the beginning of each semester. Students are expected to wear their sports/PE uniform (unless otherwise advised) to all School sports co-curricular training sessions. On the days where training follows the School day, students are also expected to wear their School uniform (unless it is a PE day) and change into their training gear following dismissal.
Communication @ WAS Junior School

There are a number of options to assist with the tremendous number of communications over a school year.

- **Contacting Teachers** – The most appropriate way to contact your child’s teacher regarding issues that arise throughout the day is to call, email or write a short Diary note. It is preferable that parents not turn up unexpectedly as the teacher may not be available at that time.

- **Daily Correspondence** – A daily email with specific and general information for families

- **Parent Lounge** – Parent Lounge is a live portal accessed via the School’s web site, which contains all of the current information regarding your child’s academic reports, parent teacher meetings, excursions, important events, attendance, class parent contact lists and more

- **Whitsunday Word** – A fortnightly whole School (emailed) newsletter with relevant Junior School and co-curricular sections

- **WAS web site** – The School calendar and Parents Lounge are easily accessed through the web site

- **Junior School’s Fridge Facts** – A publication that communicates what is going on in the Junior School each term, that takes pride of place on the family fridge

- **Parents and Students Notice Board** – This is situated near the Jessie Wickins Building and generally displays notices related to Junior School (other notices related to the vast co-curricular program are to be found in the Junior School Covered Area)

- **Modular notice boards** – These are situated within each classroom modular and provide for notices related to the specific year level/s within that modular

- **Student Diary** – The most important communication tool at WAS and the cornerstone of communication at the Junior School. Whilst the diary is used generally by adults in the Prep years, i.e. parents and staff, the degree of direct use increases by students as they progress through the year levels. Younger students may need guidance in generating constructive reflective personal comment however all three members of the ‘triangle of interdependence’, student/parent/teacher are expected to comment on each week. The Diary may also be seen as a ‘warts-and-all’ snapshot of that year, a wonderful keepsake! The most common uses that may be seen within the Student Diary includes:
  - Communication (parents, students, staff)
  - Awards and rewards, Academic results
  - Behaviour management comments,
  - Homework entries and reading comments.

**Core Values**

- **CHRISTIANITY** (through Social Responsibility) – characterised by faith in God, forgiveness, reconciliation, developing a sense of mission/purpose through service to, and compassion and care for others;

- **TOLERANCE** (through Respect) – characterised by openness to a broad range of ideas and concepts, accommodation of multi cultures and faiths, and inclusivity of a wide range of backgrounds;

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- **TRUST** (through Co-operation) – characterised by consideration of the needs of the group before the needs of the individual, expressed through collaboration, teamwork, honesty and consistency.
## Curriculum Description

### KINDERGARTEN
- Christian Education
- Creative movement in Music
- Oral Language Development
- Pre-writing skills
- Pre-reading skills
- Promotion of individual development through literacy and numeracy activities
- Oral Language Development
- Perceptual Motor Program (PMP)

### PREPARATORY
- Christian Education
- Pre-writing skills
- Pre-reading skills
- Promotion of individual development through literacy and numeracy activities
- Oral Language Development
- English
- Mathematics
- Science
- History
- Geography
- Digital & Design Technologies
- Music
- Art
- Health & Physical Education (H&PE) (Perceptual Motor Program – PMP)
- Languages (French)

### YEAR 1
- Christian Education
- English
- Mathematics
- Science
- History
- Geography
- Digital & Design Technologies (Lego)
- Art
- H&PE (PMP)
- Music
- Languages (French)

### YEAR 2
- Christian Education
- English
- Mathematics
- Science
- History
- Geography
- Digital & Design Technologies (Lego)
- Art
- H&PE
- Music
- Languages (Japanese)

### YEAR 3
- Christian Education
- English
- Mathematics
- Science
- History
- Geography
- Digital & Design Technologies (Lego)
- Art
- H&PE
- Music
- Languages (French)

### YEAR 4
- Christian Education
- English
- Mathematics
- Science
- History
- Geography
- Digital & Design Technologies (Robotics)
- Art
- H&PE
- Music
- Languages (Japanese)
Daily Routine

<table>
<thead>
<tr>
<th>Junior, Middle and Senior sub-Schools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>1 8:25am-9:25am</td>
<td>60 minutes</td>
</tr>
<tr>
<td>2 9:25am-10:25am</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Pastoral 10:25am-10:45am</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td>10:45am – 11:20am</td>
<td>35 minutes</td>
</tr>
<tr>
<td>3 11:25am-12:25pm</td>
<td>60 minutes</td>
</tr>
<tr>
<td>4 12:25pm-1:25pm</td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td>1:25pm – 1:55pm</td>
<td>30 minutes</td>
</tr>
<tr>
<td>5 2:00pm-3:00pm</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

Days of Excellence
The Junior School Days of Excellence provide students in Years Three and Four the opportunity to work with students from other Independent Junior Schools in Mackay in an area where they are deemed to ‘excel’. These are held once a term and allow students to explore the Arts, Authoring/Illustration, and STEM (Science, Technology, Engineering, Mathematics) with other like-minded peers.

Dismissal
At dismissal students will make their way to co-curricular activities or to their parent’s vehicle. Those students who are awaiting their parents must sit at the entrance to the Junior School. There will be no play permitted following dismissal either on the play gym or whilst awaiting parents.

Foundation
The Whitsunday Anglican School Foundation was formally established in 2000 for the purpose of providing a tax-deductible fund base for the School. The Foundation raises funds for building projects, scholarships, development projects and bursaries through philanthropic donations and bequests. The Foundation compliments and supports the activities and plans of the School Board. Directors of the Board act in a voluntary capacity. Donors to the Foundation may become members of the Foundation upon application. The Foundation is run through the Development Office located within the School Administration.
Friends of Junior School (FOJS)
The Friends of Junior School is an informal group of parents whose charter from the Head of Junior School is one of ‘friendship making’ and support of staff. This group meets on a needs basis and supports staff and families of the Junior School in a myriad of ways.

Global Learning Day and the ‘Tastes of the World’ Food Fest
Celebrating the multi-cultural community we have in the Junior School, the students, parents and staff plan, create, rehearse and perform a range of wonderful dances, songs, poems from nations around the world. This is followed by a delicious and aromatic International Food Fest. This is a delightful morning that includes all members of the Junior School community.

Grandparents & Grand Friends Morning
The Junior School and Middle School host a morning for our grandparents and special friends. The morning has the grandparents working with their grandchildren in their classrooms and also includes a musical interlude with performances from a number of students across the sub-Schools. The morning concludes with morning tea.

Health Program (Physical Education)
A Relationships and Health program designed to cater for the needs of the Junior School students is part of the Physical Education program. The program builds upon the concepts explicitly taught from Kindergarten and Prep, and covers a range of health related and social topics: lifestyle choices; healthy eating habits; media and its impact on lifestyles; sport and exercise; drugs (drugs, alcohol, cigarettes: age appropriate); peer pressure; friendships; bullying; conflict resolution; tolerance; values; accepting differences. These concepts are related to real-life and life-like scenarios found in schools, home, and other social networks.

Homework Expectations
The Junior School Expectations for homework reflects a consensus of opinion of the parents, staff, School Board and School Executive. The majority of parents believe that homework is essential in order to keep parents informed of school learning activities and to help students develop time management and study skills to meet their future learning needs.

Aims
✓ To aid each student’s progress towards achieving their full potential with the assistance, support, and cooperation of parents.
✓ By setting homework on a regular basis, and on an increasing scale from the Preparatory Year to Year 4, the Junior School will assist in preparing the students for the demands and responsibilities of the Middle and Senior Schools.

Purpose
✓ To provide an enjoyable and purposeful extension to class work.
✓ To provide practice of skills and to develop mental recall of facts (i.e. sight words, spelling, tables).
✓ To inform parents of learning activities done in class and of their child’s progress.
✓ To provide a practical opportunity for students to develop interdependence in learning, time management, and study skills.

Homework tasks may consist of reading, rote learning, research and project work, oral presentation preparation and practice, consolidation of skills learnt in class, and creative thinking. Homework enriches and consolidates, and cultivates the mind to nurture the seeds of knowledge.
As a primary school, best practice requires that we acknowledge the developmental needs of the students. At the Whitsunday Anglican School, we appreciate the value of co-curricular activities. We also recognise the demands on the Year 3 students as they participate in the Strings program. In setting homework, we do take these activities into consideration for a well-balanced, healthy student should be encouraged to develop their particular interests in their own time.

Should parents wish for their child to spend more time in structured academic work they will find suitable material in most good book stores or on a range of appropriate web sites (set by cohort teachers). Parents may assist their child with homework through:
- Spending a few minutes helping their child to get organised for homework
- Setting a time limit
- Having their child share the results of completed homework
- Praising and commenting on work completed.

**Homework Guidelines**
Homework is set for **Monday to Thursday**. The Student Diary will be utilised by teachers to set any homework tasks. The following times are recommended in acknowledgement of the range of other pursuits students may be engaged in each day:

- **Preparatory – Year 2**: 15 minutes
- **Year 3 – Year 4**: 20 minutes

It is also acknowledged that these are recommendations only and that time set for homework will be negotiated in the home.

**Preparatory – Year 2**
Homework will usually involve the practice of basic skills such, but not including all, as:
- Reading every night *(to, by, with)*
- Sight words
- Phonics
- Spelling
- Number facts
- Letter formation
- Fine motor skills
Along with
- Oral presentation practice
- Short revision sheets

**Year 3 – Year 4**
It is desirable that students are reading every night. Other homework tasks may include:
- Spelling
- Number facts
- Oral presentation practice
- Short revision sheets
- Completion of class assignments and projects

Teachers will take into consideration the varying levels of student ability, resources required, assessment requirements, and the link to work covered in class. Homework will be corrected to provide feedback to both students and parents. If a student is experiencing some difficulty in completing their set homework due to time constraints or with the complexity of the task then it is recommended they discuss this with their teacher.
**House Spirit Day**
It is a planned day held each semester that is totally House oriented with students wearing House colours and engaged in House activities such as a sporting event, games, and lunches during the breaks. Prizes or awards (generally in the Middle and Senior Schools only) may be given for the best outfit, funniest socks, or to a student who engenders a positive House Spirit. It was introduced in 2004 by keen House Captains who wanted to promote more House Spirit across the school. In past years Senior School students have organised face painting and other appropriate activities for the Junior School students. In the past Year Four students have organized a range of appropriate activities, with the assistance of staff, for their younger peers and buddies. This year will see the addition of Junior School House Teacher-In-Charge who will assist with House celebrations such as this.

**House Sports Days and activities**
Cross country, athletics, swimming, choir and Spirit Days are the major House events that involve the Junior School students. The students participate in their House groups with any relevant information disseminated via the School newsletter. Junior School House Teacher-In-Charge Staff will take an active role in these events.

**House System**
The School is divided into four (Sports) Houses: Ambrose (the ‘blue’ house), Barnabas (the ‘black/white’ house), Charles (the ‘red’ house) and Trinity (the ‘green’ house). Throughout each term there are a number of ‘House’ activities which involve the Junior School students. These include Houses Spirit Day, Interhouse Sports carnivals, Junior School Interhouse Ball Games and ‘Arts’ competitions, and regular House gatherings.

**House Teacher-In-Charge**
In 2015 a Teacher-In-Charge has been allocated to each School House in the Junior School. In 2017 these will be: Ambrose – Mrs Carol McCormack; Barnabas – Mrs Kerrie Dzadey; Charles – Mrs Sue Chandler; Trinity – Mrs Juanita Steyn.

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**Illness and Injury**
If a student becomes ill, or is injured, whilst at School, they will be escorted to the Junior School Office. There they will be given any First Aid deemed necessary for their well-being. Serious cases will be referred to parents/guardians and the School Nurse as soon as possible. Generally, students will be asked to return to class after a brief rest. It is important that parents ensure that emergency numbers are kept current both in the Junior School Office and in the front of the Student Diary. In the case of more serious medical issues, such as asthma and anaphylactic reactions, parents are asked that the School be given an appropriate ‘medical plan’. If there is any doubt as to the well-being of your child, and in the case of potentially ‘infectious’ illness please do not send your child to school.

**Administration of medication**
If it is necessary for a child to be given Prescribed Medication while at school, parents must:

- Make a request in writing for the school to administer the medication, stating request/guidelines from medical practitioners about the medication including possible side effects or adverse reactions.
- Provide the medication in the original container, labelled by a pharmacist/doctor, to the staff member responsible for administering it. In this case the Junior School secretary.
- Make sure the label on the medication shows the name of the student, name of the drug and name of doctor prescribing it, as well as use by date, dosage and time to be taken
- Collect the medication when it is no longer required at the school.

For over the counter medication, including analgesics and herbal medicines the above also applies. Having parent permission via phone is not in line with the above. Staff has been advised that no medication is to be issued to a student prescribed or otherwise unless the above procedure has been followed.
Illnesses – Exclusion Times

Chicken Pox
Exclude for at least five (5) days after the rash first appears and all the blisters have dried. Any student with an immune deficiency (e.g. Leukaemia) or receiving chemotherapy should be excluded for their own protection.

Cold Sores
Students should not be at school until sores have stopped weeping. Sores should be covered with a dressing where possible.

Conjunctivitis
Exclude until discharge from eyes has ceased.

Diarrhoea and or Vomiting
Exclude until Diarrhoea or Vomiting has ceased 24 hours following last episode.

Hand, Foot and Mouth Disease
Exclude until all blisters have dried.

Head Lice
Keep at home until treatment has begun. Students may return to school after the first treatment.

Impetigo (School Sores)
Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a water tight dressing.

Influenza and Influenza-like Illnesses (Flu)
Exclude until well.

Measles
Exclude for at least four (4) days after onset of rash and until written medical clearance from Doctor is provided indicating that the student is no longer infectious.

Mumps
Exclude for nine (9) days after onset of symptoms or until swelling goes down (whichever is sooner).

Ringworm
Exclude until the day after effective treatment has commenced.

Rubella (German Measles)
Exclude until fully recovered or for at least for four (4) days after the onset of rash.

Whooping Cough
Exclude for 21 days from start of cough or for five (5) days after starting a course of antibiotics and until written medical clearance from Doctor is provided indicating that the student is no longer infectious.

Worms
Exclude if diarrhoea present.

The above list does not include all illnesses/conditions which require exclusion from school. If in doubt please contact the Junior School Office or go to the Queensland Health Website and consult the ‘TIME OUT’ poster at www.health.qld.gov.au

Information and Communication Technologies Acceptable Use Policy
Refer to Student Diary.
Junior School ‘Celebration of Achievement’
To celebrate a successful year, the Junior School hosts our own Awards Ceremony in the Ron Bourne Hall at end of Term 4. The students are presented to the Principal and in their cohort perform for the audience.

Late arrival and early departure
Students arriving late to School must report to the Junior School Office. Any students who depart from school early must also report to the office. This will be shown on the daily Absentee list.

Learning Enrichment
The School conducts a program of enrichment in which students with learning difficulties are supported by the class teachers and specialist staff. The curriculum in the Junior School is differentiated in order that the various levels of student ability are catered for within the classroom, however it is necessary at times to supplement this with either targeted teaching to help a student overcome a particular weakness or to provide other support activities; this may include withdrawal classes, in-class support and special programs.

The Learning Enrichment Team, is led by the Head of Learning Enrichment who liaises with teachers and the Head of Junior School to coordinate student placement in support groups, special programs and the students’ movement between these groups. Any issues or concerns can be referred to the Head of Learning Enrichment, though parents are encouraged to approach class teachers in the first instance.

Lego and Design Technology
The Junior School students undertake programs in Lego and Technology Education which is sequenced across the Junior School Year levels in ever-increasing difficulty. The focus is on the authentic use of technology as a learning and demonstration tool. In Lego the students begin with pulleys and gearing, study alternative power sources (solar & wind) in Year Three and Robotics in Year Four.

Lost Property
Most lost (and named!) items usually seem to find their way to the Junior School Office, Junior School lost property bag, WASMART, or back to the classroom.
**Mobile Phones**
If there is a genuine need, students may bring mobile telephones to school after consultation with the Head of Junior School. There are several clear expectations as to the acceptable use of these:
- Telephones are to be switched off during the normal school day.
- Telephones are only to be used to satisfy the specific need that they were taken to school for in the first place.
- Teachers will collect them if students are seen using them inappropriately.
- Students are not to take mobile telephones on camps and/or excursions.
- Mobile phones are the sole responsibility of the owners and no responsibility for them will be assumed by individual teachers or the School.

**Morning Tea and Lunch breaks**
There are two breaks within the school day, the first at 10:45am and the second at 1:25pm. Each break finishes with a five-minute ‘warning’ bell. It is at this time that the students are expected to stop playing and attend to matters of personal hygiene, have a drink and line up for the beginning of the next session. The students are expected to remain seated while they eat their lunch. Staff will supervise the students to watch behaviour and to ensure that the students remain seated. Following a ‘10 minute’ eating period the Staff on duty will allow those students who have finished eating to leave. Whilst staff will always use some discretion as to what students may actually eat, they cannot be held responsible for ensuring what they discard. This is a matter between parents and their children.

**Music @ Junior School**
Class Music begins in the Preparatory Year. The program is designed to encourage the enjoyment of Music right through to teaching the rudiments of the art. The Year Three Strings program is a compulsory part of the Year 3 curriculum. Students will have group lessons in school hours on the violin or cello.

Our instrumental music staff provide instruction in a comprehensive range of instruments. Private lessons are not included in the school fee. Information about the School’s instrumental program can be gained by calling the Junior School Office.

Parents are reminded that students need their support and encouragement with practice, if they are to achieve satisfaction from learning an instrument.

**Office Hours**
The Junior School Office is open between 8:00am and 4:00pm each school day: 4969 2038.

**Outdoor Education Week**
A range of camps and excursions form an important link between students’ learning and their community. As you would expect, all learning programs are fully supported by excellent facilities. Every student at the Whitsunday Anglican School is involved in some way in a camp or environmental activities during the final week of Term 3. Details regarding the specific camps and activities will be communicated at the appropriate time throughout Term 3. Cohort Outdoor Education Week coordinators will ensure that families are informed of Outdoor Education Week details and expectations when and where appropriate.
Orientation Morning
In the final term of the School year the Junior School holds an Orientation Morning to assist students in the transition from one year to another. The students will spend the morning with their peers for the following year and where applicable, with their new year level teacher. Kindergarten will hold an ‘orientation’ morning on a Saturday towards the end of Term 4.

Parent Conduct Policy
This policy is available on the School’s web site http://was.qld.edu.au/school-policies/

Parents Helpers
Parents are encouraged to participate in all Junior School activities.

Class Representatives (class mums/dads) – The Friends of Junior School (FOJS) comprises of parent representatives from each Junior School class. Their charter is a social one of ‘friend-raising’ and also includes assisting the teachers in the organization of VPAs for a variety of activities.

Volunteer Parental Aides (VPA’s) – At various stages throughout the first term the Junior School teachers will indicate through diary notes, notices on notice boards, or through the Class representative when they will be asking for parents to assist in the classroom or on excursions.

All volunteers are required to complete the School’s Workplace Health & Safety and Child Protection Induction. Volunteers other than parents must also have a current Blue Card. Information about this may be obtained through the Junior School secretary.

Parent Lounge
Parent Lounge is a live portal accessed via the School’s web site, which contains all of the current information regarding your child’s academic reports, parent teacher meetings, excursions, important events, attendance, class parent contact lists and more. Your username and password are automatically generated by the School’s IT Department. On commencement of your child’s enrolment you will have been given your login details. If you need assistance with this please contact the School (4969 2000 or wasmedia@was.qld.edu.au).

Parent/Teacher Collaborative Dialogues
These are formally held at the end of Term 1 and beginning of Term 3. Parents will be reminded through the School newsletter to ‘book’ a suitable time to chat with the appropriate teachers through Parent Lounge on the School’s website. Kindergarten interviews are held at various times; parents will be notified well in advance.

Pastoral Care
We believe that happy boys and girls learn best. Consequently, we strive to create a community where students, parents and staff feel safe, valued, connected and have a strong sense of belonging. Pastoral care at the Junior School is seen as a triangular partnership between students, parents and staff. Our Staff should therefore seek to know the students in their care – their strengths, their weaknesses and their needs: the 4th ‘R’. Within the Junior School the Pastoral Care Program will be based on the class units. Every effort will also be made to provide opportunity for identification with Houses. Junior School students attend House Assemblies whenever appropriate. Classroom Teachers are integral to the pastoral care program.
The Junior School Pastoral Framework as outlined in the following diagram is made up of six areas that are used by the Junior School teachers to explicitly teach the students about values, respect, relationships, bullying, and a healthier lifestyle outlook. This is firstly and foremost a proactive framework that allows us to work with social and academic issues that may arise within the Junior School. The Framework below is a snapshot of the pastoral care that is integral to the Junior School ‘culture’. Aspects of each section of the Framework are interwoven so that a range of skills and concepts are reinforced. This framework is supported by a number of external performances (e.g. School Performance Tours) and activities (e.g. Jump Rope for Heart), exploring topics of friendship, bullying, human body, healthy lifestyle choices.

Preparatory Year & Kindergarten Adopt-A-Grandparent Program
Initiated in 2000 the Adopt-A-Grandparent program instils a link between the generations with Prep ‘grandparents’ adopted by a Preparatory Year class group. These Poppies and Grandmas/Aunties work with the students in building a relationship through reading together, playing games and standing in for the student’s own grandparents who may not live close by.

Poppy (Ross) Wallace is the current ‘Prep Poppy’.

Reporting
At the Whitsunday Anglican School, we understand the importance of reporting to parents on the progress of their child; it is a very important aspect of the educative process.

Formal Reporting
Term 1 – Contact with parents will be made either through face-to-face interviews, email or telephone by the end of Week 4
Term 1 – Parent/Teacher Interviews held at the end of Term 1
Term 2 – Full Report card; a comprehensive report is issued at the end of Term 2/Semester One
Term 3 – Parent/Teacher Interviews held at the beginning of Term 3
Term 4 – Full Report card; a comprehensive report is issued at the end of Term 4/Semester Two

Informal Reporting
Parents are invited to arrange a time to meet with their child’s teacher as the need arises to discuss the progress of their child; this may also be an option taken up by teachers.

Kindergarten interviews will be held at the beginning of Term 1 and in Term 4; a formal Transition statement is also prepared at the end of Term 4.
Safe and Supportive environment

First and foremost, the School affirms the rights of all community members to feel safe at School. Through words and actions, all students, staff and parents will promote care, respect, cooperation and celebration of diversity. While quality leadership is an essential element that underpins the creation of a safe and supportive school environment, the responsibility rests with the entire School community; parents and staff being at the forefront!

The Junior School has an ongoing commitment to guiding the students’ behaviour towards appropriate and acceptable social outcomes; an agreed upon and common approach used by the students reinforces, empowers and encourages them to feel comfortable in taking a stance against bullying, and develops the resilience to continue to be problem solvers not problem makers.

“Bullying” is defined as any unsought attention which results in physical, emotional or moral discomfort of any kind. By its nature, ‘bullying’ can be verbal (name calling, put downs, threats), physical (hitting, tripping, punching, stealing), social (ignoring, ostracising), psychological (stalking, ominous looks, spreading rumours, hiding or damaging property). “Attention” may be direct (a person says or does something) or indirect (bystanders watch the incident).
The School's procedures are both Proactive and Reactive. The School acknowledges that there must be an appropriate communication between School and home throughout the processes.

We are looking at improving and enhancing the skills of our students:
- Problem behaviours have clear consequences and actions
- Student behaviour is monitored and staff receive regular feedback
- Strategies are implemented at a range of levels – classroom, individual, yard, and specialists
- Positive behavioural strategies are designed to meet the needs of the students
- Appropriate student behaviour is taught
- Positive behaviours are acknowledged and reinforced
- Students are redirected for minor, infrequent behaviour choices

**School Mission Statement**

‘Within a framework of Christian values, we provide challenging and supportive learning experiences that achieve the best outcome for the individual.’

**School Motto**

*Spiritus Scientiae* is taken from 1 Corinthians, Chapter 12. Saint Paul regarded the *Spirit of Knowledge* as one of God’s gifts to His people and, as such, this motto seemed eminently in keeping with the School’s objective of imparting knowledge to its students through the auspices of the Holy Spirit.

**School Prayer and Song**

The words to the School Prayer and School Song may be found in the Student Diary.

**School Vision Statement**

‘Learning through Love, Living by Faith, Leading in Service’

**Service @ Junior School**

Service, in our Junior School context, has always been a fairly low key and limited affair. We have our traditional ‘service’ and ‘giving’ activities of support towards AngliCare, MAR (Mackay Animal Rescue), the Cancer Council, Relay For Life, Heart Foundation, School Service Learning Days, ChildFund Australia and World Vision Fund. Our students and Junior School community have always responded appropriately to any other causes that may arise in our local community, intra-State, nationally and internationally.

**Service Learning Days (non-uniform days)**

As a School community we support a number of worthy causes and to assist in the fund raising for these causes we have allocated a non-uniform day per school term for a gold coin donation. However, parents need to be reminded that these are still ‘normal’ school days and as such students need to wear appropriate clothing i.e. tops with sleeves covering shoulders and upper arms, enclosed foot wear.

**Splendour in the Arts**

This is our only whole School social event that celebrates all things ‘Arts’ across the school. It is usually held mid Term Four and is a wonderful event for families and friends.

**Sport – Code of Behaviour**

It is important that competitive sport which involves school teams be kept in true perspective. Sport should be seen as the means by which the ideals of fair play, good sportsmanship, friendly rivalry and skill development are enhanced. For this reason the following Code of Behaviour has been adopted by the School.

Each student should not be expected to give more than a reasonable time each week to training so that a proper balance of study, home duties, cultural enjoyment and social activities is maintained. Every opportunity afforded by competitive games should be grasped to encourage the social growth of competitors. Teams must be punctual and well turned out. Correct uniform should be worn.
**Stephanie Alexander Kitchen Garden Program**
In 2015 the Junior School adopted the Stephanie Alexander Kitchen Garden Program with a vision that pleasurable food education is accessible to our students via the curriculum. Specifically, our Year Three and Four cohorts will adapt this program as part of their Science curriculum whilst the other year levels will also be involved in the planting, tending, harvesting of produce in our garden.

The not-for-profit Stephanie Alexander Kitchen Garden Foundation takes a revolutionary approach to food. The recipe for effective food education that we will involve our students in includes:

- Encourage fun, flavour and texture through experiences that engage all the senses.
- Model good food choices without resorting to pyramids or labels of ‘healthy’ or ‘unhealthy’.
- Reinforce techniques repeatedly, providing the confidence to plant seeds or cook simple dishes at home.
- Plan menus around the fresh, seasonal produce growing in the garden.
- Use ingredients at their peak – seasonal herbs, crisp veggies, fresh fruits.
- Expand culinary horizons.
- Expand vocabularies for describing foods, flavours, textures, plants and processes.
- Food should be delicious and the cooking of fresh fruit and vegetables should be timed with great care.
- Come together at the end of the cooking to share our meal around the table.

**Student Diary**
The Student Diary, although a high-usage document, should be kept as neat and tidy as possible. It is not to be defaced or adorned with stickers, ‘tags’, or drawings.

- Consistent use – staff, parents, students
- As appropriate have students record weekly comments
- Full of extrinsic rewards – certificates, stickers
- Expectations – neatness, presentation

**Sun Safe School: No hat, no outside play**
Students must always wear a hat and are recommended to apply sunscreen when involved in outdoor activities. Currently we expect all students on dismissal for the breaks, to wear a hat. Students in Years One-Four are asked to wear their ‘formal’ hat to and from their parent’s vehicle or when arriving and departing school: Preparatory Year and Kindergarten students to wear their red bucket hat. Our recommendation for Junior School students (Years One-Four) is to leave the red bucket hat at school for use throughout the day and wear the formal hat to and from school. Students are encouraged to apply sunscreen at home before arriving at school. Sunscreen is available in each classroom and students are encouraged to apply this at each play break. The wearing of suitable sunglasses is also encouraged.

**Supervision and Yard Duty**
Overall the students are supervised from 8:00am to 3:00pm, either by way of Yard Duty or as part of classes. Whilst on Yard Duty, staff will carry a ‘Yard Duty Log’ in which all observed and reported incidents are recorded. Students involved in serious incidents will also have that incident recorded in their Student Diary so that parents and Class Teachers are made aware of the incident/behaviour. All ‘logs’ are checked by the Head or Assistant Head of the Junior School, ensuring that positive behaviours recorded are acknowledged and unsatisfactory patterns of behaviour are not allowed to develop unchecked.

**TALK – WALK – ASK – TELL**
As an ongoing commitment to guiding our student’s behaviour whilst at School we would appreciate it if you could introduce to your children the following approach to giving students the procedures to follow. If we all use the same words across the Junior School then it reinforces this skill with the students and makes it very real and active. This approach empowers students and gives them the “words” to use to control a situation. Talk to children about **provoking and retaliating**. They are familiar with these words and understand the thoughts behind the words.
Many of the little incidences that occur during the course of a day have eventuated from provocation or retaliation. Staff work with their classes in this area also and we are introducing a method that students can use to control situations they become part of. The words and action plan we are introducing to them are:

The words mean:-

1. **TALK**
   Say “No! Stop! I don’t want you to do that!”

2. **WALK**
   If they still persist in annoying or provoking you walk away and ignore them.

3. **ASK**
   If they still persist. Face them and ASK them in a strong voice, “Why are you doing this. I do not like that. Leave me alone!”

4. **TELL**
   If they still persist, walk away and TELL the first teacher you see. That teacher will then help you.

To encourage all students in this area could parents please foster this form of reaction with these words. Working together to help our students in this way can only encourage our students in the areas of independence and resilience. It helps our students become problem solvers not problem makers.

**Tuckshop (Plaza Lunchbox)**

A menu is sent home at the beginning of each term and is updated as required by the Plaza Lunchbox convener. The Plaza Lunchbox operates on a ‘bag’ order system or online ordering. Junior School students will not be permitted to have ‘casual’ spending money for the Lunchbox. No frozen items will be sent with orders (to the classrooms). Students will be asked to take their order (bag) back to the Lunchbox at the appropriate lunch break to collect these items.

The bag must carry the student’s name, class, lunch order, cost of each item, total cost of order, and payment. Large amounts of change to be returned to the students, is to be discouraged. No student should go without lunch. If a student forgets their lunch/order, they will need to contact the Junior School Secretary.

A voucher/note will be sent home with the student, with payment to be made to the Lunchbox. Each student will be looked after, but there can be no guarantee that they will get exactly what they may have liked to order.

**Uniforms**

All students are expected to arrive at School neatly and correctly attired in the appropriate uniform, and leave School in a similar fashion. Uniforms are not to be mixed. e.g. PE shirts are not to be worn with the Day Uniform, House shirts are not to be worn with the PE Uniform (unless otherwise advised) and, black shoes are not to be worn with the PE Uniform.

From 2012 the Junior School Girls’ uniform changed; the girl’s uniform will now consist of a blouse and skorts combination as their formal uniform. The previous ‘dress’ uniform is not permitted to be worn. Junior School students are expected to wear their uniform to all formal occasions such as ANZAC Day, School photographs, and the Awards ceremony.

A new hat was introduced to the School uniform from 2015. All girls from Year One to Twelve will be expected to wear the Panama hat although there is a two (2) year ‘phase-in’ period before it becomes compulsory (in 2017). Boys from Year One to Four may continue to wear the current School ‘formal’ hat until further notice.

Students attending any formal school function would be expected to wear their formal School uniform in full. If a student is accompanying their Middle/Senior School sibling to a function, they should wear the same uniform as their older sibling.
Every student should bring a Whitsunday Anglican School hat to School each day, and wear it whilst at School, as the rule ‘No hat, no yard play!’ will always be enforced by staff. All uniform items and personal equipment MUST BE CLEARLY NAMED!

- Popular fashion items have no place at this School! Wrist bands, coloured hair ties or accoutrements, and jewellery are not permitted.
- Earrings – one pair of small plain gold or silver stud earrings (less than 5mm in diameter) and worn in the lobes. Girls unable to wear small studs may wear plain gold or silver sleepers after written parental requests have been made.
- Boys are not to wear earrings
- Students’ hair must be neat and tidy with boys’ hair length cut at collar length, kept out of eyes, and cut around the ears. Once a girl’s hair length reaches her shoulders it must be tied up in appropriate School coloured ties.

Volunteers – Parents, family members & friends
We look forward to working with parents and friends. If you are able to assist in any manner then please inform your child’s teacher. All information about students, staff and families must be kept in the strictest confidence. All volunteers are required to complete the School’s Workplace Health & Safety and Child Protection Induction. Volunteers other than parents must also have a current Blue Card. Information about this may be obtained through the Junior School secretary or found on the School web site.

Wet Weather
When a ‘Wet Weather’ Day is declared, the students will generally eat their snack/lunch in their classrooms or in the covered area under supervision. They then will participate in an activity deemed suitable for the duration of the break. It is not Junior School practice to allow students to play under umbrellas or in raincoats on such days.

Year Four Leadership program
In 2010 the Better Buddies program (Alannah & Madeline Foundation) was included within the Year Four Leadership program. In training with this program the Year Four students will gain insight into a range of social and support skills; conflict resolution strategies, care, valuing differences, respect, values. The students ‘buddy up’ with a Preparatory Year Buddy developing an extra sense of meaning and purpose whilst the younger students not only develop a strong, caring connection with an older buddy but are also assisted in their ‘pastoral’ learning. The Year Four students also experience leadership roles through leading Chapel and assemblies, and through representing the School at community events such as the Rats of Tobruk Service.
You Can Do It! Education (YCDI!)
The YCDI! Program within the Junior School context is designed to support students, and, in this instance, the Junior School community, to optimize their social, emotional, and academic development. Our core business is to utilise the YCDI! Program to assist in the development of our students’ social and emotional learning (SEL) and capabilities through the explicit teaching of:
- Confidence
- Persistence
- Organisation
- Getting Along
- Emotional Resilience.

These five foundations are central to the program, and are supported by 12 Habits of Mind – accepting myself, taking risks, being independent, I can do it, giving effort, working tough, setting goals, planning my time, being tolerant of others, thinking first, playing by the rules, social responsibility.

Schools recognise the need to place students’ social and emotional development on the same level as their academic development – many students won’t learn to their fullest potential if this is not recognised. Research indicates that non-cognitive aspects of students’ development including their attitudes, values and a range of social and emotional capabilities strongly influence their achievement, happiness, and relationships.

The framework reflects the belief based on research that there is a set of shared values that constitute what can be termed ‘good character’. At the Junior School these values or virtues are incorporated in 5 YCDI! Foundations.
SCHOOL MISSION STATEMENT

Within a framework of Christian values provide the challenging and supportive learning experience that achieves the best outcome for the individual.

The School Motto, *Spiritus Scientiae* is taken from 1 Corinthians Chapter 12. Saint Paul regarded the *Spirit of Knowledge* as one of God's gifts to His people and, as such, this motto seemed eminently in keeping with the School's objective of imparting knowledge to its students through the auspices of the Holy Spirit.
LEARNING through LOVE

LIVING by FAITH

LEADING with SERVICE