



# JUNIOR SCHOOL HANDBOOK 2021



### 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 understand the School's operation more fully, please contact us.

### 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 Six.

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, 'rithmetic, 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. Students commence the first step in the School's digital journey with Year Four to Year Six 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, Science, (Mandarin) Chinese, Art, Health and Physical Education. Learning also focuses on developing the skills, talents, and abilities necessary to make better informed decisions as global citizens.

#### **Protocol regarding the Junior School programs**

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

#### **Telephone numbers (pertinent to the Junior School)**

Junior School Office/Staff:	4969 2038	Chaplain:	4969 2019
Junior School Deans:	4969 2061	Plaza Lunchbox:	4969 2025
Junior School Music:	4969 2050	WASMART:	4969 2003
Mienert Centre:	4969 2009	Outside School Hours Care:	4969 2052
Accounts Office:	4969 2000	Head of Junior School:	4969 2038
Sport & Physical Education:	4969 2034	Kindergarten:	4069 2083

### **Operating hours of the Junior School**

- Classes begin at 8:25am (Kindergarten 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 may be placed in Before School Care.
- Junior School students remaining in the School grounds unaccompanied after 3:25pm may 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](mailto: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. In the case of an absence, and the School is not informed then a phone call will be made to parents to ascertain the reason for the absence. Prior to a foreseen absence, the Head of Junior School (and class teacher) should be notified in writing. Students arriving late to School must report to the Junior School Office. This will be shown on the daily absentee list.

**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 (*Student 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.

### Allergies

A number of Junior School students are prone to allergic reactions from a variety of causes. Food items 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 Mackay CBD 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 Six attend; Kindergarten children attend where appropriate.

## Assessment

For a further explanation of the Junior School assessment policy and procedures, please refer to the Head of Junior School or Deans of Junior School (Curriculum and Pedagogy). The following information applies specifically to students in Years Five and Six and, in general to all Junior School students.

- Students are expected to write all draft and assessment dates in the Student Diary.
- Consultation with the student, parent and class teacher will take place for any late or non-submission of an assessment item without the appropriate documentation or notification. The class teacher is expected to initiate this process. It is expected that parents be advised on the day an assessment item is not submitted.
- In the case of late or non-submission of assessment items without the appropriate documentation or communication, students will only be assessed on presented draft work up until the due date. In cases where no work has been completed or is not a C standard or above, the student will complete the assessment task with teacher support, to minimum standards. In this instance, the work will not be eligible for assessment consideration.
- If a student is absent from a supervised examination, they must report to the teacher at their next lesson to sit the examination. It is not our practice for students to receive tests or assignments in advance of a known absence. Teachers are responsible for organising 'catch-up' exams. The Head of Junior School (HoJS) and Deans of Junior School (Curriculum and Pedagogy) may be able to assist with the supervision of these exams, but this must be discussed with the HoJS with at least 24 hours' notice. It would be expected these exams are held in the next scheduled subject lesson, even after long periods of absence, if appropriate.
- Students and their parents/guardians should contact the class teacher in the first instance, or HoJS if the student is absent or unable to submit their assessment on the due date, preferably at least 24 hours in advance. Requests for extensions will be considered by the classroom teacher, following discussions with the HoJS after parent notification has been received.
- Varied assessment items are encouraged and should reflect best teaching practice relative to the cognitive development of the students. Every assignment/project should reflect the Australian Curriculum, contain assessment criteria standards, date set and date due as well as draft due dates.
- It is expected that the length of the assignment is year level appropriate and scaffolded in manageable steps or stages. In Year 5 and 6, assessment tasks would reasonably be completed in a lesson or may take several lessons. Extended assessment tasks spanning more than a week are, in general, discouraged.
- All assessments by Junior School students should be completed at school. Students who complete all or parts of their assessment at home when this has been clearly stated not to will have to negotiate with the teacher to resubmit the work. If assessment conditions clearly state that the assessment task is to be completed at School, the student may be asked to resubmit assessment tasks if all or parts of an assessment is completed at home. Failure to do this may result in a non-submission.
- Research of task material or the collecting of resource materials may be completed at home, however, all the written aspects must be completed at school where the teacher can observe the planning and decision making of the student.
- Students who will knowingly be absent during assessment/assignment time must fulfil the assignment under the same conditions as their peers on their return to School. Assignments cannot be completed in advance at home. An inability to meet this requirement will result in a non-assessed grade or a submission at a later, negotiated date.

### Awards and Rewards

The practice of awarding appropriate awards and rewards in recognition of the efforts of our students is encouraged. 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 general citizenship awards for students who have gone 'ABCD' – Above and Beyond the Call of Duty.

#### **Academic Awards (Years 4-6)**

- Cum Laude Awards (Each Semester)
- Year Level All-rounder Award (End of Year, one male and one female)
- Half Colours: Academic, Cultural, Optiminds and Sporting
- Academic Merit Awards/Endeavour Awards (End of Year)

#### **Pastoral Awards (Years 4-6)**

- Year Level Citizenship Award (End of Year, one male and one female)

#### **Sports Awards (Years 4-6: age group determined)**

- Age Champions - Athletics/Cross Country/Swimming All-round
- Athlete of the Year Award: One student per year level (End of Year)
- Rising Star Award: 'Stars of the Future': one male and one female student from across Junior School (End of Year)

For a full description of the criteria please refer to the Student Diary.

## **B**

### 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 these services, there are appropriate developmentally programmed activities, supervised care, plus a wholesome afternoon tea. There is also a Vacation Care program, for Kindergarten and OSHC, that operates throughout the School holidays. Details are generally published mid-term for families.

## **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.

<b>Rights</b>	<b>Responsibilities</b>
Each person has the right to: <ul style="list-style-type: none"><li>• learn</li><li>• feel safe</li><li>• be heard</li><li>• be happy</li><li>• be respected</li><li>• be valued</li><li>• contribute</li></ul>	Each person has the responsibility to: <ul style="list-style-type: none"><li>• learn</li><li>• try to do their best</li><li>• follow the school rules</li><li>• care for the environment</li><li>• help create a happy, safe environment</li><li>• be respectful of the rights of others</li><li>• be supportive of others</li><li>• act fairly</li><li>• use common sense</li></ul>

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 Dean of Junior School (Pastoral & Events). Repeated misdemeanours or major breaches of discipline are referred to Head of Junior School and the Principal as per the K-6 Behaviour Management Chart.

The Junior School has a behaviour management structure that functions through:

- Class Teachers/Specialist Teachers/ House Teachers-In-Charge
- Chaplain
- Dean of Pastoral & Events
- Head of Junior School
- Principal

***K-6 Behaviour Management Chart (see Appendix).***

**Better Buddies**

See 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 use negative words and/or actions against you, which causes you distress and risks your wellbeing. This imbalance is sometimes 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, Deans of Junior School (Curriculum and Pedagogy), the Dean of Junior School (Pastoral and Events), 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 Senior Schools may also utilise this facility. There is suitable car parking available, and parking within the Drop Zone is prohibited. Please ensure you are always considerate of all users of the car park. 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 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. Usually, 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 three 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 and the Year Five and Year Six cohorts in Week 2. The students are involved in each service by leading prayer, taking part in role-play, and 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 students to respect teachers, other employees, adults and other students, and we expect that students will receive the same respect in return. Students should **never** allow themselves to feel unsafe without reporting it to someone they trust.

### **Who should a student tell if they are 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 to him or her. The School's Student Protection Officer is Mr Brad Allen (49692044).

**Remember the most important thing is that a student feels safe and free from harm. They must tell someone if they are being harmed or afraid that they 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 Procedure

An important aspect of the students' development is 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 each year will be:

- If parents wish to discuss the placement of their child in a preceding year, they are to book a meeting with the Head of Junior School during Week 1-Week 3 of Term Four in that current year
- Parents who do make a request 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
- Requests for a particular teacher will not be negotiable.

In determining the class groups:

- Gender balance, academic achievement and pastoral issues which aid teachers to custom classes groups
- Teachers will facilitate a sociogram in Term Four 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 KidsPlus 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 Physical Education 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 note in the Student’s Diary. It is preferable that parents do 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 the current information regarding your child’s academic reports, parentteacher meetings, excursions, important events, attendance, class parent contact lists and more.
- **Whitsunday Word** – A 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.
- **Student Diary** – The most important communication tool at WAS and the cornerstone of communication at the Junior School. Whilst the Student 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. The Student 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

See inside cover of handbook.

**Curriculum Description**

<p><b><i>KINDERGARTEN</i></b>          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)</p>	<p><b><i>PREPARATORY</i></b>          Christian Education          Pre-writing/Pre-reading skills          Promotion of individual development through literacy and numeracy activities          Oral Language Development          English          Mathematics          Science          History          Geography          Digital &amp; Design Technologies          Music          Art          Health &amp; Physical Education (H&amp;PE)          Athletic Development          Language (Chinese)</p>	<p><b><i>YEAR 1</i></b>          Christian Education          English          Mathematics          Science          History          Geography          Digital &amp; Design Technologies          Art          H&amp;PE          Athletic Development          Music          Language (Chinese)</p>	<p><b><i>YEAR 2</i></b>          Christian Education          English          Mathematics          Science          History          Geography          Digital &amp; Design Technologies          Art          H&amp;PE          Athletic Development          Music          Instrumental – Strings          Language (Chinese)</p>
<p><b><i>YEAR 3</i></b>          Christian Education          English          Mathematics          Science          History          Geography          Digital &amp; Design Technologies          Art          H&amp;PE          Athletic Development          Music          Instrumental – Strings          Language (Chinese)</p>	<p><b><i>YEAR 4</i></b>          Christian Education          English          Mathematics          Science          History          Geography          Digital &amp; Design Technologies (Robotics)          Art          H&amp;PE          Athletic Development          Music          Instrumental – Band          Language (Chinese)</p>	<p><b><i>YEAR 5</i></b>          Christian Education          English          Mathematics          Science          History          Geography          Digital &amp; Design Technologies          Art          H&amp;PE          Athletic Development          Music          Instrumental – Band          Language (Chinese)</p>	<p><b><i>YEAR 6</i></b>          Christian Education          English          Mathematics          Science          History          Geography          Digital &amp; Design Technologies          Art          H&amp;PE          Athletic Development          Music          Languages (Chinese)</p>

### Daily Routine

Junior and Senior sub-Schools:			
Monday – Thursday		Friday	
Period	Time	Period	Time
Tutor Group 8:25am-8:40am	15 minutes	Tutor Group 8:25am-9:00am	30 minutes
<b>1</b> 8:45am-9:45am	60 minutes	<b>1</b> 9:00am-10:00am	60 minutes
<b>2</b> 9:45am-10:45am	60 minutes	<b>2</b> 10:00am-11:00am	60 minutes
<b>Break</b> 10:45am – 11:20am	<b>35 minutes</b>	<b>Break</b> 11:00 – 11:30am	<b>30 minutes</b>
<b>3</b> 11:25am-12:25pm	60 minutes	<b>3</b> 11:30am-12:30pm	60 minutes
<b>4</b> 12:25pm-1:25pm	60 minutes	<b>4</b> 12:30pm-1:30pm	60 minutes
<b>Break</b> 1:25pm – 1:55pm	<b>30 minutes</b>	<b>Break</b> 1:30pm – 2:00pm	<b>30 minutes</b>
<b>5</b> 2:00pm-3:00pm	60 minutes	<b>5</b> 2:00pm-3:00pm	60 minutes

### 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 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.

### Emotional Intelligence program

Students in the Junior School will partake in an Emotional Intelligence program as part of the Aristotle Emotional Intelligence (EI) Development program, supported through an established partnership with Swinburne University in Melbourne. Students across the Junior School will be involved in the program that will include the development of foundations and building blocks leading towards pro-social behaviours. The EI Development Program targets pro-social behaviours through a series of activities, enhancing the emotional vocabulary of our students; it empowers students to act and prevent exclusion related behaviour.



## F

### 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.

## G

### Gardening

Kindergarten to Year Four currently have garden plots through which we:

- 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.
- Expand culinary horizons.
- Expand vocabularies for describing foods, flavours, textures, plants, and processes.

### 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 hosts a morning for our grandparents and special friends. The morning has the grandparents working with their grandchildren in their classrooms and includes a musical interlude with performances from a number of students across the Year levels. The morning concludes with morning tea.

### Homework Assistance Tutorial Scheme (HATS) – Years Five and Six

HATS sessions generally commence in Week 3 of each Term for Years Five and Six students. HATS for these students will be held from 3.15pm - 4.15pm Tuesday-Thursday; following HATS students may access the library until 5.00pm. No students should be at the pick-up areas after 3.20pm if being collected later than that time. After 3.20pm, all Years Five and Six students who remain on campus are required to be in a supervised HATS session, in the library completing homework (Monday only) or at a co-curricular activity they have signed up for. Each Friday, the library will close at 4:00pm.

### 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 co-operation of parents.
- ✓ By setting homework on a regular basis, and on an increasing scale from the Preparatory Year to Year Six, the Junior School will assist in preparing the students for the demands and responsibilities of the Senior School.

#### **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, 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 Two and Year Three students as they participate in the Strings program and the Year Four and Year Five students in the Band 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 bookstores 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:**           **25 minutes**
- **Year 5 – Year 6:**           **45 to 60 minutes**

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

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 Years and Senior School 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. Year Six students will look to organize a range of appropriate activities, with the assistance of staff, for their younger peers.

### 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 Junior School Teacher-In-Charge was allocated to each School House in the Junior School. In 2021 these will be: Ambrose – Mrs Carol McCormack; Barnabas – Mr Nicholas Bartlett; Charles – Mrs Sue Chandler; Trinity – Mrs Juanita Steyn.



### Illness and Injury

If a student becomes ill, or is injured, whilst at School, they will be escorted to the School Nurse. There they will be given any First Aid deemed necessary for their wellbeing. Serious cases will be referred to parents/guardians by 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 via Parent Lounge 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 wellbeing 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 School Nurse.
- 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 the last episode. In regard to OEW, we expect non-attendance for 48 hours following the 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 watertight 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 Secretary or go to the Queensland Health Website and consult the 'TIME OUT' poster at [www.health.qld.gov.au](http://www.health.qld.gov.au)

## **Information and Communication Technologies Acceptable Use Policy**

*Refer to Student Diary.*

## **Student Social Networking Policy**

There are many internet sites where users can publish their own content. It is important that these are used in a positive, supportive manner. It is against School Policy and a possible violation of current legislation, including the privacy of staff and students, to disclose or discuss any personal information about staff, students, Board members or the wider School community without their consent, both in use of school technology at school or in use of personal technology beyond school and that any such action may result in a disciplinary response from the School or legal action. Examples of such activities may include:

- Online discussion of any personal information that identifies or infers the identity of any students at the school, staff or the School itself including, but not limited to, the name, address and telephone number of such.
- Publishing any personal opinions, they may have about the School or anyone associated with the School. This is staff, students, or parents.
- Placement or publication of identifying photographs of any students, staff, or the School itself on the Internet or other technology at any time.
- Placement or publication of any material that identifies the School in any way on the Internet or other technology at any time.

Included in this policy is the posting of any content or material which may be personal in nature and not of direct relationship to a student's Whitsunday Anglican School enrolment, but which poses a risk of damage to the School's reputation or to the ethical standards and moral values upheld by the School.

Students need to be aware that: (1) Staff are not permitted to communicate with current students via electronic means using technological tools which are not sanctioned by the School; and (2) Staff are only permitted to use school-sanctioned technology to communicate with students on matters which relate to the student's schooling. If uncertainty exists, please discuss with the Head of Junior School in the first instance. The final decision as to what is acceptable rests with the Principal.

**J**

### **Junior School 'Celebrations of Achievement'**

To celebrate a successful year, the Junior School hosts our own 'Awards' Ceremonies in the Ron Bourne Hall at end of Term Four. The students are presented to the Principal and in their cohort, perform a song. Academic and other awards are also presented to students in Years Four to Six.

**K**

**L**

### **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.

### **Leadership program: Year Four to Year Six**

From 2020, the Leadership program will build upon the previous Service Leadership Model in the Junior School. All Year Four to Year Six students in the Junior School will have the opportunity to engage in leadership opportunities which enable them to be responsible for activities within the Junior School and provide service the school community.

- Year Four students will manage the Sports Shed and lead Chapel for Kindergarten to Year Four.
- Year Five students will provide service to our Preparatory students through participation with the Alannah and Madeline Foundation's Better Buddies program. This program enables the leaders to implement a range of social and support skills, conflict resolution, care, valuing differences, respect and responsibility. This program also assists our younger students to establish a strong caring connection with an older buddy and is a relationship which can carry through into Year One. Year Five students will also participate in a 'Peer Mediation' workshop during Term Four.
- Year Six students will lead our assemblies and the Year Five and Six Chapel. They will also provide peer mediation in the Junior School environs to assist younger peers manage minor conflict situations to find positive outcomes. Year Six students will have the option of joining term-based committees which will help provide them with service opportunities in the areas of Sport, Events, Environmental and Peer mediation.

### 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 Coordinator 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.

**M**

### Mobile Phones (inclusive of Smart watches)

If there is a genuine need, students may bring mobile telephones to school after parent consultation with the Head of Junior School. There are several clear expectations as to the acceptable use of these: -

- Mobile Phones 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 between 8.00am-3.00pm
- 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 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 Two and Year Three Strings program is a compulsory part of the Music curriculum as is the Year Four and Year Five Band program. Students will have group lessons in school hours.

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 support and encouragement with practice if they are to achieve satisfaction from learning an instrument.

N

O

### 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 activity during the final week of Term Three. Details regarding the specific camps and activities will be communicated at the appropriate time throughout Term Three. Cohort Outdoor Education Week coordinators will ensure that families are informed of Outdoor Education Week details and expectations when and where appropriate.



### 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)** – Each class teacher will look to a parent or group of parents to act as parent representatives. 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 Student 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 [Admin@was.qld.edu.au](mailto:Admin@was.qld.edu.au)) or Mrs Leanne Clout, Junior School Secretary (49692038).

### Parent/Teacher Collaborative Dialogues

These are formally held at the end of Term One and beginning of Term Three. Parents will be reminded through the School Daily Correspondence 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 4<sup>th</sup> '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 presentations (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 instills 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.

## Q

## R

### **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 One – Contact with parents will be made either through face-to-face interviews, email or telephone by the end of Week 4

Term One – Parent/Teacher Interviews held at the end of Term One

Term Two – Full Report card; a comprehensive report is issued at the end of Term Two/Semester One

Term Three – Parent/Teacher Interviews held at the beginning of Term Three; Report Card for Years Five and Six

Term Four – Full Report card; a comprehensive report is issued at the end of Term Four/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 One and in Term Four; a formal Transition statement is also prepared at the end of Term Four.

## S

### **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, co-operation, 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

In a framework of Christian values, we provide an engaging and supportive learning experience that achieves 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

A leading co-educational regional school, focused on developing the intellectual, creative, physical, emotional and spiritual wellbeing of our students.

### **Service in 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, 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 Award (Years 4-6) – see Student Diary**

This recognition is given to students who accumulate the specified number of hours of service that satisfy the criteria outlined below. Once the total number of service hours have been attained, students will be presented with the Junior School Service Award at the final Junior School Assembly of the year.

### **Commendable Service Award**

Students who accumulate double the recommended hours for their year level are eligible for this recognition.

### **Exemplary Service Award**

80 hours of service will qualify a student for an Exemplary Service Award. In most instances, this award will be attained through a number of years of accumulated service. All recipients of this certificate will have their name printed on the Parents and Friends Service Recognition Board displayed in the breezeway at the formal entrance to the former Middle School Precinct. New students to Years 5 and 6 will qualify with 45 hours.

### **Service Hours Criteria**

Service must be:

- Voluntary
- Completed in students' own time
- For someone else
- For school purposes (K – 12)
- Over and above normal expectations of the daily operation of the school
- 5 hours maximum of Mackay community service can be claimed each year

Service Examples	Classroom Opportunities	Home Opportunities (regular basis)
<ul style="list-style-type: none"> <li>• Organising/assisting Junior School fundraising events</li> <li>• Assisting in the Library</li> <li>• Junior School Playground assistants</li> <li>• Kids Plus Club</li> <li>• Sports Coaching</li> <li>• Assisting in preparation / organisation of major school events</li> <li>• Relay for Life participation</li> <li>• Buddy Reading/Peer Support</li> <li>• Garden beds</li> <li>• Litter clean up</li> <li>• Whitsunday Voices volunteers</li> <li>• Assembly assistance/Sound crew</li> <li>• Involvement in a Year 6 Committee group</li> <li>• Assistance to the Chaplain</li> <li>• JS Assembly chair set and pack up (x 1 semester)</li> <li>• Kindergarten assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Class Photographer</li> <li>• Preparation for special classroom or cohort events/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Bed made daily</li> <li>• Lawn maintained</li> <li>• Pool cleaned</li> <li>• Table set and unset</li> </ul>

### **Recording of Accumulated Service Hours**

A teacher/adult supervising the service activity must sign the Service Recording pages in the Junior School Student Diary. The recorded Service Student Diary page should then be submitted to the Junior School Secretary who will then record the service hours attained on a school database. In some instances, students will be required to log their service in their Student Diary.

### **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 footwear.

### **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.

### **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
- Expectations – neatness, presentation

### **Sun Safe School: *No hat, no outside yard 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-Six 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-Six) 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:

**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)

Parents are requested to sign-up to Flexischools (<https://www.flexischools.com.au/>) so that orders for tuckshop may be completed without the need to send along cash or a bag. Flexischools also has an [App](#) that can be downloaded for both Apple and Android devices. You can also place orders for any day in advance. There are also more choices of meals on Flexischools than over the counter.

### Tutoring: Preparatory Year – Year Six

Each class teacher, Preparatory to Year Four, provides an hour of tutoring for 6 weeks of each term, either before or after school, to identified students from their respective class groups.

## U

### 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. Junior School students are expected to wear their uniform to all formal occasions such as ANZAC Day, School photographs, and the Awards ceremony.

All girls from Year One to Six will be expected to wear the Panama hat as their formal hat. Boys from Year One to Five may continue to wear the 'older style' School formal hat until further notice. While boys in Years Six should wear the newer 'Kimberley' formal hat. Only students in Year Six will be expected to wear a tie/bow.

Students attending any formal school function would be expected to wear their formal School uniform in full. If a student is accompanying their 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 (other than that sanctioned by the School), 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.

## V

### Volunteers – Parents, family members & friends

See Parent Helpers

## W

### **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.

## X

## Y

### **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, self-regulation 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 the five YCDI! Foundations.

Z

Appendix: K-6 Behaviour Management Chart

Category	General Conduct	Academic	Bullying	Information and Communication Technology	Miscellaneous	Staff/Action
<b>Level 1: Unacceptable Low-Level Behaviour</b>	<ul style="list-style-type: none"> <li>* Eating in class</li> <li>* Using headphones/earphones for other than curriculum- related purposes</li> <li>* Leaving class without permission</li> <li>* Littering</li> <li>* Inappropriate physical contact (minor)</li> <li>* Incorrect and/or untidy uniform</li> <li>* Non-compliance with haircut standard</li> <li>* Being in an out-of-bounds area</li> <li>* Disobeying a reasonable request from a staff member</li> </ul>	<p>HOMEWORK:</p> <ul style="list-style-type: none"> <li>* Homework not completed</li> </ul> <p>ORGANISATION:</p> <ul style="list-style-type: none"> <li>* Lack of preparedness for class (equipment, book, charged tablet etc)</li> </ul> <p>BEHAVIOUR AND ATTITUDE:</p> <ul style="list-style-type: none"> <li>* Disruption to the learning of others</li> </ul> <p>CLASSWORK AND EFFORT:</p> <ul style="list-style-type: none"> <li>* Lack of effort and unacceptable level of completion of set tasks</li> <li>Breach of Assessment Policy (minor)</li> </ul>	<p>Bullying behaviour</p> <p>*refer to <i>Bullying &amp; Harassment Policy Support Documents</i>:</p> <ul style="list-style-type: none"> <li>* Social – exclusion</li> <li>* Verbal – untruths, rumours</li> <li>* Physical – invasion of personal space, pushing</li> <li>* Cyber – use of another student’s password/device</li> </ul>	<ul style="list-style-type: none"> <li>* Orphan tablet (single incident)</li> <li>* Mobile phone on person (during school day)</li> </ul>	<p>Other minor, inappropriate behaviours</p>	<ul style="list-style-type: none"> <li>* Led by Classroom Teacher – Reflective Time Out/withdrawal from class with Dean of Junior School (Pastoral &amp; Events) (DoJS)</li> <li>* Parental notification Note in Student Student Diary/Student Notes (TASS)</li> <li>* Dean of Learning Enrichment (DoLE) informed (IAP/IEP students asap)</li> </ul>

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<b>Level 2: Unacceptable Medium Level Behaviour</b>	<ul style="list-style-type: none"> <li>* Throwing or mishandling food</li> <li>* Absence from proper place during School time or at special events [truancy], including failure to attend detentions</li> <li>* Persistent littering</li> <li>* Inappropriate language</li> <li>* Vandalism (minor)</li> <li>* Inappropriate physical contact (major or repeated minor)</li> <li>* Blatant disobedience or discourtesy</li> <li>* Failure to comply with School policy or Code of Conduct</li> <li>* Misbehaviour outside school grounds whilst visibly associated with the School</li> </ul>	<ul style="list-style-type: none"> <li>* Homework not completed (repeated)</li> <li>* Continual lack of preparedness for class (equipment, book, charged tablet, etc)</li> <li>* Persistent disruption to the learning of others</li> <li>* Lack of effort and unacceptable level of completion of set tasks [ongoing and widespread]</li> <li>* Breach of Assessment Policy (major or repeated minor)</li> </ul>	<p>Repeated and intensified Bullying behaviour:</p> <ul style="list-style-type: none"> <li>* Social – vilification, stand- over tactics</li> <li>* Verbal – putdowns, name calling, offensive language (verbal/written), slander, threats</li> <li>* Physical – damage to other’s possessions, offensive gestures</li> <li>* Cyber – offensive emails/messaging/video, use of information technologies to socially or verbally offend/slander/threaten</li> </ul>	<ul style="list-style-type: none"> <li>* Orphan tablet (repeated)</li> <li>* Taking an image of another student, staff member or visitor without their consent.</li> </ul>	<p>Repeated minor, inappropriate behaviours</p>	<ul style="list-style-type: none"> <li>* Led by DoJS DoJS and teacher, where necessary, implement and record all follow up in TASS</li> <li>* Reflective Time Out (DoJS)</li> <li>* Parental notification Student Behaviour Card (DoJS)</li> <li>* Restitution</li> <li>* Suspension (1 day or more internal or external)</li> <li>* Reflective Behaviour Meeting (DoJS)</li> <li>* Head of Junior School (HoJS)/Head of Curriculum (HoC) informed/ involved for academic concerns.</li> <li>* DoLE/School Psychologist informed</li> <li>* IAP/IEP student referred to parent for GP/Community Health/psychologist visit asap</li> <li>* Refer to Behaviour Management protocols (LEC)</li> <li>* All is recorded in TASS</li> </ul>

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<b>Level 3: Unacceptable High-Level Behaviour</b>	<ul style="list-style-type: none"> <li>* Persistent, repeated use of inappropriate language</li> <li>* Vandalism (wilful damage to school or other's property)</li> <li>* Inappropriate physical contact (severe, including fighting, sexual)</li> <li>* Verbal or physical abuse and/or harassment of students, staff or visitors to the school</li> <li>* Unlawful behaviour including, but not limited to, use, possession, sale or distribution of drugs and alcohol, [substance or paraphernalia] and theft</li> <li>* Bringing the School's name into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>* Breach of Assessment Policy (severe or repeated major)</li> </ul>	<p>Escalated and continued Bullying behaviour:</p> <ul style="list-style-type: none"> <li>* Social – racial/sexual/religious vilification</li> <li>* Verbal – offensive language (verbal/written), slander, threats, sexual</li> <li>* Physical – fighting, striking, damage to other's possessions, offensive gestures, sexual</li> <li>* Cyber – distribution of offensive emails/messaging/video, use of information technologies to socially or verbally offend/slander/threaten</li> </ul>	<ul style="list-style-type: none"> <li>* Distributing an image of another student, staff member or visitor without their consent (with the intent to humiliate, embarrass, intimidate or harass).</li> </ul>	<ul style="list-style-type: none"> <li>* Persistent and wilful inappropriate behaviours</li> <li>* Breach of student contract, management plan or probationary agreement</li> <li>* Other inappropriate behaviour deemed by the Principal or Head of Junior School/ Psychologist/ DoLE to be harmful to self, others or WAS.</li> </ul>	<ul style="list-style-type: none"> <li>* Led by HoJS referred to Principal</li> <li>* Parental notification</li> <li>* Restitution</li> <li>* Suspension (1-5 days internal or external)</li> <li>* Probation</li> <li>* Expulsion</li> <li>* School Safety Officer/ QPS/ Child Protection DoLE/School Psychologist/ External Counsellor involved</li> <li>* Teacher/s are informed</li> </ul>