



GEORGIANA MOLLOY ANGLICAN SCHOOL

JUNIOR SCHOOL PARENT and STUDENT HANDBOOK

Welcome to Georgiana Molloy Anglican School.

This booklet outlines some policies and procedures in the Junior School Kindergarten to Year 6. Please read it carefully.

CONTACT DETAILS

GMAS Reception

Telephone: 08 9752 5252
Fax: 08 9752 5299

GMAS Office Hours

Monday to Friday (8.00am to 4.30pm)

Location Address

Georgiana Molloy Anglican School
Hawker Approach
Busselton 6280 WA

Postal Address

Georgiana Molloy Anglican School
PO Box 920
Busselton 6280 WA

TERM DATES 2009

Term 1: Monday 2nd February– Thursday 9th April

Term 2: Thursday 30th April – Friday 3rd July

Term 3: Tuesday 21st July – Friday 25th September

Term 4: Tuesday 13th October – Friday 10th December

ORGANISATIONAL PROCEDURES:

Starting / Finishing Times:

Kindergarten:

Two groups will operate: Kindergarten G and Kindergarten M. (G for Georgiana and M for Molloy – after our school's namesake)

Kindergarten G – Tuesday and Thursday 9am – 3pm

Kindergarten M – Wednesday and Friday 9am – 3pm

Preprimary – Year 6

8.45 am	Bell
8.50am	School commences
10.30am	Recess
10.55am	Return to class
12.50pm	Lunch
1.40pm	Return to class
3.10pm	Class dismissed

During recess time for the Preprimary to Year 6 students we encourage children to snack on healthy light food. Please support this by providing food that is conducive to easy handling. Fresh fruit, vegetable sticks, dried fruit are preferred items as snack foods. Salty foods, cakes and sugary foods are not suitable snacks for this time.

Water in appropriate containers (please put your child's name on it) is encouraged to be drunk during the day in the classroom. Class teachers will advise where the water bottles may be kept.

DISCIPLINE

Class teachers are responsible for working with their class to establish acceptable behaviours and expectations both in and out of the classroom. This will be undertaken early in the year. The rules and expectations will be charted and referred to often over the course of the year.

Class teachers will establish penalties for breaches of the class rules with their class.

Staff will note the breaches and action taken in the Homework Diary.

If students make repeated breaches of behaviour, class teachers will inform the Head of Junior School who will work with parents, teacher and child to modify the behaviours. Further issues may lead to the Principal suspending a student. A suspended student returns on probation and further issues would lead to a review of the student's enrolment at the school.

ASSEMBLY

Assembly will be on **Tuesday afternoons commencing at 2.30pm** and usually run for 30 minutes. Parents are welcome and encouraged to attend. At the assembly, each class will take it in turn to present an item that relates to activities they have been doing in class. Children may also receive a merit certificate to reward their efforts in class over that week. Special announcements and notices are also given at this time. The Assemblies are usually conducted in the undercover area in front of the café.

CHAPEL

Each **Thursday** afternoon, two different Chapel services are conducted. **Year 3 – 6 Chapel commences at 2.25pm and Preprimary to Year 2 Chapel commences at 2.45pm.** Parents are welcome and encouraged to attend. Class groups take it in turns to present worship items of prayers, reflections, songs or plays that are pertinent to the presentation. Chapel is usually conducted in the undercover area in front of the cafe.

HOUSE POINTS

There are six Houses at school. At present, colours identify them: Eagle (Green), Bunker (Red), Meelup (Dark Blue), Flinders (Light Blue), Geographe (Yellow), and Hamelin (Purple). These houses are named after bays around this region.

House points are awarded in classrooms for actions over and above what is expected in the classroom.

Class points are displayed in a prominent position in each classroom and ready for collation by Friday each week.

Progressive house points scores are announced at Assembly each week.

At the end of each term, the winning House is announced. A House Shield will be awarded to the House that wins the overall points during the year, including carnivals, cultural and other House events.

BUDDIES

Sharing and Caring is the theme for the Buddy activities at GMAS. Each Early Childhood class has an older 'buddy class' to work with. The older students work with the younger students in a number of ways – Reading, Writing, Maths, Science, Craft, helping and encouraging, guiding and being a positive role model for them, are just some of the examples. On average half an hour a week is spent with the buddy class. It is a warm, positive interaction that often spills into the playground. The younger and older students seek each other out!

HOW DO PARENTS AND GMAS COMMUNICATE?

1. Student Diary
2. Regular verbal contact between Staff and parents
3. Weekly "*What's on at GMAS*" publication
4. Settling In report in Term 1
5. Written reports Semester 1 and 2
6. Parent Teacher interviews
7. Special Purpose Information nights
8. Portfolio – Term 3
9. GMAS Gazette
10. Social gatherings

USING THE STUDENT DIARY

There are three different diaries in the Junior School. One for Kindergarten students, one large one for Preprimary to Year 2 students and a smaller one for Year 3 – 6 students.

This student diary is designed to help students organise their time at school and act as one of the means of communication between the classroom teachers and parents.

Kindergarten Diary

This has space for the teacher to write a comment and also space for the parents to write comments. It is important to keep the communication lines open between home and school.

Preprimary to Year 2 Diary

Parents, you should feel free to use the section headed "Teacher / Parent Communication" for this purpose. Staff will communicate with you in this section of the diary.

You will notice that there is also a section following each day's communication space for parents to keep an on-going record of their child's home reading. The title of the book should be listed when a new book is begun and the numbers of pages read each evening recorded. For students in Kindergarten and Pre Primary, the class teachers will explain to parents how this section should be used.

Parents are asked to sign the Reading Record section nightly. Class teachers will sign the communication section daily.

The section of the book titled "Homework Page" is for the class teacher to attach the week's homework.

Year 3 to Year 6 Diary

Students must use this student diary in every class and when completing work at home. Students must record all homework in their student diary, which must be signed by the parent.

Parents must check and sign this diary each evening and monitor the student's progress with homework. Parents and teachers may write messages to each other from time to time using the diary.

The student diary should be kept in the child's document wallet. This is standard practice throughout the Early Childhood and Junior School classes.

EARLY CHILDHOOD HOMEWORK POLICY

Children in all year levels are expected to complete homework. For children in K- 2 the amount of work will range between 10 – 20 minutes per evening plus home reading. Homework will carry clear instructions, addressed to the parents. It is important that the homework process is non threatening, enjoyable family time. For Kindergarten, homework will take the form of suggested activities that parents could complete with their child to complement the learning that is taking place in the classroom.

EARLY CHILDHOOD HOMEWORK ALLOCATION

Kindergarten	as suggested by teacher
Preprimary	as suggested by teacher
Year 1	15 minutes plus home reading
Year 2	20 minutes plus home reading

Early Childhood homework should allow students opportunities to consolidate, practice, complete set tasks and further explore opportunities for learning.

YEARS 3-6 HOMEWORK POLICY

Students should understand that time spent completing homework will enhance their time management skills as they progress through Junior School.

Students must record all homework in their student diary, which must be signed by the parent.

Homework will be allocated during the week and must be completed by the set date. If in exceptional circumstances a student is unable to complete their homework, then an explanatory note from the parent must be written in the student diary.

Parents are encouraged to take an active role in assisting their children with homework. Remember, it is the school/family partnership that ultimately leads to the child's success.

Parents should monitor the time that their child spends completing homework, and should liaise accordingly with the child's teacher. Students are encouraged to seek assistance from a variety of sources in the completion of their homework.

YEARS 3-6 HOME WORK ALLOCATION

The approximate times below are provided as a guide for parents.

Year 3	25 minutes plus home reading
Year 4	30 minutes plus home reading
Year 5	35 minutes plus home reading
Year 6	40 minutes plus home reading

BULLYING

A Message to Parents – Our Position in Relation to Bullying

It is an unfortunate reality that bullying occurs in all schools. We believe that at Georgiana Molloy Anglican School we are working to establish a student culture that rejects bullying in all of its forms and that this culture says that bullying has no place at Georgiana Molloy Anglican School.

We are proud enough to say that although our school (like all others) finds incidents of bullying from time to time, we have the policies, procedures and systems in place to deal with these incidents quickly and professionally, allowing the students to move forward positively. Overlaying these systems is a growing culture amongst the students that promotes the exposure of bullies rather than propelling the code of silence and anti 'dobbing' cultures that permeate some other institutions allowing bullying to run riot undetected through the power of fear of retribution.

Bullying is rust that eats away at the basis of our values and prevents students reaching excellence. Students are entitled to walk through the Georgiana Molloy Anglican School gates each morning and participate fully in the life of our school free from humiliation, oppression and abuse.

Bullying can take the form of verbal taunts and exclusion/intimidation tactics, along with the more obvious forms such as physical abuse.

Education in the broadest sense is a partnership between the family and the school. If communication is an open two way process, then bullying issues can be 'nipped in the bud' before they become major. As a school we will never bury our heads in the sand and pretend that issues are not there to be dealt with. The junior and middle years of schooling statistically indicate a higher incidence of bullying generally in schools, so it is particularly important that new families with children commencing in these years understand our stance on this issue, and feel able to confidently bring issues of concern to our immediate attention at any time.

Georgiana Molloy Anglican School is committed to a zero tolerance of bullying and our established and growing anti bullying culture throughout the school bares testimony to our proactive stance on this most important issue.

A Message to Students

Bullying occurs when someone who appears to be more powerful than you makes you feel uncomfortable and unhappy because of their actions or words towards you. Bullying maybe verbal, such as name calling, teasing, putting down comments, or willing you to fight someone. It may be physical, such as pushing you around or being deliberately rough towards you in games at the morning or afternoon break times. Bullying can also be psychological. This is when people purposely leave you out of groups to upset you, perhaps move your belongings so you cannot find them, maybe send hurtful messages to you via other students, or whisper to each other in front of you to exclude you from conversations so that you feel unwanted and left out. Psychological bullying is when people play "mind games" with you with the aim of making you feel powerless and weak.

Bullies are weak people who usually have little to be proud of. Bullies are frightened that people will see their weaknesses, so they try to turn the attention away from themselves by picking on someone who they feel is powerless to defend themselves. Bullies pick on people who they think will suffer in silence and not tell anyone.

Bullying does not go away if you ignore it. Bullying does not get worse if you tell someone. (Bullies may often threaten you with more if you tell, but it is a threat that will lead them into very serious trouble.) The only way to stop a bully is to tell someone who has the experience and knowledge to fix the problem for you. Protecting yourself and your friends by exposing bullies is not 'dobbing'.

In summary, if you are bullied at Georgiana Molloy Anglican School you must do the following:

1. Tell your classroom teacher as soon as the bullying occurs. The longer the bullying occurs without telling someone, the harder it is to stop.
2. Tell your parents about the bullying as soon as you get home, and tell them that you have spoken to your classroom teacher.

Your classroom teacher and the Head of Junior School will work through with you and your parents, ways of sorting the problem out so that you are happy and the problem stops. Our school has developed a Bullying policy that is used to assist in sorting out these types of issues for you. The initial stress that you may feel when you report a bully is better than the ongoing misery that the bully will cause you if you do not report them. D.O.B – Don't Obey Bullies.

"Bring the Silent Nightmare onto Centre Stage" – Reject Bullying at Georgiana Molloy Anglican School.

Bruce Rixon
PRINCIPAL

USE OF THE INTERNET

Georgiana Molloy Anglican School requires the responsible use of the Internet for accessing information from the worldwide resources to support related research.

1. Student access to the internet is available through the school.

2. Use of the Internet is both a responsibility and a privilege. All users of the Internet are therefore expected to use it in a responsible, efficient, ethical and legal manner. Failure to accept this responsibility may result in the removal of the user's access privileges to the Internet.

3. Unacceptable uses of the Internet include, but are not limited to:

Searching for inappropriate or unacceptable material (pornography, extreme violence, illegal activities etc).

Retrieving, displaying, printing, or transferring such material.

Invading the privacy of individuals.

Using the network for financial or commercial gain.

Vandalising data of another user, including the users of the School.

Use of unacceptable language.

Violation of copyright and plagiarism.

Monopolisation of Internet access terminal.

Any other inappropriate or improper use as deemed so by staff.

4. Any malfunction or other problem should be reported immediately.

Parents must discuss the Internet policy with their child and then sign the form before any student can access the computers.

WHAT SHOULD HAPPEN WHEN STUDENTS.....

Are late for school

Go to the Reception counter in Administration. You will need to advise Reception that you are late and the reason why. Reception will give you a late slip. The teacher, whose class you enter, will need to receive the late arrival slip.

Forget their diary

An interim diary sheet will be supplied for the day and should be signed by the parent and returned to school with the diary the next day.

Have not left the school campus by 3.45pm

Student should advise the staff member on duty who will take the student to Reception to sit and wait for their parents.

Lose something at school

The best advice is to take care of your property. Do not bring valuables to school and ensure that all books, clothing and other items are clearly named so that if they are lost, they can find their way back to you. Make sure that you have looked thoroughly at school for the item. There is a "lost property" stand in the JS undercover area. If it cannot be found, inform your classroom teacher who may be able to help you further.

Have to leave school before the end of the school day

Parents must have written an explanation in advance of the departure in the Student Diary. The student should present this to the classroom teacher at the start of the day. The student will not be allowed to leave the school until the parents have signed the Red Book (located in Reception) and received an Early Departure slip. The Early Departure slip must be handed to the class teacher. The students may then leave.

Have forgotten their lunch

Let your classroom teacher know as soon as you realise the problem. The student is to attend front office to receive a 'Lunch Slip' which then will be taken to the CAFÉ GMAS staff where lunch will be arranged.

Feel ill or become injured

If you feel ill during class, tell your teacher who will write a note in your Student Diary for you to take to Reception. If you are injured out of class, tell the nearest staff member. In reception there is a bed there where you can rest. Your parents will be contacted and a decision can then be made whether you go home or return to class when you feel better.

Have medication to be taken during school hours

All medication is to be held at Reception with clear written instructions from the parent on the medication regarding the student's name, dosage and times. Medication is not permitted anywhere else on campus and must never be in the student's possession. It is the responsibility of the child to present at reception to take medication. Assistance may be given to students in Early Childhood to go to reception.

Wear items to school that are not part of the school uniform / presentation policy

Students will be asked to remove the item immediately and parents will need to collect it from the classroom teacher. Our expectations in this regard are clear and ongoing uniform / presentation issues will not be tolerated by the school.

Want to order at CAFÉ GMAS

Menus for each term are published in the 'What's on at GMAS publication' and it is displayed in the café window. You will need to write your requirements on the outside of a special bag (this may be collected from the café in small bundles), your name and class, too. Enclose the correct money inside. This bag then needs to be placed in the CAFÉ GMAS basket in your classroom. The basket is to be taken to the café by 9am each day. Your requirements will return to your classroom at the start of lunch.

Are withdrawn from school for extended periods

It is important that parents and students understand that extended absence from school for any reason will affect the student's progress and learning. Sometimes it is impossible to avoid illness or family upheavals and these absences will occur. Parents occasionally seek to withdraw a child for an extended period for a family holiday. Parents are encouraged to avoid this wherever possible. While some learning missed can be caught up, there are many school and class experiences that cannot be covered by just setting work.

The School and the teaching staff will do all they can to provide some work for students who will be away from school for extended periods. If it is unavoidable that you withdraw your child for an extended period during the year it is essential that written advice is given to the Head of Junior School at least a week in advance so that work may be prepared for your child.

The school policy on absences during school time is that it is the parent's responsibility to ensure that their child catches up on work missed if they are taken out of school.

Are Absent from School

Please ring Reception 9752 5252 by 9.00am and advise the receptionist your child's name, year group and estimated length of absence. A written note explaining the absence should be given to the class teacher when the child returns to school.

Ride a bike to school

It is a legal requirement for bike riders to wear helmets while riding a bike. No student may ride a bike to or from school without a helmet. Bikes to be left in the bike racks provided. Bicycles are not to be ridden anywhere on the campus without the express permission from a teacher.

GMAS UNIFORM REQUIREMENTS

There is no summer uniform and winter uniform. This was a deliberate decision by the Principal to reduce costs for parents. Students can wear combinations of their summer and winter items to suit the weather. Students may only wear items that are listed below for their year level. No non-uniform items are to be worn by students at any time while at school or while travelling to and from school.

Years K-2 School and Sports Uniform

K-2 Boys

Navy GMAS tracksuit with GMAS crest on pocket. Navy GMAS sports shorts with green logo. GMAS Green polo shirt with GMAS crest on the pocket. Plain white short socks with predominantly white sports shoes OR black / navy sandals. Buchat OR broad brimmed GMAS hat. **All items should be clearly named.**

K-2 Girls

Navy GMAS tracksuit with GMAS crest on pocket. GMAS tartan Skort. GMAS green polo shirt with GMAS crest on the pocket. Plain white short socks with predominantly white sports shoes OR black / navy sandals. Buchat OR broad brimmed GMAS hat. Hair ties to be in navy. Hair clips to be a neutral colour and a style that does not draw undue attention. **All items should be clearly named.**

Years 3-6 GMAS School Uniform

Years 3-6 Boys

Navy GMAS school shorts (not sports shorts) OR navy GMAS trousers with black belt. Short OR long sleeve white collared shirt (not sports shirt) with GMAS crest on the pocket. GMAS green jumper with GMAS crest on the pocket. Long GMAS Navy socks (if worn with shorts) with the GMAS green, Ox Blood Red and WA Gold band at the top, and short Navy socks with the coloured band (if worn with the trousers). Buchat OR broad brimmed GMAS hat. Black leather lace up school shoes (not sports shoes). **All items should be clearly named.**

Years 3-6 Girls

GMAS tartan skirt falling to knee length. White blouse short OR long sleeve with the GMAS crest on the pocket. GMAS tartan jabot. Short GMAS socks (design and colour as for boys' socks.) Navy jumper with GMAS crest on the pocket. Navy tights when cool. Black leather lace up school shoes (not sports shoes). Buchat OR broad brimmed GMAS hat. Hair ties to be in navy. Hair clips to be a neutral colour and a style that does not draw undue attention. **All items should be clearly named.**

Sporting Uniform: Years 3-6 Boys and Girls

On the days that PE occurs Years 3 – 6 students must wear their full GMAS Sports Uniform to school. They will stay in this uniform all day. The specific day will be notified.

NB: The school tracksuit is sports uniform. It cannot be worn with the school uniform instead of the green or blue jumper. On wet days and very cold days students may wear their tracksuit over their green or blue jumpers.

GMAS navy tracksuit with the school crest on the pocket. GMAS sports shorts. GMAS green polo shirt with the school crest on the pocket. Plain white sports socks and GMAS navy broad brimmed OR buchata hat. Sports shoes – predominantly white. A Pastoral House shirt (the colour of the House the student has been allocated to) will need to be

purchased for Interhouse carnivals and activities – held throughout the year. The Pastoral House shirt may be worn for PE lessons.

Code of Conduct for Players – Co-Curricular Sport

Players' Code of Behaviour

Georgiana Molloy Anglican School proudly pursues excellence and endeavour in the field of sport. We encourage the involvement of all students in a range of school-based and community sporting activities. The expectations listed below are general guidelines, which should be adhered to whenever a student is competing or representing the School.

1. Play by the rules
2. Never argue with an official. If you disagree, have your coach or manager approach the official during a break or after the competition.
3. Control your temper. Verbal abuse of officials or other players, deliberately distracting or provoking an opponent is not acceptable or permitted in any sport.
4. Work equally hard for yourself and your team. Your team's performance will benefit and so will you.
5. Be a good sport. Applaud all good plays whether they be by your team or the opposition.
6. Treat all players as you would like to be treated. Do not interfere with, bully or take unfair advantage of another player.
7. Cooperate with your coach, team-mates and opponents. Without them there would be no competition.
8. Play for the fun of it, and not just to please parents, teachers or coaches.
9. Involve yourself in a wide variety of sports, in order to experience the breadth of activities available within our community.

Code of Conduct for Parents – Co-Curricular Sport

Parents' Code of Behaviour

Georgiana Molloy Anglican School proudly pursues excellence and endeavour on the field of sport. We encourage the involvement of all students in a range of school-based and community sporting activities. The expectations listed below are general guidelines, which should be adhered to by all parents involved in student sporting activities, whenever students are competing or representing the School.

1. Remember that children play sport for their enjoyment.
2. Encourage children to participate, do not force them.
3. Focus on a child's efforts and performance rather than winning or losing.
4. Encourage children to always participate according to the rules and to the spirit of those rules.
5. Never ridicule or yell at a child for making a mistake or losing a game.
6. Remember that children learn best by example. Applaud good plays, by all teams.
7. Support all efforts to remove verbal and/or physical abuse from sporting activities, by any and all parties.
8. Respect official's decisions and teach children to do likewise.
9. Show appreciation of volunteer coaches, officials and administrators. Without them your child could not participate.

GMAS STUDENT PRESENTATION AND STANDARDS POLICY

- The Spirit of the Student Presentation and Standards Policy
- Gum
- Hair
- Jewellery
- Make Up and Glitter
- Non Uniform Accessories
- Follow Up Procedures

The Spirit of the Student Presentation and Standards Policy

The general appearance of a GMAS student should not draw undue attention to themselves.

Whilst in GMAS uniform and / or at a GMAS function, the school reserves the right to determine what draws undue attention. Wear the uniform with pride as it says much about your pride in yourself and in your school.

Gum

Chewing gum is totally prohibited on the GMAS school campus at all times. No student is ever to have or chew gum at school.

Hair

Girl's hair should be tied back if longer than collar length.
Boy's hair must not be longer than collar length.

Girl's hair ties to be in navy blue only.

Hair should be a natural looking colour, evenly cut, evenly styled, and no shorter than a 'Number 3' cut. Any dyeing of hair will need very frequent maintenance as the hair grows. The school encourages students not to dye their hair, as an 'unnatural' look as the new hair grows will not be tolerated by the school.

Jewellery

One pair of plain studs / sleepers in girls' ear lobes.

Other visible body piercing not permitted.

Boys are not to wear earrings.

No bracelets, chains, rings or other jewellery (except those of specific religious significance with an explanation letter to the school from your Parish Priest.)

Medical Alert devices and plain wristwatches are permitted.

Make Up / Glitter

Make up and glitter is not permitted.

Non-Uniform Accessories

Tattoos and other foreign body markings not permitted.

Nail polish not permitted.

Portable music and games devices are permitted however they must be stored in their bags which are left in the classroom during the day.

GMAS SUN PROTECTION POLICY

In response to current medical advice, Georgiana Molloy Anglican School encourages students to remain out of the direct sun when and wherever possible. When activities must take place outdoors we will encourage our students to protect themselves from the harmful UV sunrays in the following ways:

Hats

Students must wear their GMAS hat when participating in outside sport (when practical) and other outdoor activities. No hat means no play.

Sunglasses

Students are allowed to wear sunglasses to protect their eyes from harmful UV radiation while participating in outdoor activities (when safe and appropriate to do so.) Fashion sunglasses with minimal UV rating are not permitted.

Sunscreen

Students should ensure that they have adequate supplies of maximum protection sunscreen for school activities that occur outdoors. This is particularly important in situations where the nature of the activity (fast running, swimming and similar activities) may prevent the practical wearing of a hat. In addition, the Physical Education Specialist has sunscreen available.

MOBILE TELEPHONES

Students are allowed to bring mobile telephones to school.

Students must have their mobile telephones turned off and in their bags or lockers at all times during school hours.

Mobile telephones can only be used before and after school and in an emergency.

Students cannot use mobile telephones for the purposes of sending or receiving messages during school hours. There is a telephone in the Administration area that students, with permission, can access to ring home.

Mobile telephones are the students' responsibility and the school accepts no responsibility for any theft, loss or damage.

Students who do not adhere to this policy will forfeit the right to have a mobile phone at school.

Students with a severe hearing impediment are exempt.

Follow Up Procedures

Staff will speak with the student and attach a note about the inappropriate uniform standard in the diary for parents to sign. Parents are asked to help support us by rectifying the uniform standard immediately. If the inappropriate item is jewellery then the offending item will be removed and (if applicable) will need to be collected by the parent. Further infringements after this point will necessitate an interview at school with the parents, student and class teacher.

In the unlikely event that further issues arise, the matter will be referred immediately to the Principal who will request an immediate interview with the parents to discuss the student's enrolment at the school.

LITERACY POLICY

"Literacy is the ability to use language to operate successfully within one's society.

In the English Language Area students develop functional and critical literacy skills. They learn to control and understand the conventions of Standard Australian English that are valued and rewarded by society to reflect on and critically analyse their own use of language and the language of others."

(Curriculum Framework, 1998, p 82)

Philosophical basis:

Literacy unites the important skills of reading, writing, speaking and listening. The development of a high standard of literacy is essential if students are to become

active participants in and have some impact on society in the future. At GMAS we believe that:

- all teachers are teachers of literacy and take responsibility for literacy learning
- to participate effectively in society, individuals need to develop functional and critical literacy skills. Individuals use and control the conventions of standard Australian English and they are able to critically analyse the purpose and contexts of language
- active literacy allows individuals to use language that enhances their capacity to think, create and question
- literacy learning is a life long skill and extends beyond the school context
- all students learn at different rates and they should be given the opportunity to develop their literacy levels to their full potential
- explicit teaching is necessary for effective literacy learning to occur
- literacy skills that are well developed enhance literacy learning across all key learning areas
- the early years of schooling are vital in the modelling of effective literacy learning
- literate individuals are better prepared to effectively participate in a technologically advanced society

In Speaking and Listening the children at GMAS should learn how to:

- speak clearly, fluently and confidently to different audiences
- listen, understand and respond appropriately to others
- talk effectively as a member of a group
- participate and be prepared to join in a variety of drama activities and evaluate their own and others' contributions
- understand the grammatical constructions that are characteristic of spoken Standard English and apply this knowledge appropriately in a range of contexts and purposes
- develop their knowledge, skills and understanding through a range of activities, contexts and purposes

The children develop confidence to speak in small groups and to their class group as well as at assemblies and Chapel services that the students participate in.

In Reading the children at GMAS should learn how to:

- code-break by understanding the relationship of spoken sounds to symbols

- make meaning by understanding the meanings conveyed by written and spoken texts
- use text by understanding the functions of various text types
- analyse texts by understanding the cultural and ideological bases on which text are produced and used
- read fluently, accurately and with understanding using a range of strategies
- deliver texts in a public arena (small or large audiences). Reading will be rehearsed several times prior to the public performance.

In Writing children at GMAS should learn how to:

- use and understand writing as an enjoyable thinking, investigating, organising and learning skill
- use grammar, punctuation and the main conventions of written English correctly
- plan, draft and edit their written work
- sustain their fiction and non – fiction writing
- use varied spelling strategies in their written work
- develop their knowledge, skills and understanding through addressing a range of purposes, readers and forms of writing

In Viewing children at GMAS should learn how to:

- use, understand and interpret different texts in written, visual and electronic forms
- discuss and analyse their feelings and interpretations of specific texts
- understand and reflect on visual conventions used in texts
- integrate a variety of strategies for interpreting familiar visual texts

Literacy is critical to all learning and to this end; the skills will be developed and reinforced in all Learning Areas.

The Junior School at GMAS uses a variety of programmes to enhance literacy.

Spelling Sound Waves is a whole word study programme designed to develop reading, spelling and writing skills through phonemic awareness. Phonemic awareness is essentially a knowledge and understanding of the sounds and sound units in our language. Activities, charts and games based on the sounds help to reinforce the sounds introduced.

Reading Early childhood students will be guided through reading strategies and ways to treat and care for books. Regular reading is encouraged to develop confidence, fluency and enjoyment from the written word. Varied reading programmes are used in the Early Childhood grades.

Year 3 – 6 students will focus on strategies and skills in reading. They will have a specific reading scheme to work through. They will be encouraged to develop fluency, expression and reading for meaning in class activities.

Accelerated Reader Accelerated Reader programme is also used in Years 3 to 6. The programme utilises computer technology and a comprehensive monitoring system to

ensure continuous growth of student's reading skills. Books are organised according to their level, based on text density, vocabulary etc. Books are assigned points. Once a book has been read, a computer generated quiz is completed and results are printed out. Children try to achieve as many points as they can.

NUMERACY POLICY

“Mathematics can enhance our understanding of the world and the quality of our participation in society. Since it is valuable to us individually and collectively, it should be an integral part of the general education of every young person.”
(Curriculum Framework, 1998, p178)

Being numerate is essential for students to work and live in the world and to prepare them for adult life. Numeracy is a skill that is developed mainly in mathematics but also in other subjects. It requires students to have an understanding of the number system, a range of mathematical techniques, and an ability to solve varied quantitative or spatial problems in a range of situations. Numerate students have the ability to interpret, apply and communicate mathematical information in common encounters to enable full, critical and effective participation in everyday life.

Philosophical basis:

The development of a high standard of numeracy is an essential task if students are to become active participants in our society today and in the future. To achieve this at GMAS we believe:

- numeracy and literacy use complementary skills
- all teachers are teachers of numeracy and take responsibility for numeracy learning
- the early years of schooling are vital in the modelling of effective numeracy learning
- all students learn at different rates and they should be given the opportunity to develop their numeracy levels to their full potential
- numerate students are better prepared to effectively participate in a technologically advanced society
- numeracy learning is lifelong and extends into many contexts beyond the classroom or school
- explicit teaching is necessary for effective numeracy learning to occur

- students need to develop an innate numeracy that allows them to use their mathematical skills to interpret quantitative information, perform mental calculations, estimate and measure. They need to be given time to practise these skills in a variety of practical situations.

In Working Mathematically tasks the children at GMAS should learn to:

- choose mathematical ideas and tools to fit the boundaries of a practical situation
- interpret and make sense of the results within the contexts given
- evaluate the appropriateness of methods used
- investigate, generalise and reason about patterns in number, space and data
- explain and justify conclusions reached in answers

In Space tasks children at GMAS should learn to:

- visualise, draw and model shapes, locations and arrangements
- predict and show the effect of transformations on shapes
- reason about shapes, transformations and arrangements

In Measurement tasks children at GMAS should learn to:

- use direct and indirect forms of measurement and estimation skills to describe, compare and evaluate, plan and construct
- carry out measurements of length, capacity, volume, mass, area, time and angles
- select, interpret and combine measurements, measurement relationships and formulae to determine other measures indirectly
- make sensible direct and indirect estimates of quantities and note their reasonableness of measurements and results.

In Chance and Data tasks children at GMAS should learn to:

- understand and use the everyday language of chance and note how likely that event will occur
- plan and undertake data collection and organise, summarise and represent data for effective interpretation and communication
- locate, interpret, analyse and draw conclusions from data

In Number tasks children at GMAS should learn to:

- read, write and understand the meaning, order and magnitude of numbers
- understand the meaning, use and connection between addition, subtraction, multiplication and division
- choose and use a repertoire of mental, paper and calculator computational strategies for each operation

Many practical, small group, large group and individual teaching sessions are conducted to achieve these outcomes at GMAS.

DISPUTE AND COMPLAINT RESOLUTION POLICY and GUIDELINES

INTRODUCTION

The School Education Act 1999 (174 1(d)) requires a school to have a means by which disputes and complaints about the provision of education are resolved.

We seek to be a caring Christian community, where people are in harmony with each other. Therefore this policy is designed to assist staff, parents, students and others in this school to resolve conflict in an appropriate and satisfactory way.

This policy is written with the understanding and experience that, in most cases, matters are best resolved at the local school level.

This policy is based on a number of fundamental principles. The policy, if required, is available from the Principal's office.

The procedures which apply in relation to this policy will be available in a flow chart format on the school website.

www.gmas.wa.edu.au

CONCLUSION:

This handbook serves as a guide to many of our activities and expectations at Georgiana Molloy Anglican School. We hope you will have a long and happy association with us. The staff is most professional, enthusiastic and committed to working with you and your child. Please take advantage of all that we have to offer.

Ms Jo Burns
Head of Junior School

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