



**Georgiana Molloy Anglican School**

**2026**

# Primary School Handbook



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# Your Adventure STARTS HERE

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At GMAS Primary School, we believe that strong, authentic relationships are the heart of effective teaching and learning. Our staff prioritise connection and care, fostering a sense of belonging where every child feels seen, valued and supported. Through restorative practices, we guide students to take responsibility for their actions, repair harm, and build empathy and respect - living out our GMAS values of Respect, Accomplishment, Inclusivity, Spirituality and Empathy in everyday interactions.

We view our students as capable, curious and resilient learners who thrive when challenged and supported. Our learning environments are safe, engaging and inclusive, designed to nurture each child's intellectual, emotional, social and spiritual growth. Teachers create opportunities for exploration and inquiry, helping students to wonder, question and construct meaning about the world around them.

***In the Primary years, we focus on developing the foundations for lifelong learning by fostering creativity, critical thinking and a love of discovery.***

***Guided by the principles of AngliSchool's Vision for Learning, we help every child grow in confidence and character, preparing them to flourish as kind, compassionate and capable young people.***

*Mrs Kathryn Campbell*

Head of Primary School

# UNIQUE THINGS ABOUT Primary School at GMAS



## **01. A 'WHOLE CHILD' APPROACH**

We aspire to be inclusive, open and responsive to the diverse needs and abilities of all children. By taking the time to learn each child's unique personality, interests and culture, we can create a responsive environment where diversity is celebrated and a love of learning unfolds.

## **02. OUR ENVIRONMENT**

Set within 15 hectares of landscaped grounds featuring bush and planned play spaces, our school provides an environment that supports learning, wellbeing and connection. We value and respect the Wadandi people as the Traditional Custodians of this land and acknowledge their enduring relationship with Country. Outdoor spaces and initiatives such as Bush Kindy, garden projects and sustainability programs help students learn about and care for the environment.

## **03. OPPORTUNITIES**

Our teaching team includes both experienced and early-career teachers, supported by skilled education assistants who create a calm and purposeful learning environment. Specialist teachers in Digital Technology, Music, Japanese, The Arts and Physical Education enrich the curriculum and develop student skills.

Students participate in academic, creative and sporting opportunities such as interschool competitions, House carnivals, the Extravaganza and Art Space exhibitions. Music programs, including the 'Twinkles' Year 2 Strings and Year 5 Band, foster collaboration and confidence. With more than 50 co-curricular activities available, students build teamwork, friendships and a strong sense of belonging within the GMAS community.

## **04. INCLUSIVE LEARNING**

GMAS provides an inclusive learning environment that supports the individual needs of all students, including those who are gifted and talented and those requiring additional learning support. Documented Plans are developed collaboratively between teachers, Learner Access staff and families to ensure targeted strategies and goals are in place to support each student's learning journey.

This process is a genuine partnership between home and school, underpinned by regular communication and review to monitor progress and adjust support as needed. Students of all abilities are encouraged to reach their potential and develop the skills, confidence and wellbeing needed for learning and life beyond school.

## **05. STUDENT WELLBEING**

Student wellbeing is central to all that we do at GMAS. Our Pastoral Care Program is embedded throughout daily routines and the curriculum, supporting each student's academic, emotional, social, physical and spiritual development.

A whole-school focus on Aussie Optimism and Restorative Practices underpins our approach, promoting resilience, empathy and respectful relationships. Our Positive Behaviour Support Guidelines have been collaboratively created to provide clear expectations and consistent language across the Primary School.

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# EARLY LEARNING



# Our Learning Environment

Early childhood is a vital period in children's learning, development and wellbeing. We recognise children as competent and capable learners who have rights and agency. Guided by the United Nations Convention on the Rights of the Child, we believe every child has the right to an education that lays a strong foundation for life, maximises their potential and respects their family, culture and right to play.

Our approach reflects the Early Years Learning Framework vision of Belonging, Being and Becoming, recognising that children learn best through relationships, meaningful experiences and connection with their environment. Purposeful play and inquiry form the basis of all learning, building essential skills in language, thinking, social interaction and emotional regulation.

The Early Learning Centre (ELC) is a welcoming and vibrant space designed for our youngest learners. It features spacious classrooms and a large, shared area that encourages collaboration, play and exploration. Each environment is thoughtfully designed to spark curiosity, imagination and a lifelong love of learning through inquiry and play-based experiences.

Our Little Georgies and Kindergarten classes share a safe, nature-inspired playground with a mud kitchen, sandpit, edible gardens and open grassed areas that promote imaginative play. The Bush Kindy program extends this connection to nature, encouraging curiosity, problem-solving and care for Country.

Pre-primary students enjoy their own nature playground with sand, water play, climbing structures and shady trees for exploration. Year 1 and 2 classrooms run adjacent to the ELC and students have a dedicated play area with, mud kitchen, vegetable beds and open spaces that support teamwork, creativity and social connection.

A convenient drive-through Kiss & Drop zone supports smooth arrivals and departures, with staff supervision until 3.40 pm. Camp Australia provides before and after school care on site from 6.30 am to 6.30 pm, supporting families with flexible and reliable care options.



## Managing Separation Transitions

For many children and parents, this is the first time their child has spent a significant time away from the family home. We work in partnership with you to build your child's confidence and to make them feel as comfortable as possible. If your child has difficulties separating from you, you are welcome to stay until the morning session begins, allowing the transition to occur calmly before the main structure of the day begins.

# EARLY CHILDHOOD OFFERING

## Playgroup

### **Wednesday mornings, 9am – 11am**

For children who are not yet 3 years of age, we invite you to come along to the GMAS Playgroup, run by Playgroup WA. Held each Wednesday morning from 9am to 11am during school term, Playgroup provides an excellent opportunity to meet other families and experience a taste of Little Georgies for those who aren't quite old enough.

## Little Georgies Pre-kindergarten

At Little Georgies, we create a nurturing environment where our youngest learners build the foundations they need to thrive. Our educators take the time to understand each child as an individual, supporting their social, emotional, physical and spiritual growth. We prioritise early literacy and numeracy in developmentally appropriate ways, helping children build confidence, independence and a strong sense of self. Sessions run each Wednesday from 9am until 3pm during term time.

## Kindergarten

Our kindergarten play-based program continues to encourage curiosity, wonder and discovery, using the environment as a third teacher to make learning meaningful and engaging. Through hands-on exploration, children develop problem-solving skills, creativity and a genuine love of learning. We also focus on growing independence, responsibility and respect, guiding children to settle into new routines with encouragement and care. With wide-open spaces, a bush kindy program and a natural setting that inspires imagination and teaches care for Country, our student-led approach empowers children to investigate, question and explore the world around them. Students in Kindergarten have an early Occupational Therapy screen to identify any areas of need. Early intervention is the best intervention and with our partnership with Down South Therapy available; this support occurs weekly throughout the year.

## Pre-primary

Pre-primary marks the first year of compulsory full-time schooling at GMAS and builds the essential foundations for future learning. Teachers guide students through rich, engaging experiences that develop their social, emotional, spiritual, cognitive and physical skills. Students also enjoy specialist lessons in Music, Digital Technologies, Health, Physical Education and Japanese.

Grounded in the Science of Learning, our explicit instruction approach ensures children build strong early literacy and numeracy skills, the greatest predictors of long-term academic success. Full-time Education Assistants, alongside targeted literacy and numeracy support, allow for small-group instruction that meets each child where they are.

## SOME OF THE WAYS WE NURTURE THE WELLBEING OF OUR YOUNG LEARNERS INCLUDE:

- Mindfulness, daily fitness, nature play, outdoor explorations and play
- Supporting a growth mindset through Aussie Optimism and resilience building
- Buddy programs with other Junior School year levels
- Students belong to one of six Houses, providing opportunities for the children to engage in a variety of events and carnivals
- Keeping Safe: Child Protection Curriculum (empowers students to recognise personal safety strategies)
- Instilling an early sense of safe and responsible online digital behaviours and etiquette
- Identifying children with specific learning needs and providing early intervention where needed
- Early intervention screening across the developmental domains including hearing, oral language and motor skills identifying and growing learner dispositions
- Encouraging social, environmental and ethical responsibility



# Early Years Curriculum

## LITERACY AND NUMERACY

A balanced approach to teaching and learning, grounded in the Science of Learning, ensures children experience both structured, explicit instruction and rich opportunities for play and inquiry. Our play-based and inquiry-based experiences build curiosity, autonomy and responsibility, while explicit and intentional teaching provides the clarity, modelling and practice children need to master essential skills. Literacy and numeracy are taught through dynamic, hands-on learning, using high-impact, evidence-based programs. We foster a love of literacy through Heggerty for phonological awareness, Sounds Write for phonics and reading, and Talk4Writing for developing confident, creative writers. These approaches align with cognitive science principles, short, clear instruction, guided practice, repetition and retrieval, ensuring all children build strong, transferable foundational skills. Through this balance of structure and exploration, we prepare our students for a lifetime of reading, writing and learning success.

## SCIENTIFIC INVESTIGATION

In early childhood, scientific investigation is nurtured through curiosity, exploration and hands-on discovery. Children are encouraged to wonder, ask questions, test ideas and make sense of the world around them. These early investigations lay the foundation for problem-solving, critical thinking and a genuine love of learning.

## HUMANITIES & SOCIAL SCIENCES

Children build their understanding of people, places and the past through guided inquiry and hands-on exploration. Students are encouraged to pose and respond to questions, helping them develop early skills in geographical and historical thinking.

They collect, sort, represent and record information in simple, meaningful ways, building foundational skills in categorising and interpreting their world. Through exploration, play and investigation, students communicate their understandings using a range of modes, including writing, painting, construction, projects and role-play. This balanced approach supports deep engagement, curiosity and the development of early critical thinking skills.

## THE ARTS

Early participation in The Arts ignites children's imagination, creativity and confidence, while building important social and multi-literacy skills in a world rich with visual and digital media.

### **Music and Movement**

Children enjoy joyful, creative music-making that forms the foundation for future learning. Little Georgies and Kindergarten students take part in daily music and movement experiences, while Pre-primary to Year 2 students engage in a developmental Music program with a specialist teacher. Year 2 students also have the opportunity to join the 'Twinkles' Strings program, experiencing ensemble playing.

### **Visual Arts**

Through patterns, symbols and images, children learn to express ideas and communicate meaning. Experimentation with a variety of materials and techniques introduces them to the creative process. Pre-primary and Year 1 Visual Art is taught by classroom teachers, while Year 2 students participate in a weekly Arts lesson, with a specialist teacher.

### **Dance**

Students explore how their bodies move using the elements of dance: body, action, time, energy and space. Dance is included as part of the Arts curriculum from Pre-primary onwards, with Year 2 students accessing a specialist who also teaches Drama.

This streamlined approach ensures all children experience rich, creative and developmentally appropriate Arts learning.

# JAPANESE

Young children are fascinated with and have a natural enthusiasm for language. The Early Childhood Languages program at GMAS introduces the Japanese language and culture from Pre-primary. Students learn through song, dance, games, puzzles and other engaging interactive activities.

# HEALTH

Our Health program, guided by the Aussie Optimism framework, supports children's social, emotional and personal development. Pre-primary and Year 1 students participate in weekly Health lessons with a specialist teacher, learning about their strengths, relationships and the simple actions that keep them safe and healthy. Protective Behaviours and social skills development are embedded throughout the program to build confidence, resilience and wellbeing. Play spaces and daily routines also provide opportunities for children to learn about safety, cooperation and caring for themselves and others.

# PHYSICAL EDUCATION

Energetic physical activity and movement-rich experiences form the foundation of Physical Education in the early years. In Pre-kindergarten and Kindergarten, students participate in daily fundamental movement skill activities that develop both fine and gross motor coordination, spatial awareness and confidence.

From Pre-primary to Year 2, students continue to build these skills through weekly specialist PE lessons, engaging in structured games, movement challenges and active play that promote healthy, active lifestyles.

# CHRISTIAN RELIGIOUS STUDIES (RAISE)

Our Anglican identity and the School's values, Respect, Accomplishment, Inclusivity, Spirituality and Empathy, guide our community and provide a strong moral foundation for students.

Children participate in weekly RAISE lessons that connect directly to the school's fortnightly character strength focus, helping them apply these values in their daily interactions. Kindergarten students also enjoy weekly in-class sessions with our School Chaplain, building early connections to faith, kindness and belonging.

From Pre-primary, students attend weekly Chapel services where they share Bible stories, prayers and songs of praise. These experiences nurture spiritual growth, compassion and a sense of community across the early years.

# DIGITAL TECHNOLOGIES

Digital Technologies in the early years is taught by a specialist teacher who introduces students to the foundations of computer science through playful, hands-on experiences. Children learn to program floor robots, use 1:1 devices and explore educational software to code, collect data, create simple animations and design digital posters.

Throughout these lessons, students build creativity, problem-solving, collaboration and communication skills. Cybersafety is woven into the program, helping children develop healthy technology habits and become responsible digital citizens. Students can also share their work safely with their families through our protected online platform, Seesaw.

# IGNITE PROGRAM

Our IGNITE program provides students with meaningful, real-life experiences that broaden their understanding of the world. Through outdoor education, excursions and camps, students develop leadership, communication and resilience, while building connections with their local and global community.

In Early Childhood, students are introduced to IGNITE through:

**Kindergarten** – An excursion to a local or regional attraction

**Pre-primary** – A local community visit

**Year 1** – An excursion to a local or regional attraction

**Year 2** – A local or regional excursion

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# JUNIOR SCHOOL



# Our Learning Environment

At Georgiana Molloy Anglican School, our Junior School learning environment (Years 3–6) is designed to nurture confident, creative and inspired learners who are equipped with the skills and dispositions needed for their future. Learning spaces are flexible and intentionally organised to support both independent and collaborative learning, allowing students to think, question, explore and take ownership of their progress.

Students learn using Apple technology as a tool for creativity, research, communication and problem-solving, ensuring digital literacy is embedded meaningfully and responsibly into everyday learning.

We provide a holistic approach to education, recognising that every child brings unique strengths, passions and learning styles. Our teachers design engaging, practical learning opportunities that develop curiosity, innovation, resilience and critical thinking. Students are encouraged to explore ideas, work with others, take risks in their learning and reflect on their growth as capable, independent thinkers. Outdoor learning opportunities and interactive resources allow students to learn through doing, designing, making, discussing and evaluating.

In addition to rich classroom learning, students participate in specialist lessons that broaden their skills, interests and experiences across key learning areas. These include Physical Education, Digital Technology, The Arts, Music and Japanese, delivered by passionate specialist educators who bring expertise and enthusiasm to each discipline.

This varied and well-balanced curriculum supports students in developing personal wellbeing, cultural understanding, creativity and global awareness, preparing them for future learning and life beyond the classroom.

## Learner Access and Early Intervention Program

Our Junior School Learner Access and Early Intervention programs support students who need additional guidance in developing their literacy and numeracy skills, as well as those with specific learning needs. These programs foster confidence in an inclusive and positive environment.

Specialist Learner Access staff work alongside classroom teachers and provide targeted small-group and one-to-one intervention. This early, focused intervention ensures students receive the right help at the right time to strengthen their learning and overall progress.

# JUNIOR SCHOOL OFFERING

## Core Learning Areas

Our Junior School staff deliver the West Australian Curriculum (SCSA), encouraging students to be active, engaged learners who think critically and develop a lifelong love of learning. Core learning areas include:

- Christian and Religious Studies (RAISE)
- English
- Mathematics
- Humanities and Social Sciences (HASS)
- Science
- Health and Physical Education
- The Arts (Music, Visual Arts, Dance and Drama)
- Technology (Digital and Design & Technology)
- Japanese

Teachers provide learning experiences that cater for different styles and needs, using inquiry-based learning, explicit instruction, research tasks, projects, peer tutoring and collaborative group work. We take a holistic approach, offering many opportunities for students to develop their character strengths. Specialist teachers in Music, Japanese, Visual Arts, Digital Technology and Physical Education enrich the curriculum and, together with classroom teachers, offer additional experiences such as concerts, cultural days, exhibitions and inter-school competitions.

## Technology

We are committed to developing active, informed citizens who are well-equipped for 21st Century learning. Our goal is for every classroom to be a technology-rich environment that builds strong information literacy skills. Each Junior School classroom features an e-board, and students have ready access to Apple devices that support portability, collaboration, integration and connectivity. A wide range of educational software is used to enhance learning across all areas.



## OPPORTUNITIES

- Specialist lessons in Music, The Arts, Digital Technology, Physical Education and Japanese
- Access to learner support or extension when needed
- Leadership opportunities for Year 6 students
- Participation in the Kitchen Garden Program for Upper Primary
- A broad range of co-curricular activities and after-school clubs
- Annual involvement in the school IGNITE program
- Engagement in various school events such as carnivals, activity afternoons and free dress days
- Opportunities for excursions and immersions

# Junior School Curriculum

## CHRISTIAN RELIGIOUS STUDIES (RAISE)

The Christian and Religious Studies program covers six learning strands;

- Bible: Students understand that the Bible and its teachings can influence people's viewpoints and how they live their lives.
- Story of the Church: Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society.
- Philosophy: Students evaluate a range of perspectives when examining their sense of purpose and meaning.
- World Religions: Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.
- Meditation Prayer and Worship: Students are able to experience and understand various forms of stillness and silence, prayer, reflection and worship.
- Ethical Decision-Making and Living: Students can formulate and justify personal viewpoints on a range of ethical issues.

## ENGLISH

Students enter Junior School with a wide range of prior experiences, and our teaching programs are designed to build strong, evidence-based foundations for every learner. Grounded in the Science of Learning, we use clear instruction, deliberate practice, retrieval opportunities and structured review to ensure students develop deep, lasting literacy skills.

Oral language is strengthened through purposeful opportunities such as assembly presentations, Poetry Cup and Speakers Cup, helping students develop confidence, clarity and expressive communication.

Reading is taught through a systematic, evidence-based approach. Early readers are supported through the Sounds Write program, SHARP guided reading routines and explicit comprehension instruction. As students move through the Junior School, they apply their phonics knowledge to more complex texts and develop fluency and critical thinking.

Spelling is taught explicitly using Sound Waves and Word Origins, giving students the tools to understand spelling patterns, morphology and etymology. Writing is developed through Talk4Writing, which builds strong modelling, oral rehearsal and structured guidance before students create independent texts.

Across the Junior School, students become increasingly independent readers, writers and thinkers, engaging with a wide range of written and spoken texts and learning to analyse ideas, viewpoints and author intent with growing confidence.

## MATHEMATICS

Mathematics in the Junior School develops essential skills in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Guided by resources such as Paul Swan, White Rose and Ochre, students build strong foundations in fluency, reasoning and problem solving.

Students engage with a variety of meaningful problems in and beyond the classroom, applying their knowledge in practical contexts. Mathematics supports targeted practice and fluency development, helping students consolidate key concepts and strengthen their confidence as capable, flexible mathematicians.

# HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences (HASS) learning area helps students understand people, places, past events and how communities' function. Students explore their world, develop respect for cultural heritage and learn the importance of democratic participation, fairness and sustainability. Through inquiry, they build the skills to question, investigate and make informed decisions about their community and environment.

# SCIENCE

Science enables students to explore how the natural and physical world works. Students develop key scientific concepts, learn the processes scientists use to build knowledge and understand how science contributes to everyday life, culture and society. Through hands-on investigations, they experience the joy of discovery and nurture their natural curiosity about the world around them.

# PHYSICAL EDUCATION

Physical Education, delivered by a specialist teacher, helps students develop the skills and confidence needed to participate in sport and active play. Students learn to make responsible decisions about their health and wellbeing while building positive attitudes toward physical activity.

Experiences include:

- Participating confidently in games, sports, play and dance
- Developing skills across a range of sports
- Applying fundamental movement skills in modified games and learning safe play
- Understanding player responsibilities and demonstrating good sportsmanship

# HEALTH EDUCATION

Health Education helps students understand health, wellbeing and personal development. Through the Aussie Optimism program and the Keeping Safe Curriculum, students learn practical skills to make positive, informed choices.

Students are encouraged to:

- Promote their own and others' health and wellbeing
- Communicate feelings, resolve conflict and contribute to positive classroom environments
- Understand the physical, social and emotional changes associated with growth and development
- Use strategies to manage strong emotions and make thoughtful decisions
- Strengthen communication and listening skills to build healthy relationships
- Participate in buddy programs and peer mentoring to support connection, empathy and leadership

# DIGITAL TECHNOLOGIES

Digital Technologies is taught by a specialist teacher who introduces students to the foundations of data, digital systems and simple design processes. Students use this knowledge to create digital solutions and explore how technologies can support the needs of individuals, communities and the environment.

With access to 1:1 devices, students develop confidence using a range of digital tools to support and enhance their learning. They also learn about the responsible use of technology, online safety and what it means to be a positive digital citizen.

# MUSIC

Students explore ideas and feelings through creating and performing music. They develop skills in listening, composing and responding, investigate how sound works and learn to plan and present simple musical pieces. Activities may include composing jingles, making instruments and exploring music through history. Singing, dance and instrument work, including ukulele, form key parts of Junior School Music.

From Year 4, students can join Showstoppers, our Junior School Choir, which rehearses each Wednesday morning and performs at events throughout the year. Year 5 students also participate in a Band program, introduced to instruments such as flute, clarinet and percussion. In Year 5, students may join the wind ensemble, playing instruments including flute, trumpet, saxophone and clarinet.

A highlight of the year is the Term 3 Musical Extravaganza, where every Junior School student performs in a lively celebration of music and dance.

# JAPANESE

Japanese in the Junior School follows a clear, sequential program that builds key vocabulary and cultural understanding. Students develop the four macro skills of listening, speaking, reading and writing through engaging, age-appropriate activities. They learn simple language learning strategies and gradually build confidence in communicating and understanding aspects of Japanese language and culture.

# THE ARTS

## **Visual Art**

Visual Art is taught by a specialist teacher through a developmental program that explores key elements and principles of art and design. Students learn through visual inquiry, design development and studio practice, building skills that support creativity, problem solving and self-expression.

The program introduces students to a range of techniques and materials across a two-year rotation, including drawing, painting, printmaking, construction, fibre and textiles, and sculpture. Students also explore artworks from different times and cultures, helping them develop identity, cultural understanding and a sense of place.

Each year, students' creativity is celebrated in our Art Space exhibition, showcasing a selection of vibrant and expressive work.

## **Dance**

Dance encourages students to explore movement using different actions, speeds and energies. Through guided activities, they learn how the body moves, develop coordination and build confidence in expressing ideas through movement.

## **Drama**

Drama gives students the chance to imagine, create and perform. Through role-play, storytelling and simple improvisation, they explore characters, ideas and emotions. Students learn to use voice, movement and expression with confidence, building creativity, collaboration and communication skills

# ADDITIONAL INFORMATION

## CO-CURRICULAR OPPORTUNITIES

Co-curricular opportunities are a vibrant part of school life at GMAS. They provide a wonderful way for students to build connections, make new friendships and experience the social benefits of working and playing alongside others.

Students can choose from a variety of activities, such as music tuition, sporting options, STEM experiences and creative or wellbeing-focused clubs.

A full and current list of offerings is available on our website.

## ASSEMBLY AND CHAPEL

Students attend separate Early Childhood and Junior School assemblies on a three-week rotation, where classes share performances and presentations. These assemblies are a time to recognise student accomplishments, share important notices and celebrate the achievements of our school community.

All students also attend a weekly Chapel service led by the School Chaplain. This service includes prayer, song, character strengths and elements of Church liturgy, and is a meaningful expression of our Anglican identity and values.

## UNIFORM

Students are required to wear the School uniform. We have a Uniform Shop on-site which is open on Tuesdays and Thursdays during term time, and on selected days across the School holidays. Online orders are able to be made via the School website and can be collected from Student Services within a few days. The uniform guidelines are published on the website.

## DAILY REQUIREMENTS

Each day, Junior School students should bring:

- A school bag
- A packed lunch with healthy food for the day
- A piece of fruit or vegetables for fruit break
- A water bottle (water only)
- A hat (compulsory in Terms 1 and 4, and whenever the UV index is above 3)
- A spare change of clothes for messy play or unexpected accidents

These items help ensure students are comfortable, prepared and ready for a successful day of learning.

## COMMUNICATION

We value respectful, open, clear communication between students, staff and families, and use a range of channels to keep you informed and connected. Families are always encouraged to speak with their child's teacher if they have any questions or concerns. Information is available through various sources including:

- GMAS Website Calendar
- The fortnightly What's On newsletter
- Parent Engagement evenings
- Parent-teacher interviews and formal school reports
- Classroom newsletters
- Email SEQTA & Seesaw notifications
- School social media
- The annual Bloom yearbook

## CAFÉ

Our School Café is open from 8.30am to 1pm during term time and offers a range of delicious, wholesome food. Wherever possible, items are made on site to reduce unnecessary sugars and preservatives. The menu is updated each term and can be viewed on our website. Orders are placed online or via EFTPOS, as the Café is cash free.

## SCHOOL COMMUNITY

GMAS is proud of the strong and supportive community it has built over the years. Our Parents and Friends Association (P&F) play an important role in strengthening the connection between the School and its families. The P&F hosts a range of "Friend Raising" events such as discos, cake stalls, sausage sizzles and more, with proceeds supporting additional amenities and resources for students.

Parents are also encouraged to nominate as a Class Parent Representative to liaise with the P&F and support classroom needs.

## PARENT INVOLVEMENT

All parents and special people in a child's life are warmly invited to be part of school activities. Parent helper rosters are a common and valued way to be involved, giving children the joy of sharing their learning with you while providing extra support for small-group and individual activities. Rosters are usually displayed in classrooms each term.

We also welcome families to connect through initiatives such as The Fathering Project, our intergenerational Grand Georgies program and our GMAS Unites group who assist those in need. This strengthens relationships and builds a vibrant, inclusive school community.

## SUSTAINABILITY

Sustainability is woven throughout our curriculum, helping students understand how knowledge can lead to positive action. Children learn about climate change, waste reduction and caring for the environment through hands-on experiences such as composting, worm farming, recycling and reducing lunchbox waste. Nature play and outdoor investigations also help students connect with the land.

Sustainable practices are reflected across the School, including our exciting Pocket Forrest project, solar panels on the ELC, an organic vegetable garden, a worm farm and an aquaponics system. Produce from our gardens is used in the Café to create healthy meals, and students are encouraged to bring waste-free lunches. Many Junior School students also participate in our Green Team, contributing to whole-school sustainability initiatives.

## BEFORE & AFTER SCHOOL CARE

We partner with Camp Australia to provide Outside School Hours Care for children aged 4 and over. The service operates from the Early Learning Centre and offers care from 6.30am to 8.30am, and from 3.20pm to 6.30pm, Monday to Friday during term time. Further information is available on our website.

