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# Parent Information Handbook

## 2018

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## IMPORTANT INFORMATION

### School Phone Numbers

<b>Reception</b>	08 9752 5252	<b>Accounts</b>	08 9752 5224
<b>Student Services</b>	08 9752 5250	<b>Fee Enquiries</b>	08 9752 5273
<b>Enrolments</b>	08 9752 5237	<b>Café</b>	08 9752 5203
<b>GMAS Fax</b>	08 9752 5299	<b>Uniform Shop</b>	08 9752 5204
<b>Absentees</b>	08 9752 5270		

### Office Hours

Monday to Friday: 8.00am - 4.30pm (8.00am - 4.00pm during school holidays)  
The School Office closes from Thursday, 20 December 2018 and reopens  
Wednesday, 2 January 2019.

### Location Address

Georgiana Molloy Anglican School  
2 Hawker Approach  
Busselton 6280 WA  
Email: [enquiries@gmas.wa.edu.au](mailto:enquiries@gmas.wa.edu.au)

Web address: [www.gmas.wa.edu.au](http://www.gmas.wa.edu.au)

### Postal Address

PO Box 920  
Busselton 6280 WA

### Management Team

Principal: Mr Ted Kosicki  
Via the Principal's Personal Assistant: Ms Lynley Hay  
[lha@gmas.wa.edu.au](mailto:lha@gmas.wa.edu.au)

Deputy Principal: Ms Jo Burns  
[jbu@gmas.wa.edu.au](mailto:jbu@gmas.wa.edu.au)

Business Manager: Mr Pablo Sandor  
[psa@gmas.wa.edu.au](mailto:psa@gmas.wa.edu.au)

Chaplain: Father Earle Chamberlain  
[ech@gmas.wa.edu.au](mailto:ech@gmas.wa.edu.au)

Head of Curriculum: Mr Philip Deroost  
[pde@gmas.wa.edu.au](mailto:pde@gmas.wa.edu.au)

Head of Primary School (Little Georgies to Year 6)  
Mrs Kathryn Campbell  
[kca@gmas.wa.edu.au](mailto:kca@gmas.wa.edu.au)

Head of Middle School (Year 7 to 9)  
Mrs Lisa Ness  
[line@gmas.wa.edu.au](mailto:line@gmas.wa.edu.au)

Head of Senior School (Year 10 to 12)  
Mr Stephen Treloar  
[str@gmas.wa.edu.au](mailto:str@gmas.wa.edu.au)

### **Early Childhood Timetable** (Joseph Drive Entrance)

#### **Little Georgies**

Our Pre-Kindergarten (3 year olds) program "Little Georgies" is split into 2 groups – Little Georgies G (GG) and Little Georgies M (GM).

Little Georgies operates 1 full day per week.  
GG - Tuesday  
GM - Wednesday

#### **Kindergarten**

Our Kindergarten classes are split into 3 groups - Kindy G, Kindy M and Kindy A.  
Kindy G (KG) - operates Monday and Tuesday and every other Wednesday.  
Kindy M (KM) - operates Thursdays and Fridays and every other Wednesday.  
Kindy A (KA) - operates on a four day week, Monday Tuesday, Thursday and Friday.

The school day starts at 8:40am, students have recess at 11:10am and lunch is between 12.30pm and 1:10pm each day. School finishes at 3:10pm for Early Childhood Classes.

### **COMMUNICATION**

We believe that an open and honest line of communication amongst students, parents and staff is essential. If you are ever in doubt about anything that is happening in the school or you wish to discuss your son or daughter's progress please do not hesitate to contact your child's Home Room/Class Teacher.

The following means of regular communication are also utilised by the staff of the school and are a valuable source of information

1. Student diary
2. Regular verbal contact between staff and parents by phone or face to face
3. Fortnightly school publication
4. SEQTA
5. Settling in report in Term 1
6. Reports Semester 1 and 2
7. Parent teacher interviews Term 1 and 3
8. Special purpose information nights
9. Social gatherings

10. Annual School Performance Report
11. The Settler – annual school publication
12. Facebook
13. School Website
14. Direct Email

### **SEQTA Communication**

Parents can access student reports, assessments and timetables via SEQTA Engage. The link can be found through the Parent Portal on the school website. Parents are given a username (which is their school family key) and password so they may log in on commencement at the school. Parents then have the option to change their password.

### **School Diaries**

The Student Diary is also a primary means of communication between you and the school.

#### **Primary School**

There are two different diaries in the Primary School. Kindergarten students have one type of diary and Pre-Primary to Year 6 have another type. 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. Parents must check and sign the 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 Primary School classes.

#### **Secondary School**

In Secondary School (Years 7 - 12) your student will be expected to ensure that the diary is with them at all times during the school day. Your student should record all subjects studied each day and the homework set. If no homework is set, the entry against that subject should read "nil". All student diaries should be signed by a parent each week. The student's teachers will monitor student diary entries.

## **STUDENT PRESENTATION AND STANDARDS**

Georgiana Molloy Anglican School (GMAS) has a school uniform of which it is proud. Uniforms give children a sense of belonging, self-esteem, pride and purpose which is so important for them in their developmental years. Uniforms also eliminate the need for unnecessary (brand image) competition between students. It is a condition of enrolment at GMAS that our uniform be worn completely and correctly by a child at all times when at school, at school functions and events, and while travelling to and from school. We expect that parents will actively support the school by ensuring that their children leave home and arrive home in their correct and complete uniform each day. Personal presentation of children is of utmost importance. GMAS has a policy regarding hair styles and colour, jewellery, and general grooming and deportment for both boys and girls. It is a conservative but responsible policy and parents and their children must feel comfortable in adhering to this policy prior to accepting an offer of a place at the school.

Please visit the school website for the full Student Uniform Policy.

#### **Follow Up Procedures**

Staff will speak with the student and record the incident (inappropriate dress, uniform, behaviour) in the Student Diary for the parent to sign. If the inappropriate item is jewellery then the offending item will be removed and (if applicable) will need to be collected by the parent. Should there be a further infringement, this will be communicated verbally by the teacher to the

parent along with a record in the Student Diary. Further infringements after this point will necessitate an interview at school with the parents, student and teacher. In the unlikely event that further issues arise, the matter will be referred immediately to the relevant Head of Year who will request an immediate interview with the parents to resolve the issue.

## **MOBILE TELEPHONES**

Students are permitted to bring mobile telephones to school however they must remain turned off at all times during school hours.

Please visit the school website for the full Mobile Use Policy.

## **SUN PROTECTION**

In response to current medical advice, GMAS encourages students to remain out of the direct sun when and wherever possible. We aim to provide ongoing education that promotes personal responsibility for skin cancer protection. When activities must take place outdoors we will encourage our students to protect themselves from the harmful UV sun rays in the following ways: hats compulsory in Term 1 and 4, sunglasses and sunscreen.

Information TV monitors have been installed around the school and display the daily UV rating for reference.

Please visit the school website for the full Sun Protection Policy.

## **ATTENDANCE – ORGANISATIONAL PROCEDURES**

### **Absent from school**

Please ring Student Services on 9752 5270 by 9:00am and advise of your child's name, year group, estimated length of absence and reason for absence. A written note explaining the absence should be given to the class teacher when the child returns to school. There is an Absentee Slip in the student diary which can be filled out by parents and returned to Student Services.

### **Late for school**

Students report to Student Services (located in the Administration building). You will need to advise them that you are late and the reason why. Students tag in on the SEQTA Kiosk System.

### **Leave school before the end of the school day**

Parents of Secondary School students must write in the Student Diary an explanation of why the student needs to leave early. The student should present this to the classroom teacher at the start of the lesson so they may be released from class at the correct time. The student will not be allowed to leave the school until the parents, or authorised delegates have signed out on the SEQTA Kiosk System (located in Student Services).

Parents of Primary School students must sign out on the SEQTA Kiosk System in Student Services and obtain an early departure slip. The parent must then take the slip to the classroom to give to the teacher. The student will then be released from class.

### **Still at school at 3.45pm**

The student should advise the staff member on duty who will take the student to Administration where the staff there will contact parents to come and collect their child.

### **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 the Sub School at least two weeks in advance so that planning can be advanced in preparation for student prolonged absences.

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

### **Riding Bicycles / Skateboarding / Scooters to and from school**

It is a legal requirement for bicyclists to wear helmets whilst riding a bike. No student may ride a bike / skateboard / scooter to or from school without a helmet. Bikes / skateboards / scooters are to be left in the enclosure provided and are not to be ridden anywhere on the campus without the express permission from a staff member.

### **Diary forgotten**

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.

### **Discipline**

Class and Home Room 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 displayed and referred to often over the course of the year. Class teachers will establish sanctions for breaches of the class rules with their class. Staff will note the breaches and action taken in the Student Diary and SEQTA.

If students make repeated breaches of behaviour, staff will inform the Home Room Teachers and/or Head of Year who will work with all parties to modify behaviours. Further issues may lead to the Deputy Principal / Principal suspending a student. A suspended student returns on probation and further breaches would lead to a review of the student's enrolment at the school.

### **Illness or injury**

If students feel unwell at school, they are advised to tell their teacher who will write a note in their Student Diary to take to Student Services. In Student Services there are bed's where they can rest. Parents will be contacted and a decision can then be made whether the student goes home or returns to class. If a student is injured out of class, they need tell the nearest staff member immediately.

### **Lost property**

The best advice is to take care of your property and label items. 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. If you have lost property make sure that you have looked thoroughly at school for the item. There is a "lost property" cabinet in the Primary School

undercover area outside Student Services. If it cannot be found, inform your Classroom/Home Room teacher who may be able to help you further.

### **Lunch forgotten**

Students are to inform their Classroom/Home Room Teacher as soon as possible. A lunch slip will be provided from Student Services which is to be taken to the Café. The amount will be billed to the family's school account.

### **Medication to be taken during school hours**

All medication is to be held at Student Services 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 student to present at Student Services to take medication. Assistance may be given to students in Early Childhood to go to Student Services.

### **Messages**

Messages received for secondary students prior to the end of lunch break (1.00pm) will be emailed to the teachers who will have that student in their class during periods four and five for the teacher to pass on to the student. Messages for Primary School students are placed in a message bag which is collected by a class member towards the end of the day. Students are not to be messaged during class time.

### **CAFÉ GMAS**

Menus for each term are on the school website under the 'Our School' tab and it is also displayed in the Café window. You will need to write your order on the outside of a special bag (these may be purchased from the Café in small bundles), with your name and class. Enclose the correct money inside. Alternatively students can order their lunch online. An order must be placed by 9:00am for the same day and the link can be found on our website under the Café tab under 'Our School'.

### **HOMEWORK**

Children in all year levels are expected to complete homework. Homework helps to establish the habits of study, concentration and self-discipline. Parents/caregivers have the opportunity to see the progress of their child. Homework should provide challenges and stimulus to students.

### **Early Childhood Homework Policy**

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**

Little Georgies	no homework is set
Kindergarten	as suggested by teacher
Pre-Primary	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 to 6 Homework Policy**

Students should understand that time spent completing homework will enhance their time management skills as they progress through 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 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 student'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 to 6 Homework 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

### **Secondary School Homework Policy**

All students are expected to complete homework on a regular basis. The purpose of homework is for:

- The consolidation and/or revision of class work at a level commensurate with ability.
- The completion of a task started in class time.
- The clarification and improved understanding of class work by means of practice problems, writing, etc.
- Revision for assessment and/or examinations.
- Completion of assignments set.
- Stimulus in advance of new work or topic.

These are the approximate (per night) homework time allocations suggested.

### **Years 7 to 12 Homework Suggested Allocation**

- Year 7 1 hour
- Year 8 1.25 hours
- Year 9 1.25 hours
- Year 10 1.5 hours
- Year 11 A minimum of 2 hours
- Year 12 A minimum of 2.5 hours (ATAR Students)

It is acknowledged that the setting of homework is for feedback. "Routine" homework is required within the purposes above and learning must be evident and necessary. It is the student's responsibility to record all homework set in the diary. Where specific, explicit tasks are not set by teachers, the student will use homework time appropriately within the guidelines of the list above. Revision is good practice that teachers will encourage and parents should support with appropriate supervision.

Parents are encouraged to operate a monitoring system of nightly tasks and revision to assist the student in developing regular study habits and to improve the quality and appropriateness of the work done. Ongoing assignment work will be monitored by the teacher.

## LEARNING SUPPORT

GMAS is an inclusive school and welcomes students of all abilities. We are dedicated to, and recognise a whole-school responsibility to work towards all students achieving their personal best. Learning Support is a continuum with Gifted and Talented students at one end and diagnosed learning support at the opposite end, and all students are placed somewhere along this continuum. Students may require additional support or extension sometime during their life at school.

The identification of students' strengths and abilities is a process of collecting and comparing information from various sources and developing a profile of each student in order to determine what strategies are appropriate for each individual. These include Standardised Ability/Achieving Testing, student academic performance, teacher anecdotal student profiles and parental information. GMAS acknowledges that different interventions are appropriate for students at different ages and circumstances. A range of support scaffold mechanisms are implemented for students requiring additional support due to a learning disability or difficulty or under performance in the areas of literacy and numeracy.

The different types of support that may be offered range from providing in class assistance to individuals or small group withdrawal with a focus on development foundation skills through to writing *Curriculum Adaptation Plans* or *Individual Education Programs*. At GMAS, gifted students are recognised as those who achieve in the top 10% in any learning area, standardised tests of achievement or on tests of intellectual potential. (Gagne, 2000). Students who are identified as talented and/or gifted may be offered access to the following programs: Prometheus program, competitions, differentiation and/or extensions within the class programs and specific subject areas, ability grouping in specific talent areas, and acceleration to a higher year level for a special subject.

## ASSESSMENT AND REPORTING YEARS 7 – 12

Assessment is an integral part of a student's education. It occurs in our school setting whenever a staff member consciously obtains and interprets information on the intended student learning outcomes of a teaching-learning programme/course (this is an important professional responsibility). Grades and performance indicators are arrived at on the basis of the information collected to date, and teachers are accountable for the judgments they arrive at. The curriculum at GMAS aims at a fair and just assessment criteria being applied equally to all students. Students are made aware of all assessments via an assessment schedule in all Learning Areas assessed.

Please visit the school website for the full [Assessment and Reporting Policy](#).

## BULLYING

It is an unfortunate reality that bullying occurs in schools. We believe that at GMAS it is essential that we continue to work with families to establish a student culture that rejects bullying in all of its forms and that this culture says that bullying has no place here. Students are entitled to arrive at school each morning and participate fully in the life of our school free from humiliation, oppression and abuse.

Please visit the school website for the full [Bullying Policy](#).

## SPORTING CODES OF CONDUCT

Georgiana Molloy Anglican School proudly pursues excellence and endeavours in the field of sport. We encourage the involvement of all students in a range of school-based and community sporting activities. Players and parents have a responsibility to adhere to the expectations of competing and representing the school.

Please visit the school website for the [Sporting Codes of Conduct Guidelines](#).

## STUDENT INTERNET USE

GMAS requires the responsible use of the Internet for accessing information from the worldwide resources to support related research. Student access to the internet is available through the school. Use of the Internet is both a responsibility and a privilege and not a right. 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 and device.

Please visit the school website for the full [Computer and Internet Usage Guidelines](#).

## CHILD SAFE POLICY

The Anglican Schools Commission (ASC) is committed to child safety and has developed this policy to assist Principals, teachers and other school staff to deal appropriately with the issue of child protection, and by doing so is supporting a consistent approach by all ASC schools to this important issue.

Please visit the school website for the full [Child Safe Policy](#)

## PROTECTIVE BEHAVIOURS CURRICULUM

*Protective Behaviours*, a personal safety program, aims to promote resilience in children, young people, and adults, using empowerment strategies, clear communication, and awareness of "safe" behaviours. Ultimately the aim is to reduce violence in our community and prevent child abuse.

The *Protective Behaviours* program was originally developed as a child abuse prevention program. Today however, *Protective Behaviours* has a much broader application, not merely focusing on abuse prevention but addressing empowerment, communication, self-esteem, resilience, social skills and other life skills.

By teaching and promoting these concepts, *Protective Behaviours* helps to prevent abuse, reduce violence and promote life-enriching rather than life-depleting experiences. It encourages people to:

- Assert their right to feel safe
- Listen to what their body tells them
- Follow up by taking action to either solve problems on their own or to seek assistance from other people.

Students with Special Needs participate in extra *Protective Behaviours* activities if they are involved in the Learning Support Social Skills program.

## STAFF CODE OF CONDUCT

The GMAS Staff Code of Conduct forms comprehensive directions to employees, contractors and volunteers as to the expected standard of behaviour in their work with the school.

Please visit the school website for the full GMAS Staff Code of Conduct Policy & Guidelines

## DISPUTE AND COMPLAINTS RESOLUTION POLICY AND GUIDELINES

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.

Please visit the school website for the full Dispute and Complaints Resolution Policy.

## PRIMARY SCHOOL INFORMATION

### Fruit Break

There will be time given by the class teacher for children to have a fruit break at approximately 10am each day. This is a quick nutritional break only.

During recess time for the Pre-primary 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 during the day in the classroom. Class teachers will advise where the water bottles may be kept.

### Assembly

Assembly is on Tuesday afternoons commencing at 2.25pm and usually takes 40 minutes. These are conducted during Term time depending on school activities, usually every 2 weeks. 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 Multi-purpose Activity Centre (MAC).

### Chapel

Each Friday two different Chapel services are conducted. Pre-Primary to Year 2 Chapel commences at 1:10pm in the Early Learning Centre. Year 3 to 6 Chapel commences at 12:00pm in the Multi-Purpose Activity Centre (MAC). Parents are welcome and encouraged to attend. Class groups take it in turns to present items of prayer, reflections, songs or plays that are pertinent to the presentation.

### House Points

There are six Houses at GMAS. Colours identify Houses: Eagle (Green), Bunker (Red), Meelup (Dark Blue), Flinders (Light Blue), Geographe (Yellow), and Hamelin (Purple). These Houses are named after geographical 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. A House flagpole is located outside the library that flies the weekly winning House flag. Progressive House point 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, Mathematics, 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!

## **PRIMARY SCHOOL NUMERACY AND LITERACY**

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.

To participate effectively in society, individuals need to develop functional and critical literacy skills. Active literacy allows individuals to use language that enhances their capacity to think, create and question. Literacy learning and is a lifelong skill that extends beyond the school context. 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.

Please visit the school website for the full Primary School Numeracy and Literacy Policy.

## **SECONDARY SCHOOL INFORMATION**

### **Assembly**

Assembly is conducted at least 3 times a term. Students perform musical items or deliver speeches at some assemblies. Students may also receive a merit certificate to reward their efforts in class over that time period. Special announcements and notices are also given at this time. The assemblies are usually conducted in the Multi-Purpose Activity Centre (MAC). Parents are welcome and encouraged to attend.

### **Bus Travel**

Students are reminded that while they are travelling to and from school they are expected to uphold all school rules and regulations as they would in class. When wearing the school uniform they are representing all students, teachers and members of the school community and any misbehaviour is a reflection on all. Inappropriate behaviour such as inappropriate language will be dealt with in accordance with school rules, which may include suspension from bus services.

## Bags / Backpacks

Take care with the amount of equipment carried to and from school. Use your locker wisely to store materials.

### Tips on how to wear a backpack correctly:

**Size:** Make sure the backpack is appropriately sized and no wider than the child's chest.

**Weight:** Backpacks should ideally be no heavier than 10 per cent of a student's weight when packed. Some of the ways to keep the weight of the load down is by packing only essential items and storing unrequired items at school.

**Straps:** Both shoulder straps should always be worn. Make sure to secure the sternum, waist and compression straps.

**Position:** The backpack shouldn't be worn any lower than the hollow of the lower back with all heavy items positioned at the base of the pack, closest to the spine.

## Lockers

Lockers are provided for each student. It is the student's responsibility for the presentation of the locker. Year 7 families will be provided one school lock per year 7 student and will be billed accordingly.

## Text books and Materials

Text books and ancillary materials used at school should be kept in an acceptable manner free from 'tags' and other unsuitable images. Students will require the minimum amount of appropriate stationery items on a daily basis for effective class work. Elective - specialist subjects may require the student to purchase / pay for special selected items.

## PASTORAL CARE

### Background

Each student in the Secondary School is a member of a Home Room Group. Students meet in these groups each day as well as attending calendared Chapel and Assembly. As part of the Pastoral Care program, students and staff will come together for assemblies on rostered weeks. These assemblies will focus on academic and co-curricular encouragement and achievements, or will be activities based to promote House spirit.

The Chapel service is the focus for Pastoral Care, bringing together the student's experiences in the light of Christian faith. Student leaders are also an integral part of the Secondary School's pastoral care program.

The Head of each Year level holds the primary responsibility for supervising the whole education of each student in their care. By knowing their students, Heads of Year will help them discern their special talents, rejoice in them, develop them and put them at the service of others in our community.

As Heads of Year, the Heads are responsible for the efficient operation and team leadership of that group including the academic, disciplinary and pastoral formation of each student.

The Head of Sub School will work in partnership with the Heads of Year, Home Room teachers and Heads of Departments all of whom unite to put the child's welfare above institutional boundaries. This sharing of relevant information across different school structures will ensure that all concerned contribute to the student's profile and development.

### **Behaviour Expectations and Management**

All students of GMAS are expected to demonstrate a high standard of behaviour. The rules of the school are intended to ensure that the comfort, rights and safety of all members of the school community are protected.

Students who do not adhere to the school's rules can expect to:

- Be reminded of the rule.
- Receive a natural or logical consequence for their actions.
  - Littering will result in students picking up litter.
  - Graffiti will be treated as vandalism and will involve serious consequences not the least being the removal of the graffiti.
- Complete a lunchtime detention.
- Complete an after school or Saturday morning detention for gross or continued disobedience.
- Attend a meeting with parents, Home Room teacher/Head of Year or Head of School.
- Be referred to the Deputy Principal.
- In extreme cases, the Deputy Principal or the Principal may interview the student with parents and further action may be taken.

### **Detentions**

A lunchtime detention may be given if unacceptable detrimental behaviour is demonstrated by a student.

An afternoon detention may also be issued as a measure of managing student behaviour. This type of detention is not given lightly and indicates that a student has demonstrated unacceptable or consistently detrimental behaviour. If the student receives an afternoon detention parents will be notified by a telephone call that will be confirmed by written correspondence. If it is believed that the detention needs to be served immediately, then the Head of Sub School or Deputy Principal will telephone parent/s with that information.

If the detrimental behaviour continues, a student may be asked to attend school on a Saturday morning for a half day detention. As for an afternoon detention, parents will be contacted by the Head of Year or Head of Sub School by phone and in writing should this occur. If a student receives two Saturday detentions in a calendar term, suspension may be considered by the Principal.

It is fair to expect that children growing up will make mistakes but the school will not tolerate the same mistakes being made by the same child indefinitely and that the learning environment of others is being negatively impacted upon.

Communication is vital to the ongoing success of each students educational journey here at GMAS. The school welcomes feedback both positive and constructive to ensure the best possible outcomes for each student. We look forward to working with every GMAS community member in assisting all students in our care.  
Opportunities now... benefits for life.

*Updated Feb 2018*