



# PENINSULA

GRAMMAR

INSPIRING PERFORMANCE



## JUNIOR SCHOOL HANDBOOK

2021





# WELCOME

‘We, the Peninsula Grammar Community, recognise that we stand on the sacred land of the Boonwurrung people of the Kulin nations. We respect indigenous spiritual connections and beliefs and acknowledge that this land has always been a place of teaching and learning. We aim to work together to deepen our understanding of indigenous culture in our school, to provide hope for united future generations’.

*Mr. Stuart Johnston, Principal*





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# WELCOME TO THE JUNIOR SCHOOL

Dear Parents and Students

Welcome to our Junior School program “Discovering Me”.

Students in our Junior School program at Peninsula Grammar have the opportunity to flourish and grow as our curriculum design focuses on their academic and social development. We understand the importance of students being involved in their learning and we know that at this developmental stage, they learn best by doing.

We see enormous value in having opportunities for the students to be creative and curious, and to collaborate by learning in a variety of ways. Inquiry learning enables students to direct their own learning whilst being guided by their teacher. This learning style ensures a high level of engagement and interest. We look forward to inspiring and guiding students as they embrace a love of learning.

At Peninsula Grammar, learning in the Junior School is not restricted to the classrooms. We have wonderful outdoor facilities and grounds that allow us to engage with the environment, as well as an extensive specialist program that complements students' learning and wellbeing through our sustainability program. Our edible gardens allow our students to harvest and share delicious fruit, vegetable and herb crops.

Our highly regarded wellbeing program is underpinned by the science of Positive Psychology. Our Positive Education program encourages students to focus on things that are going well in their lives. Through acts of gratitude and optimism, we develop their skills of resilience and happiness. We believe that students learn best when they adopt a positive growth mind-set which enhances classroom performance.

We use a strength based approach so all students can understand and value how they learn best, and how they can set goals to achieve beyond expectations. This is complemented by the 'BounceBack' programs, which are wellbeing programs that focus on connecting the local community, students and families in the development of healthy, positive connections.

Finally, the success of a Peninsula Grammar education is the result of a collaborative approach between students, parents, teachers and the wider school community focusing on the holistic development of the student. We work very hard to achieve this.

Please feel free to come and see me at any time if you have questions, concerns or ideas. I look forward sharing this journey with you and your family.

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**Louise Nicholls-Easley**  
*Head of Junior School*







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## OUR VISION FOR JUNIOR STUDENTS

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# JUNIOR SCHOOL CURRICULUM

In the Junior School we focus on growth for each student. Through our academic and wellbeing curriculum we are able to engage and inspire students, challenging them to be their best. We respect that all children are on their own learning journey and we want to ensure we help them to navigate the path.

The aim of Junior School is to engage students in purposeful and meaningful learning within a safe and supportive community.

We aim to:

- grow interdisciplinary skills
- foster a love of learning
- develop a toolkit for self and others
- uphold and promote the School Values
- Take authentic and meaningful action

The Junior School program focuses on students in Kindergarten 3 to the end of Year 4. This maximises learning within a specific developmental stage and allows us to adopt a multi-modal approach to teaching and learning.

The cornerstone of the Junior School is the theme of 'Discovering Me'. We nurture students' physical, emotional and intellectual development in a time when hands-on learning is so central to the effectiveness and absorption of education. We give students the opportunity to work in collaborative learning groups focusing on building creativity and curiosity. Learning through an inquiry lens allows students to design and engage learning diversity through their strengths and interests.

With three distinct learning spaces – Kindergarten, Early Childhood Centre and the Clarke Centre, we are able to focus on the specific needs of students and work in small supportive learning teams.

### The Junior School offers:

- Engaging learning environments both inside and outside the classroom, fostering skills of curiosity, collaboration and creativity
- A strong focus on English and Mathematics which allow the students to gain a solid foundation of learning in these areas
- Specialised Literacy support programs ensuring that each student gets the opportunity to learn to their full potential
- Science and Humanities subjects which are explored through an inquiry lens
- Extensive specialist programs with specialist teachers. Our students have lessons in Music, Drama, Visual Arts, Physical Education (including swimming and PMP), French from Year 2, RAVE (Religious and Values Education) and Library
- Our purpose built facilities such as the Clarke Centre Gym, Science Lab, MakerSpace and Library support our learning opportunities
- Expansive school grounds and a K-12 curriculum means we have space to explore and provide opportunities for cross learning area projects
- A Positive Education program which supports the students' social and emotional growth
- Strong academic programs with a focus on growth for each child
- Our iPad program from K-4 allows students a multimodal approach to learning. It provides an effective research tool as well as supporting critical thinking and methods of evaluation and appropriate feedback
- A strong sense of community and belonging within the School.

# DISCOVERING ME

The Junior School, Discovering Me curriculum is designed to promote curiosity, collaboration, creativity and a love of learning. Through engaging inquiry based learning experiences, our students learn, grow and flourish.

## POSITIVE EDUCATION

Our Positive Education program supports the social and emotional growth of our students. Through gratitude and optimism, we develop their skills of resilience and happiness. Students are explicitly taught important skills such as curiosity, emotion regulation, resilience, critical thinking and communication. We believe that students learn best when they adopt a positive growth mind-set which enhances classroom performance.

## ENGLISH

Our approach to English in the Junior School, aims to foster a love a language and literature. We develop a strong sense of reading engagement early, promoting this through explicit instruction and exploration of a variety of texts through our library program. We aim to instill strong comprehension strategies in our students to equip them with the skills to understand and to be critical thinkers of texts at a deeper level. Understanding of writing structure and language features is essential and we develop this whilst providing students with opportunities to grow their creativity and love of writing. Our goal is to nurture confident and articulate communicators in a 21st century environment.

## MATHEMATICS

The foundations of our Mathematics program is based around providing learning opportunities that promote students' conceptual understanding, fluency, problem solving and reasoning. Junior School students are immersed in Mathematical learning experiences that promote collaboration, real life connections and the use of concrete materials and technology to conceptualise their understanding.

## INQUIRY LEARNING

Our Inquiry Learning is developed through the principles of Kath Murdoch, Educational Consultant. Students are introduced to an idea, topic or issue that provides them with opportunities for them to wonder. This drives their interest to understand the world around them. Throughout their learning, students continue to question, reflect and make connections to construct their own meaning. Inquiry Learning enables students to direct their own learning whilst being guided by their teacher. Students have opportunities to reflect on their learning to think of ways to make a difference. Each Inquiry Learning Unit has cross-curriculum connections to ensure deeper understanding.

## INTERDISCIPLINARY SKILLS

Within the Junior School program, students acquire and apply a set of interdisciplinary skills: thinking, self-management, communication, collaboration and researching. These skills are explicitly taught in their homeroom classes and also further developed in specialist programs.

## SPECIALIST LEARNING

At Peninsula Grammar, we have an extensive specialist program in the Junior School that fosters the development of the whole child. Our students have lessons in Music, Drama, Visual Arts, Physical Education (including swimming and PMP), French from Year 2, RAVE (Religious and Values Education) and Library. The students also have access to a scope of resources and facilities of a K-12 school.

## KINDERGARTEN

The program that is offered to the children in the Kindergarten at Peninsula Grammar is based on a developmental approach and the belief that the children learn best through play. We follow the School's Mission and Core Values, nurturing and inspiring children to strive for excellence.

We aim to support and develop the children's emotional resilience, social confidence, self-motivation, persistence and resourcefulness. We believe that each child has the right to feel safe and secure, enjoy their Kindergarten experience, be a valued and respected member of the group, contribute to their learning environment and be challenged, stimulated and encouraged to take risks.

An important part of this philosophy is forming strong partnerships with parents. Staff recognise that parents are aware of their own children's development and can share vital information that provides a link between home and Kindergarten.

The School's principles of Positive Psychology guide the development of the Kindergarten curriculum and pedagogy which focuses on the strengths and virtues that enable individuals and communities to thrive. Through this approach the children are given opportunities to develop optimism, engagement and happiness where learning is fostered through positive and authentic relationships with their teachers and the wider community.

The philosophy and the practices are complemented by the teacher's use of the Early Years Learning Framework for Australia and the Victorian Early Years Learning and Development Framework which are underpinned by five principles and five learning outcomes.





# JUNIOR SCHOOL STRUCTURE AND TEAM



**Mrs. Louise Nicholls-Easley**  
Head of Junior School



**Ms. Celeste Hudson**  
Deputy Head of Junior School



Kinder 3KG  
**Mrs. Kate Gaul**



Kinder 3KA  
**Mrs. Jacqui Adams**



Kinder 4KM  
**Ms. Sloane Quilty**



Kinder 4KM&KW  
**Mrs. Jane Bateman**



Kinder 4KW  
**Ms. Lucinda Watson**



Prep A  
**Mrs. Amanda Whelan**



Prep B  
**Mrs. Elsa Walters**



1A  
**Miss. Emily Tyler**



1B  
**Mrs. Rebekah Cameron**



2A  
**Mrs. Jane Conquest-McDyre**



2B  
**Mrs. Kylie Naylor**



3A  
**Ms. Natalie Benson**



3B  
**Mrs. Monique Le Fevre**



4A  
**Miss. Cassidy Hewitt**  
(Terms 1 & 4)



4A  
**Miss. Rachel Petts**  
(Terms 2 & 3)



4B  
**Mrs. Kate Prowd**



4B  
**Mrs. Rachael Carvell**



## JUNIOR SCHOOL HANDBOOK

### KINDER 3

|            |                             |
|------------|-----------------------------|
| Kinder 3KG | Kate Gaul, Jess McGovern    |
| Kinder 3KA | Jacqui Adams, Jess McGovern |

### KINDER 4

|             |  |
|-------------|--|
| Kinder 4KM  | Sloane Quilty, Kay Pelz<br>Wednesdays: Jane Bateman  |
| Kinder 4KW  | Lucinda Watson, Jane Hudson<br>Fridays: Jane Bateman |
| Lunch cover | Angie Partin   |

### PREP

|        |               |
|--------|---------------|
| Prep A | Amanda Whelan |
| Prep B | Elsa Walters  |

### YEAR 1

|    |                 |
|----|-----------------|
| 1A | Emily Tyler     |
| 1B | Rebekah Cameron |

### YEAR 2

|    |                      |
|----|----------------------|
| 2A | Jane Conquest-McDyre |
| 2B | Kylie Naylor         |

### YEAR 3

|    |                  |
|----|------------------|
| 3A | Natalie Benson   |
| 3B | Monique Le Fevre |

### YEAR 4

|    |                                 |
|----|---------------------------------|
| 4A | Cassidy Hewitt and Rachel Petts |
| 4B | Kate Prowd and Rachael Carvell  |

### PHYSICAL EDUCATION

|               |               |
|---------------|---------------|
| Prep – Year 3 | Nathan Peel   |
| Year 4        | Jodie Carroll |

### ART

|               |               |
|---------------|---------------|
| Prep & Year 1 | Dee Zabel     |
| Years 2 – 4   | Cailli Hickey |

### MUSIC

|               |                |
|---------------|----------------|
| Prep – Year 4 | Marc Johnstone |
|---------------|----------------|

### LIBRARY

|               |                |
|---------------|----------------|
| Prep – Year 4 | Vicki Lawrence |
|---------------|----------------|

### FRENCH

|            |            |
|------------|------------|
| Year 2 – 4 | Pia Calder |
|------------|------------|

### CLASSROOM SUPPORT

|           |                                |
|-----------|--------------------------------|
| Classroom | Debra Pearman                  |
| Library   | Cheryl Lees<br>Leonie Campbell |

### THE DEPARTMENT OF LEARNING SUPPORT

Celeste Hudson – DLS Leader  
Anne Clark  
Jacqueline Debnam  
Liz Sweeney  
Michelle Bendell  
Colleen Resciniti  
Jaime Collins  
Finn Munnally

## ECC TIMES

| PREP - YEAR 1    | TIMES         |
|------------------|---------------|
| Morning Activity | 8:30 – 8:50   |
| Period 1         | 8:50 – 9:45   |
| Period 2         | 9:45 – 10:40  |
| Recess           | 10:40 – 11:05 |
| Period 3         | 11:05 – 12:00 |
| Period 4         | 12:00 – 12:55 |
| Lunch            | 12:55 – 1:50  |
| Period 5         | 1:50 – 2:35   |
| Period 6         | 2:35 – 3:20   |

## YEARS 2 – 4 TIMES

| PREP - YEAR 1 | TIMES         |
|---------------|---------------|
| Registration  | 8:30 – 8:50   |
| Period 1      | 8:50 – 9:45   |
| Period 2      | 9:45 – 10:40  |
| Recess        | 10:40 – 11:05 |
| Period 3      | 11:05 – 12:00 |
| Period 4      | 12:00 – 12:55 |
| Lunch         | 12:55 – 1:50  |
| Period 5      | 1:50 – 2:35   |
| Period 6      | 2:35 – 3:20   |

# OUR LEADERSHIP TEAM

**Mr. Stuart Johnston**, Principal

**Mrs. Lucy Gowdie**, Deputy Principal

**Ms. Karen Church**, Business Manager

**Mr. Graeme Newland**, Director of Information Technology

**Mrs. Kylie Oddy**, Human Resources Coordinator

**Mrs. Louise Nicholls-Easley**, Head of Junior School

**Mrs. Muriel Bakker**, Head of Middle School

**Mr. Phillip Henniker**, Head of Pre Senior School

**Mrs. Sharyn Curtis**, Head of Senior School





# SCHOOL WELLBEING

## UMATTER

uMatter is a whole-school approach to supporting the wellbeing of students and their families. uMatter is a combination of the KidsMatter wellbeing framework coupled with the science of Positive Psychology.

Peninsula Grammar will aim to continually improve in four keys areas, as these have been proven to make a positive difference in the lives of young people, including:

- Building a positive school community
- Social and emotional learning
- Partnering with parents and families
- Support for students experiencing mental health difficulties.



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## WELLBEING PROGRAM

The Wellbeing program in the Early Years aims to build the social and emotional literacy in children. Evidence-based programs have been selected to help teach children how to identify and manage their feelings whilst also learning important social skills so they can learn to get along with others.

### KINDER 3 AND 4 KIMOCHIS

The Kimochis program is a social emotional learning curriculum designed to give children the knowledge, skills and attitudes they need to recognise and manage their emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. These skills have been identified by leading researchers in the field of social and emotional learning as necessary for school success, academic achievement, positive social relationships and the development of emotional competence. The Kimochis social emotional learning curriculum incorporates innovative and fun activities through the use of plush toys which have been carefully designed to teach children how to manage challenging social situations with skill, character and confidence.

### YEAR P-4 POSITIVE EDUCATION

Students in Prep to Year 4 have regular lessons with their classroom teacher that cover key skills and practical strategies for them to live well. During Term 1 students will look at core strengths such as honesty, kindness and courage, as well as learning about different emotions such as feeling happy, sad, angry or nervous. Developing emotional intelligence allows our students to understand different intensity of emotions, manage stress, and make informed decisions on their behavioural choices.

In Term 2 students learn about healthy habits and the importance of nutritious food and physical activity for physical and mental wellbeing. The program will also include information on feeling safe together.

Relationships is the theme for Term 3 and Junior School students will explore what makes a good friend, how to make friends, helpful ways to disagree, and how to apologise and become friends again. These core skills will help our youngest students understand the importance of being a good listener and how to get along well with others, setting them up for healthy relationships throughout their lives.

In Term 4 students will learn about taking notice and developing skills of self-regulation, as well as how to deal positively with setbacks and challenges.







## WELLBEING AND POSITIVE EDUCATION TEAM



**Mrs. Lyn Bylart**  
Head of Wellbeing



**Ms. Lauren Nelson**  
School Counsellor



**Ms. Kelli Butler**  
School Nurse



**Ms. Prue Wheeler**  
School Counsellor



**Mrs. Rebecca Wonnacott**  
School Nurse



**Ms. Eleanor Holland**  
School Nurse



**Mrs. Hannah Coyle**  
School Nurse

## STUDENT SERVICES

At Peninsula Grammar we provide a safe and respectful learning environment through our commitment to wellbeing. We endeavour to provide every student with the support they need to Learn. Grow. Flourish! We have a team of counselling and health professionals to assist students and their families. Services include:

- Counselling
- First-aid
- Consultation
- Assistance with referrals to external agencies
- Specialist programs

If you are interested in more information, please speak to your child's classroom teacher or contact Lyn Bylart on 9788 7823.

## RESOURCES FOR PARENTS

### PARENTLINE

Supports and nurtures positive, caring relationships between parents, children, teenagers and the significant other people who are important to the well-being of families. Visit the website for more information or call 13 22 89.

Website: <https://services.dhhs.vic.gov.au/parentline>

### RAISING CHILDREN NETWORK

Is an Australian parenting website that provides comprehensive, practical child health and parenting information and activities covering children aged 0 – 15 years.

Website: <https://raisingchildren.net.au/>

### FAMILY RELATIONSHIPS ONLINE

The advice line complements the information and services offered by Family Relationship Centres. The website offers access to information about family relationship issues, ranging from building better relationships to dispute resolution.

Website: <https://www.familyrelationships.gov.au/>

### LIFELINE

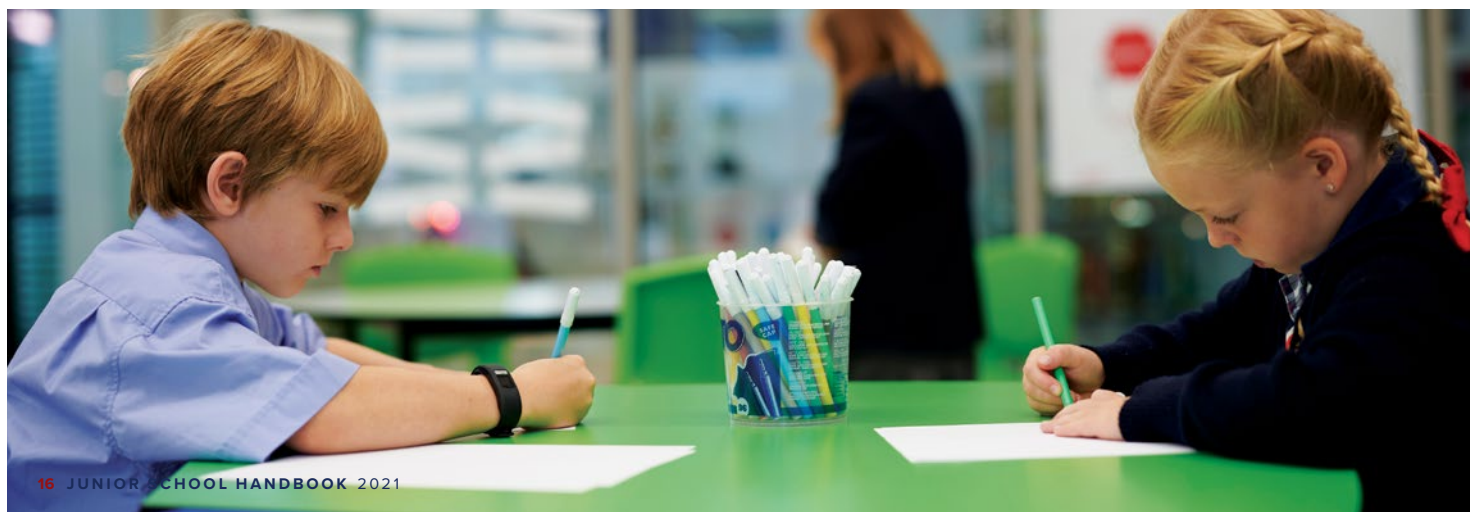
Lifeline provides all Australians experiencing a personal crisis with access to 24-hour counselling support and suicide prevention services that can be accessed by calling 13 11 14 or on their website.

Website: <https://www.lifeline.org.au/>

### BEYONDBLUE

Is a national, independent, not-for-profit organisation working to address issues associated with depression, anxiety and related substance-use disorders in Australia. If you need help you can contact 1300 22 4636 or visit the website to seek support.

Website: <https://www.beyondblue.org.au/>





| APPS   | NAME                    | COST |  |
|--|-------------------------|------|--|
|   | <b>Music eScape</b>     | Free | Developed by Young and Well Cooperative Research Centre. This app allows you to create a mood map of your existing music library and select music to express and enhance your mood.      |
|   | <b>ReachOut Breathe</b> | Free | Developed by ReachOut a leading online youth mental health service. This app can measure heart rate and helps guide deep breathing by touching the screen.                               |
|   | <b>Smiling Mind</b>     | Free | Developed by Psychologists this app provides different meditations and mindfulness exercise for every age group. It also allows you to rate your mood and track your progress.           |
|   | <b>Uplifted</b>         | Free | Uplifted is a game that allows you to record acts of kindness, gratitude, anticipation, experience, positive events and strengths.   |
|  | <b>Good Blocks</b>      | Free | Identify positive and negative self-talk through a fun game. Helps children learn to identify unhelpful thinking patterns so they can learn to restructure their thoughts to boost mood. |

For information about other apps that will boost your wellbeing visit [ReachOut Toolbox](#).

## RESOURCES FOR STUDENTS

### KIDS HELPLINE

Kids Helpline offers information and counselling for people aged 5 to 25 years old. The counselling is free and confidential and can be accessed by calling 1800 55 1800, emailing [counsellor@kidshelpline.com.au](mailto:counsellor@kidshelpline.com.au) or webchat.

## LOCAL PROFESSIONALS

If you or a family member needs support, below are a couple of directories that may assist you to find the right service.

Child & Youth Services. Mornington Peninsula Child and Youth Directory helps families find information and service providers relevant to their needs.

Health Services. Health Engine helps you search for Doctors, Dentists, Psychologists, and many more health professionals in your local area.





# INFORMATION FOR PARENTS AND STUDENTS

## ABSENCES

If a student is absent, parents are required to notify the School before 10.00am. We have a 24/7 absentee line and email address that provides one point of contact for parents to use to notify the School of student absences for all children, for both School and sport. Parents can now ring 9788 7800 at any time and leave a message or email [absent@peninsulagrammar.vic.edu.au](mailto:absent@peninsulagrammar.vic.edu.au). Please provide your child's name and year level.

Reporting your child's absence is very important as it allows us to complete our regulatory paperwork accurately.

We encourage parents not to take their son/daughter out of school during term time. If this is unavoidable, however, a written application for leave must be addressed to the Head of Junior School, or for leave greater than ten days, addressed to the Principal.

If leave of more than 10 school days is to be taken then this needs to be applied for in writing to the Principal, Mr. Stuart Johnston.

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## ARRIVING LATE AND EARLY DEPARTURE

### KINDERGARTEN - YEAR 6

If your child will be late to School or they require an early collection, you will need to contact their classroom teacher. As well as this, you will need to sign them out and then sign them back in if they return the same day. Sign in books are in the foyers of both the Early Childhood Centre and the Clarke Centre.

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## ASSEMBLIES

The Junior School Assembly will take place on Tuesday at 9.00am, Day 7. Parents are most welcome to attend and will be informed if their child is receiving an award or performing. Students take the lead in these assemblies and we will ensure that you have notice for when your child's class will host.

## BEHAVIOURAL EXPECTATIONS FRAMEWORK

Each child has the right to learn, play and socialise in an encouraging and positive environment. This framework defines the expectations of the students in Junior School and is understood and adhered to by all staff and volunteers working with the children at all times.

The Behavioural Expectations Framework reflects Peninsula Grammar's core values of; stewardship, integrity, coeducational learning, personal excellence, community spirit and Christian faith. This framework, in association with the established School policies, indicates what the School and its students can expect from each other. The School's mission is to maintain its reputation as a leading co-educational day and boarding school, provide the highest quality teachers, inspire students to reach for personal excellence and nurture in our students the skills and passion to contribute to and engage with the world. This framework is designed to establish the tone and philosophy of Peninsula Grammar and to provide a standard that creates a safe, positive, and nurturing learning environment. It is expected that all members of the School community will embrace this framework so that needs and outcomes are better achieved to advance the vision of our school.

We firmly believe that positive relationships enable important conversations to take place. These then encourage students to make good decisions and to correct inappropriate behaviour. At Peninsula Grammar, these conversations initially involve the student and class teacher as these staff are responsible for developing a positive relationship with each student in their class or class teacher group.

The Behavioural Expectations Framework has been provided to all students and is available from the website under Important Information for Current Students.

### INTRODUCTION

Peninsula Grammar is committed to the safety and well-being of all children in its care. We believe in encouraging positive behaviour in children and ensuring that they are respected and valued as individuals.

Teachers reinforce positive behaviours by praising children and recognising their efforts. We believe that setting limits for behaviour is important for safety and the protection of children, parents, staff and the environment. Ultimately, setting limits for behaviour aims to develop children's self-discipline.

We aim to help children learn the consequences of their behaviour and thus develop an understanding of how their actions affect others. The school has a commitment to the Positive Education framework, which helps to guide our interactions with children.

In order for children to be treated consistently and master their social environment, staff need to have a positive approach to discipline which:

- Helps children learn what to do and why
- Minimises the number of 'rules' so that those that are enforced are the important ones.

## **BULLYING**

Bullying is clearly distinguishable from normal childhood conflicts. Bullying is a wilful, conscious desire to hurt. There are many forms of bullying – physical, verbal, emotional, none of which will be tolerated at Peninsula Grammar.

It is important that in executing this framework we remember to:

- Allow staff to handle consistently normal challenging behaviour – this includes strategies for ongoing problems
- Ensure that classrooms and playgrounds are well supervised
- Make all students aware of their social obligation to report incidents of bullying
- Provide a safe environment where students feel comfortable speaking to teachers about acts of bullying
- Make students responsible for their actions against others
- Enable parents and staff to work together on issues of concern. Communication with parents will be prompt
- Deal immediately with threatening or dangerous behaviour
- Deal consultatively and sensitively with issues that may arise from parents.

The Junior School approach is to enable children, families and staff to work in unison to establish and maintain behaviour guidance strategies and practices. This approach is developmentally appropriate for the students and is applied in consultation with teachers and families to provide optimum support and consistency.

## **NEGOTIATING WITH PEERS**

Our staff are aware that this is a difficult skill for some students to learn, particularly younger students. They ensure that the environment supports the needs of the particular age group and allows for multiple opportunities at similar activities and learning tasks. Our staff assist the students in the negotiating process and use opportunities at group times and incidental learning to reinforce these skills.

## **ACTIVE LISTENING – PEERS AND STAFF**

Our staff are aware of the importance of being on the children's level and will ensure that when they are having conversations with children that they are making eye contact and they are listening to the child. They will model this with other children and will also speak to the children about the importance of eye contact. When staff need a child to carry out a task they will ensure that they have their full attention and in some instances they will ask the student to repeat the information to ensure that they have understood. Our staff work with the students at group times to help them to develop appropriate skills of listening and developing empathy for their peers.

## **IDENTIFYING A PROBLEM AND ATTEMPTING TO SOLVE IT**

Our staff work with the children to support them with conflict resolution. Staff model conversations for the children and guide them by providing opportunities to practise these skills in a supported environment. It is important that the child has an opportunity to feel control in dealing with these issues.

## **DISPLAYING EMPATHY FOR OTHERS**

As a part of our Positive Education framework the students work on this skill continuously. Staff use books such as "Have You Filled a Bucket Today?" as a teaching tool and talk about bucket dippers and bucket fillers. We use group times to discuss how people feel in different situations. We encourage the students to be strength spotters and recognise students when they have been brave or kind or are developing respectful and positive relationships.

## **MANAGING EMOTIONS AND BEHAVIOUR APPROPRIATELY**

The staff speak with the students about their character strengths and how that can help their learning. Strengths such as self-regulation, perseverance and persistence allow us to give the students strategies for managing their emotions. We believe that all emotions have a place and that the students should explore these emotions and learn how to manage them respectfully.

## **INAPPROPRIATE BEHAVIOURS AND THEIR CONSEQUENCES**

Students work with teachers at the beginning of the year to establish clear and fair rules for their classrooms. This focuses on being respectful of friends, teachers and the classroom. The teachers support students as they comply with these rules. Our staff are aware of the developmental needs of students and what is acceptable and unacceptable.

## **PROCEDURES FOR MANAGING ONGOING UNACCEPTABLE BEHAVIOUR**

Unacceptable behaviour is defined as behaviour that has not responded to strategies set out by teachers and puts another child or teacher in emotional or physical danger. In dealing with unacceptable behaviour, teachers will:

- Ensure that the victim is safe and secure and feels reassured that the situation is being taken seriously
- Counsel the children who are in dispute. The success of this approach rests heavily on the antagonist being able to empathise with the victim and being able to take responsibility for their unacceptable behaviour
- Report the incident to the appropriate Wellbeing Co-ordinator (ECC - Amanda Whelan, Years 2-4 - Kate Prowd) and the Head of Junior School for counselling and/or parent notification, if the problem continues
- Meet with and discuss the behaviour with the parent if the usual behaviour management techniques have been unsuccessful. Working through this as a team is key to success
- Discuss possible strategies and resources available such as school counsellors, paediatricians, child psychologists, occupational therapists and speech therapists
- Set a review date and ensure future case conferences with parents and relevant, involved professionals occur frequently.

Peninsula Grammar will not tolerate bullying and/or harassment. Any disputes, which escalate without resolution, will be directed to Deputy Principal and consequences will be at their discretion.

## BIRTHDAYS

We are happy for your child to celebrate their birthday at school. If you choose to bring a treat to share please be mindful of students with allergies (including nuts and egg) and ensure that a full listing of ingredients is provided with the food. If you have any questions about what to bring please feel free to speak with the classroom teacher. We would appreciate it if you don't hand out birthday party invitations at school. Please give invitations to the classroom teacher and they will be able to discreetly pass them out.

## BOOKLISTS

All Junior School booklists are ordered through school and charged to school accounts. Please contact Celeste Hudson, Deputy Head of Junior School at [chudson@pgs.vic.edu.au](mailto:chudson@pgs.vic.edu.au) with any questions about Booklists.

## CAMPS

Students in Year 2, Year 3 and Year 4 will take part in Camps and Study Tour programs. These experiences are an important part of the core learning program and all students are expected to attend.

The programs allow students opportunities to develop their personal skills including resilience, independence and teamwork. It also allows teachers to enrich the curriculum by providing hands-on learning.

You will be provided with information about camps in advance and will receive notification and be asked to provide your consent via Operoo. Please ensure that your children's health and contact details are all up to date. If you have any concerns, the classroom teachers will be able to answer your questions.

## CHAPEL

The Junior School Chapel Service will take place on Thursday.

## COMMUNICATION

We strongly believe that students will do best at school when there is an open line of communication between home and school. Your child's classroom teacher will be happy to celebrate any achievements or discuss any concerns that your child has and will provide support to you and your family.

The Junior School has a weekly bulletin, which will provide information and allow you to keep in touch with what is happening in our learning areas.

Parents are always welcome to contact the School by phone or email. We will ensure that the relevant staff makes contact within an appropriate time frame.

Two very important communication portals that will provide you with information are Zenith and Operoo.

### SCHOOL INTRANET SITE, ZENITH

Zenith is our learning management system and our main communication tool for staff, students and parents. It is used as both a learning tool for students as well as a place for parents to find information about what's happening in the classroom and around the School. Zenith also includes information about camps, excursions and key dates for upcoming events.

Parents have their own username and password and are encouraged to check Zenith regularly. When students or parents access Zenith using their password, an individualised page will list homework and current assessment tasks that are password protected. This allows you to keep up to date with your child's learning. The class blog will appear on the site as well as information about daily happenings in the School. All homework is published on the Class page. If you have any trouble accessing Zenith please contact the School.

### SOCIAL MEDIA

The School has multiple ways for you to connect via social media: Instagram, Twitter, LinkedIn and Facebook where we regularly post information on activities and key events happening around the School.

Most Year levels also have their own Facebook page. Please search for your child's Year level page and request to join. Please note that the School or PSPA does not administer these Year level pages, however, the School may use them to keep you informed.

### WEEKLY BULLETIN - POSTED TO ZENITH

Newsletter will be posted to the Junior School page on Zenith weekly.

### OPEROO

Operoo is a health and safety system that automatically keeps up to date medical and emergency contact details for all students. It is an innovative parent controlled program used to seek and document consent from parents for students to participate in or attend events or activities such as excursions, sporting activities and camps.

A Operoo profile is only completed once and provides parents the opportunity to update medical and emergency contact information promptly and accurately while providing Peninsula Grammar with instant access to the information provided.

Once the profile has been completed, consent via Operoo for any School event should be instant.

Parents can use a PC, laptop, tablet or smartphone to enter the details including:

- Emergency contacts
- Medical checklist - anaphylaxis, asthma, allergies, diabetes, seizures etc



- Ambulance and health insurance details
- Any other care instructions from parents/guardians.

When a student commences at Peninsula Grammar, we will send an email invite via Operoo to the primary contact parent email which includes instructions on how to get started. You **MUST** update your child's profile to be able to start using Operoo.

## SCHOOL APP

The School app is available free from the iTunes store for iPhone and iPad users and from the Google Play app store for those with an android smartphone. iPad users can download the app for iPhone which also offers complete functionality on the iPad. Just search for Peninsula Grammar and look for our crest. The app provides alerts, calendar events, school news and other valuable pieces of information for parents.

## EMAIL

Students in Year 2 and above have access to a school email account. Teachers will work with students to ensure that they understand the guidelines for appropriate use of their school email account. These guidelines include the following:

- School email is to be used for electronic communication between two parties. It is not to be used for spamming or sending unsolicited junk mail
- Students are encouraged to take great care when creating email messages. At all times students should use appropriate language and images when sending mail
- No student is to harass another person. Email is considered harassment if it offends the receiving party in any way
- Students should not broadcast any unauthorised messages
- Students are not to send messages containing private information about themselves or any other persons, nor should anyone forward another person's message that is sent to them privately without the permission of the sender
- Any user who feels uncomfortable about a message they receive or which they consider to be inappropriate must report it immediately to a staff member.

## DEPARTMENT OF LEARNING SUPPORT

The Department of Learning Support operates throughout the School and has the primary role of supporting students of all abilities with differences – physical or academic. The Department is involved in learning, testing in curriculum areas, identifying students' needs and documenting support strategies. The primary function of DLS is to support and encourage the best individual student outcomes.

Ms. Celeste Hudson leads this team in the Junior School and is very happy to speak with parents should they have any questions or concerns. The DLS team work with students in small groups and individually to ensure that students of all abilities and learning styles are accessing the curriculum in an appropriate way.

## EXCURSIONS

During the year students will have opportunities to go on excursions. You will receive notification prior to the excursion and charges will be added to your School account. All information and consent forms will be distributed through Operoo.

## HEALTH

It is very important that parents keep the School up to date with any medical or health concerns that students have. Our School Health Centre is located in the Student Services Building and is staffed by registered nurses.

The School Health team is happy to talk to parents about health issues and will keep staff informed of relevant medications or treatments that the child may need. It is critical that parents ensure all Anaphylaxis management plans and Epi-pens as well as Asthma management plans are kept up to date.

If students become unwell or are injured during the day their parent/guardian (or emergency contact) will be contacted to come and collect the child. Please remember that the best place for a sick child is at home. They will be better able to deal with the rigors of a school day when they are feeling well again. If you have any concerns please either contact School Health or your local doctor.

## MEDICATION

All medication must be handed directly to the teacher. The administration of medicine will be witnessed by a second staff member and recorded.

Depending on the nature of the medication some ongoing treatments may need to be held in School Health and administered by our nurses. Please contact School Health to discuss any concerns.

## IMMUNISATION STATUS FOR SCHOOL ENTRY

Kinder children **MUST** be immunised to commence with the School in accordance with the governments No Jab, No Play policy.

A school entry certificate is required from Prep and for new students. This is a legal requirement for entry into Primary School. Details of children's immunisation status allows us to assist families and health organisations in the event of a preventable disease outbreak.

For further information or queries please do not hesitate to contact School Health.







## HOUSE SYSTEM

When students are enrolled they are allocated a House that they belong to while they are at Peninsula Grammar. House activities include House Music, House Swimming and House Athletics. The Houses are:

|         |           |
|---------|-----------|
| Ansett  | Purple    |
| Carr    | Navy Blue |
| Clarke  | Red       |
| Country | Gold      |
| Newton  | Green     |
| Town    | Sky Blue  |

## LEARNING AT HOME

Students will receive some activities to complete at home as a part of the Learning at Home or homework program. This program is designed to reinforce learning that has happened in the classroom. Learning at Home is also designed to develop good study habits and organisational skills, which will be valuable learning habits. Learning at Home allows parents to see the topics being covered in class and provides an opportunity to reflect on their child's progress.

Learning at Home will be applicable to the ages and stages of the students. It should be purposeful and meaningful and most importantly it should be a positive experience. Learning at Home is posted to Zenith weekly.

Some examples of Learning at Home will be mental math activities e.g. times tables, monitoring and learning time and money recognition. In Literacy it might be home reading, some writing exercises, and preparation for classroom oral presentations.

Home Learning should not add stress to a student's day. Please discuss with your classroom teacher if your child is having difficulty with completing set tasks, if tasks are taking longer than the suggested time or if your child is unable to complete homework.

Guidelines for Learning at Home are:

|                 |                                |
|-----------------|--------------------------------|
| Prep and Year 1 | 15 minutes (including reading) |
| Year 2          | 20 minutes (including reading) |
| Year 3          | 20 minutes (including reading) |
| Year 4          | 20 minutes (including reading) |

## LOST PROPERTY

There are lost property bins located in the Early Childhood Centre foyer, the Clarke Centre Gym and the Year 3 locker area. Please speak with the classroom teachers if you need assistance with missing property.

## LUNCH ORDERS

The Peninsula Grammar Tuckshop operates every day. Students in Prep – Year 4 students can have lunch orders from Term 2. Orders are made online via Flexischools.

### FLEXISCHOOLS – ONLINE LUNCH ORDERING

To help make lunchtime easier for both parents and students, we have now implemented a new tuckshop online ordering system called Flexischools. Flexischools is a fast, convenient and secure way to order and pay for Lunch Orders from home on any device including computer, iPad and mobile phone.

### HOW IT WORKS

- Parents go online at [www.flexischools.com.au](http://www.flexischools.com.au) to set up a Flexischools account and pre-load funds to be accessed when making an order.
- Food items can then be selected from the list and must be purchased prior to 9am on the day of collection to ensure they are ready. Recurring orders can also be made so that lunch is sorted without any fuss.
- Prep – Year 6 students will receive their lunch orders through the normal system where the Lunch monitors collect them while Years 7 – 12 students can pick up their orders from the Tuckshop.

### HOW TO SET UP AN ACCOUNT

Online account set up only takes a minute!

Visit [www.flexischools.com.au](http://www.flexischools.com.au) and select "Register" and enter in your email address

Follow the link from your email address to set up your account

Complete the New User Registration

Select Add new student and select school by starting to type "Peninsula Grammar" in the Search bar and then selecting Peninsula Grammar

Complete the details for name, year level and class then save. Add additional students if required.

Top Up your account via Visa, Mastercard, PayPal or Direct Deposit

Make an order by selecting from the range of options and proceed to the payment section

Review orders by logging back in to your Flexischools account. You can set recurring orders, view transaction history or cancel orders via your Flexischools login.

## FEES

Online Ordering Fees - \$0.29 per order  
Account Top Up Direct Deposit - no charge  
Credit Card (VISA/Mastercard) - \$0.15 +1%  
PayPal - \$0.15 +1%.

## ORDER COLLECTION

Prep – Year 6 students will receive their lunch orders through the normal system where the Lunch monitors collect them

Year 7 – 12 students can pick up their orders from the right hand small window at the Tuckshop

For any queries regarding account setup or ordering issues please contact Flexischools direct on 1300 361 769.

## MOBILE PHONES

If a student has to carry a mobile phone for safety after school then it must be left with the teacher during the day. It cannot be used at school between 8.30am and 3.30pm.

## MONEY AND VALUABLES

If for any reason your child needs to have money or valuables at school please discuss this with the classroom teacher. The teacher can take care of these items during the school day and ensure safekeeping. If these are left in school bags we are unable to take responsibility for misplacement.

## MUSIC LESSONS

Instrumental lessons can be organised in addition to the School's music program as they occur throughout the day. Students are expected to remind teachers of lesson times and then attend and return to class promptly. Students with music lessons in Prep and Year 1 must have a parent accompany them to and from the lesson. Enquiries regarding lessons should be directed to Mrs Vicki Maclachlan in the Music Department on 9788 7733.

## OUTSIDE SCHOOL HOURS CARE

The Before and After School Care programs are run by Camp Australia in the ECC Art Room. Bookings and information can be found at [Camp Australia's website](#). Families may be eligible for the Child Care Tax Rebate. You can contact Camp Australia through their website or by calling 1300 105 343 if you have any queries or to register your child.

Before School Care operates between 6.45am and 9am and children are offered breakfast at the service. After School Care begins at 3pm and closes at 6pm with afternoon tea provided. This service runs term time only. Camp Australia offers a holiday program at a number of local schools however it is not available at Peninsula Grammar.

## PARENT PARTICIPATION

We welcome parents to become involved in our learning programs. In our Kinder classes parents are invited to help with morning tea and activities and in the Prep and Year 1 classes we encourage parents to help with our morning reading programs. We also appreciate parent helpers when we are conducting swimming and PMP lessons. There will be opportunities for parents to come along on excursions and these will be communicated when excursions are organised.

If you would like to be involved in the school programs from Prep to Year 4 please speak to the classroom teacher or the Head of the Junior School and we will discuss how best to make this happen.

Volunteers are required to have a current Working With Children check and to complete a volunteer request form and meet with the Head of Junior School prior to helping in the classroom.

## PENINSULA SCHOOL PARENTS' ASSOCIATION (PSPA)

Peninsula Grammar has a Parents' Association that assists with 'friend raising' at the School. Being a member of the association provides opportunities to meet new parents and help with many wonderful events. Some of the events that parents help with are Mother's Day, Father's Day and the annual Spring Luncheon. Each class has a parent representative who is a member of this group and who will organise social occasions to help make new connections within relevant year levels.

## PGSREADY

PGSReady is the Peninsula Grammar School's community readiness platform in the event of changes to our on campus learning.

On our PGSReady page is regularly updated and is available from the website under Important Information.

## RECORD BOOK

Each year level uses the Record Books in different ways and the teachers will communicate with families at the start of the academic year the Record Book expectations. Therefore, the Record Book needs to be brought to school each day.

## REPORTING

### PARENT TEACHER INTERVIEWS

These evenings are an opportunity for parents/guardians to make a time to speak about your child's academic and social learning with the classroom teacher. These 15 minute meetings are held in Terms 1 and 3 and provide valuable feedback. Specialist teacher appointments are also available.

At the beginning of the year an information night is scheduled. This gives you the opportunity to share important information about your child and to understand how they are settling into their new year level.

### SEMESTER REPORTS

In June and December you will receive feedback reports about your child's growth and learning via Zenith.

## SEESAW

Seesaw is a digital portfolio that documents each student's learning journey. At the beginning of the year, you will receive instructions on how to access Seesaw to allow you to view your child's learning journey. You will be notified when a new post is made and you can provide feedback to your child on what they have submitted.

## SUN PROTECTION

Students should come to school with sunscreen on when required and have their own sunscreen in their bags for personal use. While teachers may remind students to reapply, students should develop habits of reapplying at recess and lunchtime. All students in the Junior School must wear a hat outdoors in Term 1 and Term 4.

## UNIFORM

All students are to adhere to the uniform regulations of the School. The uniform is outlined on the website and Uniform Shop staff are able to assist with requirements.

Students should not wear jewellery with their uniforms. Small watches and small stud or sleeper earrings (one in each ear only) are permitted.

Hair needs to be neat and well groomed and must be kept back off the face. Girls with shoulder length hair or longer should have it tied back. Ribbons and hair ties should be blue or red. Headbands should not be worn.

Make up and nail polish should not be worn to school.

Summer dresses should be mid knee length and winter skirts should sit at mid-calf. Rash vests must be worn when students are participating in the swimming program. Students in Year 2 wear their PE uniform to school on days when they have these classes. Students in Year 3 and Year 4 must wear school uniform to school and change for the lessons.

### UNIFORM SHOP

The Uniform Shop sells the complete range of Peninsula Grammar standard (winter), summer and sporting uniforms (excluding shoes). In addition, the Uniform Shop stocks a small range of regularly used stationery items plus a range of school gift items and memorabilia.

A full range of good quality second-hand uniform is also available for purchase.

Uniforms may be purchased online or directly from the Uniform Shop.

### ONLINE UNIFORM SHOP

Parents are able to shop online and goods can be collected the following day. An email will be sent confirming your order is ready for collection.

Please see the school website for details.  
[www.peninsulagrammar.vic.edu.au/current-students/uniform-shop/](http://www.peninsulagrammar.vic.edu.au/current-students/uniform-shop/)

### UNIFORM SHOP OPENING HOURS

|                           |  |
|---------------------------|--|
| Monday, Wednesday, Friday | 8:00am – 4:00pm<br>(closed 11:00am – 1:00pm) |
| Tuesday, Thursday         | 8:00am – 9:30am and<br>3:00pm – 4:00pm       |

### FREE DRESS DAYS

Free dress days may be nominated during the year and you will be given ample notice. Students are not permitted to wear midriff tops, thongs or singlets on free dress days. Clothing should be smart casual.









PENINSULA  
— G R A M M A R —  
INSPIRING PERFORMANCE