# TABLE OF CONTENTS

**SECTION 1 – INTRODUCTION**
- Foreword ......................................................................................................................... 2
- Our Coat of Arms ................................................................................................................ 3
- School Directory .................................................................................................................. 4
- Junior School Staff List - Specialist Responsibilities ......................................................... 5
- Roles of Staff ....................................................................................................................... 6

- Absentee Line ..................................................................................................................... 9
- Acceptable Use of Computers Policy .................................................................................. 9
- Anaphylaxis ......................................................................................................................... 10
- Anti-Bullying Policy ............................................................................................................ 10
- Assembly ............................................................................................................................ 11
- Assessment & Reporting ..................................................................................................... 11
- Birthday Parties .................................................................................................................. 11
- Clothing Shop ..................................................................................................................... 12
- Communication ................................................................................................................... 12
- Discipline ............................................................................................................................ 12
- Dropping Off / Picking Up .................................................................................................. 13
- Excursions and Visitors ...................................................................................................... 13
- Hair ................................................................................................................................... 13
- Homework .......................................................................................................................... 14
- House System ..................................................................................................................... 14
- Leadership ........................................................................................................................... 15
- Mobile Phones .................................................................................................................... 15
- Organisation ........................................................................................................................ 16
- Out of Hours Program ........................................................................................................ 17
- Parental Involvement ........................................................................................................... 18
- Raising Boys ....................................................................................................................... 20
- Record Book ....................................................................................................................... 21
- The Development Office ..................................................................................................... 21
- Sport .................................................................................................................................. 21
- Tuckshop .............................................................................................................................. 21
- Uniform ............................................................................................................................... 22

**SECTION 2 – CURRICULUM**
- Curriculum Overview ......................................................................................................... 23
- Prep – Year 2 Overview for English / Mathematics .............................................................. 25
- Year 3 – 6 Overview for English / Mathematics ................................................................... 30
- Prep – Year 6 for Specialist Areas ....................................................................................... 33
FOREWORD

The 'Junior School Handbook' has been designed to provide parents with a brief outline of the activities undertaken at the Junior School.

The Junior School prides itself on providing our boys from Early Learning Centre to Year 6 with an education which is supportive, challenging and interesting. Boys are encouraged to develop their skills and personalities in a happy, caring and industrious environment specifically tailored to meet the needs and learning characteristics of boys.

Our approach in the classroom is to provide each boy with the opportunity to fulfil his potential in a disciplined yet challenging and stimulating atmosphere. At all times boys are encouraged to give of their best and participate in the many activities that the Junior School has to offer.

Much emphasis is placed on the fundamentals of literacy and numeracy to equip our boys, by the time they have completed Year 6, with the confidence and competence to eagerly approach their secondary studies. Our Curriculum has been designed by our Staff to enthuse boys and to ensure the acquisition of essential knowledge and to develop effective thinking, communication and organisational skills. A key feature of our teaching is the development of our boys' thinking strategies. Boys are provided with the opportunities to investigate and reason logically, to think creatively and critically, and to develop an understanding and appreciation of their environment. From an early age our boys are encouraged to express themselves through art, music, and sport, and to care for themselves and for their classmates in a lively Christian environment.

We are a caring School and the safety, the self-esteem, and well-being of each boy are considered of paramount importance. The Junior School is also a Family School and there are many ways in which we invite parents to play an active role in their boy's education. By such participation, boys, Parents and Staff are able to work together to ensure the optimum education for our boys. Our aim is to provide our boys with a purposeful, imaginative and enjoyable learning environment.

Welcome to the Junior School, I hope that this Handbook assists you in appreciating the education offered at Brighton Grammar School. Always feel free to contact the School if you have any concerns or require further information.

[Signature]

PETER TELLEFSON
Deputy Headmaster, Head of Junior School
THE LOGO

The refreshed, stronger, bolder and more modern crest is extracted from the 1960 Heraldic Coat of Arms. It speaks to our history but is presented in a modernised, version more reflective of Brighton Grammar today.

What does the crest mean?

• The Cross and scallops are religious symbols and represents our connection to the Anglican church.
• The fist and pointed finger hark back to Nimrod and is a symbol of male fertility. This aspirational symbolism also aligns with the BGS notion of ‘stretch goals’ and striving for one’s best.
• As far back as the Egyptian hieroglyphics the star signified ‘rising upwards’ and formed part of such words as to ‘bring up’, ‘to educate’ and ‘the teacher’.
• Wings symbolise spirituality, imagination, thought. According to Plato, wings are a symbol of intelligence.

The wings, finger and star have been integral symbols of Brighton Grammar since the very earliest years of the school.

What better symbols could our Founder Dr Henry Crowther have drawn on to give a visual expression of his motto Meliora Sequamur than wings, a pointing hand and a star. Each of these work on their own, or when working together to represent ‘pursuing better things’.

OUR SCHOOL MOTTO

MELIORA SEQUAMUR
‘Let us pursue better things’

OUR SCHOOL VALUES

Our School values underpin all that we do as a community.

Passion: for teaching and learning
Respect: for people an everything around us
Integrity: in behaviour and decision-making
Accountability: for our actions, contributions and achievements
SCHOOL DIRECTORY

HEADMASTER
Ross P Featherston

DEPUTY HEADMASTER, HEAD OF JUNIOR SCHOOL
Peter F Tellefson

DEPUTY HEAD OF JUNIOR SCHOOL
Dean W Bryan

DIRECTOR OF EARLY LEARNING CENTRE
Ms Amelia Barrow

DIRECTOR OF TEACHING AND LEARNING
Ms Joanne Davies

PERSONAL ASSISTANT TO THE DEPUTY HEADMASTER, HEAD OF JUNIOR SCHOOL
Mrs Lynn Bullock

Postal Address
90 Outer Crescent, Brighton Vic 3186

Junior School Address
Grosvenor Street, Brighton Vic 3186

Telephone Numbers
Junior School Reception 8591 2275
School Facsimile Number 8591 2299
BGS Reception (Senior School) 8591 2200
After School Care (after 2:15pm) 8591 2288
Development Office 8591 2270 /2271
Old Brighton Grammarian’s Society (OBGS) 8591 2272

Absentee Line 8591 2295

Email jsadmin@brightongrammar.vic.edu.au

Web Site www.brightongrammar.vic.edu.au

Office Hours 8:00am – 4:00pm

Uniform Shop 8591 2289

Secondhand Uniform Shop
Alison Higginson 0407 057 505
Barbara Walsh 0401 311 245

International Parent’s Group
Maggie Lynch 0425 786 683
<table>
<thead>
<tr>
<th><strong>SPECIALIST RESPONSIBILITIES</strong></th>
<th><strong>Head of the Junior School</strong></th>
<th>Mr Peter F Tellefson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Deputy Head, Junior School</strong></td>
<td>Mr Dean W Bryan</td>
</tr>
<tr>
<td></td>
<td><strong>Early Learning Centre Director</strong></td>
<td>Miss Amelia J Barrow</td>
</tr>
<tr>
<td></td>
<td><strong>Director of Teaching and Learning</strong></td>
<td>Ms Joanne Davies</td>
</tr>
<tr>
<td></td>
<td><strong>P. A. to the Deputy Headmaster, Head of Junior School</strong></td>
<td>Mrs Lynn Bullock</td>
</tr>
<tr>
<td></td>
<td><strong>Lower Primary Co-ordinator</strong></td>
<td>Ms Samara Madden</td>
</tr>
<tr>
<td></td>
<td><strong>Middle Primary Co-ordinator</strong></td>
<td>Mr Michael Stephens</td>
</tr>
<tr>
<td></td>
<td><strong>Upper Primary Co-ordinator</strong></td>
<td>Mr Paul Gurry</td>
</tr>
<tr>
<td></td>
<td><strong>Junior School Head of Music/Head of Choral (ELC – VCE)</strong></td>
<td>Mr Jared Furtado</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Support Co-ordinator</strong></td>
<td>Mr David Eggleston</td>
</tr>
<tr>
<td></td>
<td><strong>Literacy Coach (Prep – Year 8)</strong></td>
<td>Mrs Raelene Plozza</td>
</tr>
<tr>
<td></td>
<td><strong>Sports Co-ordinator</strong></td>
<td>Mr Ben Ryan</td>
</tr>
<tr>
<td></td>
<td><strong>e-Learning Co-ordinator</strong></td>
<td>Mrs Pauline Anthony</td>
</tr>
<tr>
<td></td>
<td><strong>Counsellor</strong></td>
<td>Ms Olivia A Tims</td>
</tr>
<tr>
<td></td>
<td><strong>Chaplain</strong></td>
<td>Fr Chester Lord</td>
</tr>
<tr>
<td></td>
<td><strong>Art</strong></td>
<td>Mrs Amanda Foulds</td>
</tr>
<tr>
<td></td>
<td><strong>Chinese</strong></td>
<td>Mrs Linda Chen (5-6)</td>
</tr>
<tr>
<td></td>
<td><strong>Drama</strong></td>
<td>Mrs Alison Main</td>
</tr>
<tr>
<td></td>
<td><strong>Technology / Science</strong></td>
<td>Mr Bill Gibney</td>
</tr>
<tr>
<td></td>
<td><strong>Japanese</strong></td>
<td>Mrs Yoko Sainsbery (P-4)</td>
</tr>
<tr>
<td></td>
<td><strong>Head of Outdoor Education</strong></td>
<td>Mr Cameron Barry</td>
</tr>
<tr>
<td></td>
<td><strong>Religious Studies</strong></td>
<td>Fr Chester Lord</td>
</tr>
<tr>
<td></td>
<td><strong>Music Co-ordinator / Choir</strong></td>
<td>Mr Jared A Furtado</td>
</tr>
<tr>
<td></td>
<td><strong>Class Music</strong></td>
<td>Mr Jared A Furtado (Y5-6)</td>
</tr>
<tr>
<td></td>
<td><strong>Health and Physical Education</strong></td>
<td>Mr Ben Ryan (P-2, 6)</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Support Enrichment</strong></td>
<td>Mr Stuart J Thompson (Y3 - 5)</td>
</tr>
<tr>
<td></td>
<td><strong>Junior School Secretary/Admissions Assistant</strong></td>
<td>Mrs Danielle Lord</td>
</tr>
<tr>
<td></td>
<td><strong>School First Aid Officer</strong></td>
<td>Mr Anthony Smith</td>
</tr>
</tbody>
</table>
ROLES OF STAFF

THE HEAD OF THE JUNIOR SCHOOL

The Junior School is under the immediate supervision of the Head of the Junior School who is directly responsible to the Headmaster. The Head of the Junior School takes a personal interest in the spiritual, academic, cultural, social and physical growth of each boy in the Junior School. Through his visits to classes, the reading of reports and consultation with staff, the Head of the Junior School maintains close links with the boys in his charge. Parents are welcome to make appointments to see the Head of the Junior School to discuss their son's progress although problems or concerns should firstly be discussed with the Homeroom Teacher.

DEPUTY HEAD, JUNIOR SCHOOL

The Deputy Head, Junior School deputises for the Head of the Junior School his absence. Whilst there are certain managerial tasks allocated to the Deputy Head, Junior School, his main role is to provide leadership in the daily life of the Junior School so as to maintain a healthy, secure and industrious environment. The Deputy Head, Junior School works closely with the Year 6 Leaders, and assists them in their duties.

Parents wishing to discuss matters such as discipline, study habits, or sporting participation, should feel free to contact the Deputy Head, Junior School.

DIRECTOR OF TEACHING & LEARNING

The Director of Teaching & Learning’s role is to provide leadership in regards to the development and implementation of the Junior School’s Curriculum and pedagogy from Years Prep to Six with reference to the latest research and development in Teaching & Learning. The ongoing development, evaluation and management of Curriculum documentation in the form of Curriculum Overviews and Sequence Charts, Term Planners, Timetables and Academic reports forms a significant part of the Director of Teaching & Learning’s role. The planning and chairing of Teaching & Learning focus sessions, co-ordination of Professional Learning Teams, and co-ordination of Professional Development in the Junior School are pivotal to the Curriculum continuing to moving forward.

YEAR LEVEL CO-ORDINATORS

The Year Level Co-ordinators’ role is to oversee the general functioning of the Junior School programme from Lower (Prep – Year 2), Middle (Years 3 - 4), and Upper (Years 5 - 6). This includes the responsibility for the curriculum and its implementation, and the maintenance of high quality care and instruction for which the Junior School is renowned.

The Year Level Co-ordinators work closely with Deputy Head of Junior School and the Director of Teaching & Learning, and regularly meet with the Head of the Junior School to review and develop learning and pastoral strategies.
THE JUNIOR SCHOOL CHAPLAIN

The Junior School Chaplain is responsible for the spiritual development and pastoral care of boys, Staff and Parents, if they wish. The Chaplain teaches Religious Studies to all boys, and conducts Chapel Services each week for boys in Years 3 - 6. These Services are conducted in St Andrew's Church, Brighton.

The Chaplain is available to all members of the Junior School Community and parents are encouraged to seek assistance and advice when required.

THE HOMEROOM TEACHER

The Homeroom Teacher is responsible for the well-being and the overall development of the boys in his or her care. The core academic subjects of English, Mathematics, Humanities, Science, Information Technology, and Thinking Skills are taught by Class Teachers who also maintain an active interest in all activities undertaken by their boys.

It is the School's policy to engender close links with parents. This is achieved primarily through the Homeroom Teacher. Parent Information Sessions, School Reports, Parent/Teacher Discussions, the Record Book, and day-to-day contact, enable Homeroom Teachers to keep parents informed about their son's progress and well-being.

THE SPECIALIST TEACHER

Boys have Specialist Teachers for Art, Chinese (Yr 5&6), Drama, Science, Design Technology, Japanese (P-4), e-Learning, Classroom Instrumental Music and Choral, Health and Physical Education and Religious Education. Specialist Teachers are specifically trained in these Curriculum areas and work with Homeroom Teachers to ensure that their subject matter is closely integrated with current class studies.

The Learning Support Department also engages specialist staff to cater for the particular needs of our boys.

Parents are welcome to contact Specialist Staff via the Personal Assistant to the Deputy Headmaster, Head of Junior School, or by writing a note in the Record Book.
THE SCHOOL COUNSELLOR

The School Counsellor works across all Year levels, providing support to students, parents and Staff members.

Within the Junior School, referrals to the School Counsellor may be made by parents, Homeroom teachers, Level Co-ordinators, Learning Support Co-ordinator and the Head of the Junior School. Parent consent is required before the School Counsellor is able to provide ongoing direct assistance to a student in the Junior School.

As a registered Psychologist, the School Counsellor is able to assist with the following areas of concern:

LEARNING DIFFICULTIES / EXCEPTIONAL ABILITIES

Comprehensive psycho-educational assessment may be undertaken in consultation with the Learning Support Co-ordinator. A written report and feedback of recommendations is given to parents and relevant Staff.

INDIVIDUAL / GROUP COUNSELLING

Assessment and counselling intervention is available for a range of concerns including: grief, parental separation, anxiety, school refusal, family conflict or disruption.

SOCIAL SKILLS DEVELOPMENT

Support for students experiencing friendship difficulties may be provided through whole class activities or small group programs.

BEHAVIOURAL DIFFICULTIES

The development of strategies for managing difficult behaviour in the classroom and/or at home.
ABSENTEE LINE

Please phone the BGS Absentee Line on 8591 2295, BEFORE 9.00am if your son is going to be absent from school.

ACCEPTABLE USE OF COMPUTERS POLICY

(For internet, network and computer access)

The School believes that a boys’ learning will potentially be enhanced by access to the internet and that electronic information retrieval skills are essential tools for citizens and future employees.

The School actively encourages use of media such as the internet, CD-ROM and other electronic information storage and retrieval technologies which will be used in the teaching and learning programs together with the development of appropriate analysis and evaluation skills.

BOYS

Boys must remember that when they use the Internet at BGS they are in fact representing the School on a global network. This access entails responsibilities and is therefore a privilege, not a right. Boys are responsible for good behaviour on-line just as they are in classrooms or other areas of the School. The same general rules for behaviour and communications apply.

Users should not expect that files stored on School computers will always be private. Electronic messages and files stored on School computers may be treated like lockers or desks. Staff may review files and messages to maintain system integrity and to ensure that users are acting responsibly.

PARENTS

Parents and guardians bear ultimate responsibility for the behaviour of our boys. The School expects that they will support the policies developed by the School to govern boys’ access.

Families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, radio, motion pictures, magazines and other possibly offensive media.

THE SCHOOL

Although there are software devices for ‘filtering out’ unwanted or offensive material, such devices can only offer a very unsophisticated level of protection, nor can they guarantee compliance with the School’s Acceptable Use Policy. Therefore, internet access must be based on trust. Boys will be taught how to use the internet responsibly and ethically.

However, it is possible that, while conducting legitimate searches, boys may access material which is offensive or undesirable. The School will endeavour to minimise this risk by teaching effective use and by ensuring a degree of supervision by staff. The School firmly believes that the risks of Internet use are far-outweighed by the potential benefits.
ON-LINE RESPONSIBILITIES

Written authorisation is required before a boy may use the internet, which must be signed by the boy and his parent or guardian.

Boys must guarantee that they will observe copyright laws. In particular, they must acknowledge sources of information and must never present other persons’ work as their own.

Boys must guarantee that they will avoid sites which may contain offensive, undesirable or otherwise inappropriate material. This includes information that is racist, sexist, pornographic, irreligious or contains abusive language.

Boys must guarantee not to participate in ‘chat’ sessions, not to download executable files (programs), not to copy executable files on to any School computer or network without the permission of the System Administrator and not to perform any act which is likely to endanger the integrity of the efficient functioning of any School computer equipment.

ANAPHYLAXIS

It is always the intention of the School to provide a safe and supportive learning environment for our boys. We endeavour to remain a nut-free zone at all times. We have an Anaphylaxis Policy, and it is important we continue to raise awareness of Anaphylaxis in the BGS Community. Parents are to ensure boys’ lunchboxes do not contain nuts or sandwich spreads that contain nuts, and to be particularly aware when boys are celebrating birthdays. The Anaphylaxis Australia website: www.allergyfacts.org.au is an informative site that parents are encouraged to access.

ANTI-BULLYING POLICY

All boys in the Junior School have the right to be in an environment free from fear and intimidation. The School aims to assist boys in the establishment of appropriate values and priorities, both individually and as community members in an atmosphere that is caring of each boy. The Anti-Bullying Policy is an integral part of this aim, and is published in the Record Book.

Bullying is considered to be a deliberate action, which is intended to physically or emotionally hurt another individual. Those being bullied feel threatened and find it difficult to defend themselves.

Bullying behaviour may present itself in various ways, all of which are absolutely unacceptable.

PHYSICAL BULLYING
Fighting, hitting, kicking, invasion of people’s personal space and damaging other people’s possessions.

VERBAL BULLYING
Name calling, name calling based on race, threatening language, verbal ‘put-downs’ and spreading malicious rumours.
VISUAL BULLYING
Circulating offensive notes, offensive graffiti, offensive signs and gestures.

SEXUAL BULLYING
Gender-related name calling as well as physical bullying.

EXCLUSIONARY BULLYING
Deliberately excluding people from groups based on factors such as over/under-achievement or ethnicity.

COLLUSIONARY BULLYING
Formulating bullying in groups and encouraging others to bully.

Boys are alerted to the School’s ‘Anti-Bullying Policy’ and participate in social problem programmes which provide boys with strategies to identify and eradicate such anti-social behaviour.

ASSEMBLY PREP TO YEAR 6

Parents and family members are most welcome to attend our Weekly Assembly. At these Assemblies classes participate in presentations, awards are presented, and there is some form of musical performance.

ASSESSMENT AND REPORTING

Parents receive four written Reports per year for all boys from Prep to 6. The Semester 1 and Semester 2 Reports follow formal testing periods when the boys undergo thorough and detailed testing in various Learning Areas.

Boys in Year 3 and Year 5 participate in the Federal Government NAPLAN Testing program in Term 2 and parents are issued with a Report later in the year.

For all boys in Prep to Year 6 formal Parent/Teacher Discussions are held four times per year, ELC twice per year. Parents are strongly encouraged to take this opportunity to discuss their son’s progress however, parents are always welcome to contact their son’s Homeroom teacher whenever the need arises. Parents are encouraged to maintain open and close communication with Staff at all times.

BIRTHDAY PARTIES

Parents are welcome to bring cakes to School to celebrate their son’s birthday. However, School policy strongly opposes the giving out of party invitations at School unless all boys in the class are invited.
CLOTHING SHOP

Brighton Schoolwear is operated by T. D. Noone Pty Ltd, and is situated at Rosstrevor (former Middle School, located on the corner of New and Allee Streets). Opening times are listed on the School’s website.

The Secondhand Uniform Shop is organised and run by the Middle/Senior Parents’ Group. Opening times are listed on the School’s website.

COMMUNICATION

The Junior School values informed communication with our parents and each Thursday issues an electronic Junior School Newsletter and a Junior School Sports Newsletter. School Stream is BGS's app for day-to-day operational matters. School Stream’s ‘opt-out’ model means that once you have identified the categories you wish to keep and deselected the rest, you will only receive notifications that are relevant to your son(s)/you.

Every fortnight, The HUB is updated with a summary of each Year Level’s curriculum content. News items, calendar events and videos also communicate what is happening in class.

Early in Term 1, Parents’ Information Sessions are conducted by all class teachers Prep to Year 6, and four Parent/Teacher Discussions are held during the year. The Junior Parents’ Group hosts Parent/Staff social evenings and Junior Parents’ Group Class Representatives organise various class level social functions throughout the year.

All parents also receive the Annual School publication ‘The Brighton Grammarian’ and the School's community magazine, ‘Meliora Sequamur’ twice per year.

DISCIPLINE

THE MOST EFFECTIVE FORM OF DISCIPLINE IS SELF-DISCIPLINE

All boys are issued with the School Record Book which has a section that outlines the rights and responsibilities of our boys and guidelines for what is regarded as acceptable and unacceptable behaviour.

It is strongly held that every boy in the Junior School has the right to be secure and to be respected. Boys are taught to care for themselves and their classmates and to accept their responsibility to make the School a happy, caring and secure place for everyone.

Bullying, dangerous behaviour, swearing, interference with others’ property or their ability to learn, are unacceptable; on the other hand, boys are encouraged and expected to be kind and tolerant, to speak politely, to express their gratitude, and seek ways to genuinely enhance the experience of being a member of the Junior School.

If School rules are broken, boys must learn to accept the consequences of their actions. Whilst the Junior School does not use corporal punishment, boys who break or damage property are expected to repair, clean or pay for the damage. Other forms of punishment for misdemeanours may include the withdrawal of privileges, the imposition of a detention after School, or in an extreme case, the suspension from School. The overriding emphasis of the Staff is to approach discipline in a positive, proactive way, and to guide our boys in the development of self-discipline. Boys will make mistakes and at times act in anti-social ways. It is the School’s role to teach our boys to learn from their mistakes and to respect the rights of all members of the Junior School community.
DROPPING OFF AND PICKING UP

Parents are advised to use the carpark drop-off zone when dropping off boys at School. Early Learning Centre parents sign ELC boys ‘in and out’ at the beginning and end of the day. Boys may be picked up from the carpark drop-off zone or are free to make their own way home. Boys may ride bicycles to School, helmets must be worn when riding bicycles, scooters or skateboards.

Parents are asked to take maximum care to observe parking and traffic regulations, and to be mindful of the rights of our neighbours.

EXCURSIONS AND VISITORS

During the year all boys are given the opportunity to go on excursions and host visits from parents, friends of the School, and educational organisations. In the past, boys have benefited from visits to such places as the Immigration Museum, the Melbourne Concert Hall, Chinese Museum, the National Gallery of Victoria, Eureka Skydeck, the Melbourne Zoo, Sovereign Hill, Melbourne Aquarium, Scienceworks Museum, RAAF, Pt Cook and the Moorabbin Traffic School. The Junior School regularly hosts visits from the Gardner Puppet Theatre, the Lightning Creek Band, Dr Harry’s Science Workshop, ‘Bully Busters’, and various authors and book illustrators. Parents and friends are most welcome to visit classrooms to share their knowledge and enthusiasms of various areas of expertise or interests.

For all excursions parents must complete a Consent Form prior to the excursion. Parents are often welcome to attend excursions.

HAIR

Brushed neatly on either side of a parting, off the collar, out of eyes and above the ears.

The School cannot alter its standards to meet passing fashions. Therefore, a boy cannot be allowed to remain at School if his hair is considered to be untidy or too affected in style.
HOMEWORK

Boys are given homework to reinforce learning that takes place in the classroom. It also monitors the understanding of class work and assists boys to develop age-appropriate organisational skills.

Boys are set written homework on Monday, Tuesday, Wednesday and Thursday. Boys are also expected to read each night, and record their reading in their Record Books.

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Set Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>15 min</td>
<td>--</td>
</tr>
<tr>
<td>Year 1</td>
<td>15 min</td>
<td>15 min.</td>
</tr>
<tr>
<td>Year 2</td>
<td>15 min.</td>
<td>15 min.</td>
</tr>
<tr>
<td>Year 3</td>
<td>15 min.</td>
<td>20 min.</td>
</tr>
<tr>
<td>Year 4</td>
<td>15 min.</td>
<td>20 min.</td>
</tr>
<tr>
<td>Year 5</td>
<td>15 min.</td>
<td>30 min.</td>
</tr>
<tr>
<td>Year 6</td>
<td>20 min.</td>
<td>30 min.</td>
</tr>
</tbody>
</table>

Whilst homework is an important task, it should not be an unduly arduous task. Boys are not expected to work beyond the prescribed times and parents should notify the Class Teacher if their son is spending undue time completing homework.

HOUSE SYSTEM

From Prep, boys at Brighton Grammar School are assigned to six Houses:

Armstrong (white), Crowther (yellow), Dixon (blue), Hancock (green), Rofe (purple), and School (red).

To maintain House tradition boys are placed in the same House as their brother or father. Boys from Prep-Year 6 are allocated to a House, and represent the House in a variety of sporting and other competitions which culminate in the awarding of the Pemberton Shield to the most successful House. Boys wear their House badge on their blazer, and remain in their House until the completion of their Secondary Schooling.

THE ORIGIN OF OUR HOUSES

Armstrong House - Remembers Miss Eva Armstrong who was for many years the Matron of Brighton Grammar. She was the sister-in-law of Dr Crowther who was the School's Founder in 1882. In her days, the School was a boarding school.

Crowther House - Honours Dr Crowther – founder and first Headmaster from 1882 until 1911. He came to Australia with his English parents from Jamaica at the beginning of the gold rush. In February 1882 he opened his own school, Brighton Grammar, in a two-storey building in New Street, not far from Wellington Street.

Dixon House - Mr Dixon was the third Headmaster of the School. He first joined the Staff in 1903 as Master-in-Charge of Mathematics. He left in 1912, but returned when Dr Crowther died in 1918 and served as Acting Headmaster and Vice-Principal until his appointment as Headmaster in 1924. He retired in 1938.

Hancock House - Archdeacon Hancock was Vicar of St Andrew's Church when the School was threatened with closure through lack of funds in 1926. By his enthusiasm and untiring efforts, Brighton Grammar was bought from the Crowther family and the Brighton Grammar School Association founded.
School House - Until the closure of the boarding house at the end of 1954, School House was the boarders' house. In 1955, boys from other Houses were drafted into School House to ensure the House remained active.

Rofe House - Honours Mr Robert Rofe, who was Headmaster from May 1967 to 1995. During Mr Rofe’s headmastership, Borwick House and The Mabel Fairweather Buildings were purchased. During this time the Robert Sanderson Centenary Hall, Rosstrevor Hall, Robert L Rofe Creative Arts Building, Tom Baddiley Building and The Clive Crosby Buildings were built.

LEADERSHIP

It is an essential task of the Junior School to train boys in leadership. There are many means whereby boys are given the opportunity to discover and exercise their gifts in this field.

In Term 1, the Captain and the Vice Captain of the Junior School and the School Officers are nominated by their peers and members of Staff, and appointed by the Deputy Headmaster, Head of the Junior School. During the year boys are selected or appointed to other positions of leadership including the Captains of various sporting teams, the Senior Chapel Server and Chapel Readers and Servers, and the House Officials. Library, Sport, Science, Music and Technology Monitors take on important areas of responsibility as do the Leaders of the Orchestra, the Concert Band, the String Orchestra and the Choir. Class Monitors, the Year Six Project Officials, ‘Maths Olympics’ representatives and fundraising volunteers, are other examples where boys seek and are given tasks of responsibility and leadership.

Upper Primary classes engage in a weekly Buddy Programme with Early Learning Centre and Lower Primary classes. In this Programme the older boys work with their younger partners in a variety of activities which develop the organisational, communication and leadership skills of the older boys. This is a very important programme providing a splendid opportunity for the older boys to develop responsibility and care for the younger boys.

By providing opportunities for leadership, boys learn the demands and satisfaction of service, care and responsibility, and the importance of working together to achieve worthwhile objectives.

MOBILE PHONES

Many students who walk, ride, scooter or travel by public transport to school are in possession of a mobile phone which we are most supportive of.

Boys are to have their mobiles switched off and placed securely in the school bag. Phones will be confiscated if they are used during the school day.
ORGANISATION

2017 TERM DATES

Term 1:
Wednesday 1 February – Friday 31 March 2017
Labour Day: Monday 13 March 2017

Term 2:
Wednesday 19 April – Friday 23 June 2017
Queen’s Birthday: Monday 12 June 2017

Term 3:
Wednesday 19 July – Friday 22 September 2017
Mid-Term break: Monday 14 August 2017

Term 4:
Tuesday 10 October – Thursday 7 December 2017
Mid Term Break: Monday 6 November 2017
Melbourne Cup Holiday: Tuesday 8 November 2017

SCHOOL TIMES

Early Learning Centre:   ELC3: 9:00am – 2:30pm   ELC4: 8:45am – 2:45pm

Prep to Year 6: 8:30am – 3:20pm (Prep classes are modified at the start of the School Year)

PUNCTUALITY

It is essential that boys, Prep to Year 6, arrive at School prior to these times so that classes can commence on time. It is unacceptable for boys to be continually late for the commencement of class as this not only disadvantages them, but is also disruptive for other members of the class.

Prep to Year 6 boys are supervised in the playground from 8:10am.

Boys arriving before 8:00am are to attend the Before Care School Program which commences at 7:30am. Boys arriving between 8:10am and 8:30am should remain in the playground before entering the classroom at 8:30am. Boys and parents are not to enter classrooms before 8:30am, and boys are not to be left in the buildings unsupervised by parents.

HOLIDAYS

The School discourages boys from taking holidays during Term time. Whilst the School recognises that there will be occasions when it will be necessary for boys to be absent during the Term, e.g. when parents travel overseas, parents are asked not to take family holidays in Term time. To take a boy out of school at such a time not only disrupts and devalues his learning, but it also is very disturbing for other members of the class and creates unnecessary work for the Homeroom Teacher. Requests for additional holidays are to be made in writing to the Deputy Headmaster, Head of Junior School.
OUT OF HOURS PROGRAM

COMMUNITY EDUCATION

Brighton Grammar School’s and Firbank Grammar School’s Sh@re Community Campus offers a range of after school, evening, weekend and holiday courses for children and adults. The range of courses offered is quite diverse. Further details and enrolment forms can be obtained by visiting the Sh@re Community Campus website – www.share.vic.edu.au.

The courses are proving very popular amongst our own school community and also the general Bayside community.

General queries regarding Sh@re Community Campus can be directed to Mr John Phillips, Director of Community Education, on 85912280.

BEFORE AND AFTER SCHOOL CARE

The Before School Care Program commences at 7.30am in the Fairweather Building, and the boys are supervised whilst enjoying a variety of quiet activities. A light breakfast is provided for children if requested. At the conclusion of the Before School Program, younger boys are escorted to their classrooms by the Co-ordinator.

AFTER SCHOOL CARE

The After School Care Program provides a range of supervised inside and outside activities suitable for all ages, and operates from the end of class times until 6.00pm. Afternoon tea, cooking, art/craft, supervised outdoor games, reading and homework supervision, are all part of the program which is available to parents on a casual or permanent basis.

Each term a range of ‘Awesome Activities’ is also offered. Each term a flier is distributed to all parents outlining the range of ‘Awesome Activities’

The Sh@re Community Campus website, www.share.vic.edu.au, provides further details about our Before and After School Care program, including fees, billing and details regarding claiming the 50% tax rebate.

The phone number for Brighton Grammar School’s Before and After Care Service is 8591 2288

HOLIDAY PROGRAMS

With the exception of the first two weeks of January, Sh@re Community Campus provides holiday programs and holiday activities during all other holiday periods.

Camp Brighton, the School’s popular holiday program open to all primary aged children in the Bayside area, is held in the grounds of Wilson House, Brighton Grammar’s Junior School, in the first week of each holiday period. Subsequent weeks are conducted at Turner House, Firbank Grammar’s Junior School. The program is organised and staffed by qualified teachers. Senior students from Brighton Grammar School and Firbank Grammar School are employed to assist with the programs.

Boys and girls who attend Camp Brighton experience a range of activities including cooking, art/craft activities, woodwork, video games and indoor games.
Camp Brighton, one of the largest holiday programs in Melbourne, fulfills an important need for parents who work during holiday periods, and is very popular with the boys and girls who enjoy the fun-filled program from 8.30am to 5.00pm each day. Before and After Camp Care is also provided for parents requiring this service.

The Sh@re Community Campus website, www.share.vic.edu.au, provides further details about all holiday programs and activities, and offers parents the ability to download enrolment forms.

**PARENTAL INVOLVEMENT**

The Junior School is a ‘Family School’. There are many opportunities for parents to play an active role in their son’s education. There are two main bodies which parents can join: The Junior School Parents’ Group and the International Parents’ Support Group.

**THE JUNIOR SCHOOL PARENTS’ GROUP**

The Junior School Parents’ Group organises a variety of functions which raise funds for the Junior School and which provides a focus for parent involvement in the life of the Junior School. Whenever assistance is sought, be it for class sausage sizzles or morning teas, organising parent social functions, the Junior School Parents’ Group has always responded with remarkable spontaneity and generosity.

**THE INTERNATIONAL PARENTS’ SUPPORT GROUP**

The International Parents’ Support Group has been established to help our international mothers, and particularly non-English speaking mothers, of our boys in their integration into the School, its culture and the wider community. The International Parents’ Support Group organises many functions during the year to assist the new mothers in their understanding of, and participation in, the life of the School.

**INVOLVEMENT OF FATHERS**

The Junior School particularly values the active involvement of fathers in the life of the Junior School. Current educational research shows that when fathers become actively involved in their son’s learning this has a positive effect on the value that boys place on their schooling. Fathers are encouraged to attend the annual Prep to Year 2 ‘Fathers’ and Sons’ Breakfast’, the Years 3 to 6 ‘Father and Son Evening’ and other such events organised during the year. Fathers are also encouraged to visit their son’s class during the year, and assist with class activities.
PARENT PARTICIPATION

Other ways that parents are welcome to participate in the life of the Junior School are in assisting the Lower and Upper Primary Literacy/Numeracy Programs and accompanying classes on excursions.

Brighton Grammar School has a policy which requires parents who wish to assist or participate in any class activities or programs to have a current "Working with Children Check". Application forms are available from the Junior School office. Once processed, your "Working with Children Check" card needs to be presented to the Junior School office where a copy will be made and kept on file.

Parents are encouraged to attend the End of Term Assemblies, inter- and intra-school sporting fixtures, Grandparents' and Special Friends' Day, Drama and Musical performances, the Christmas Pageants and the Carol Services, Speech Night and other functions held during the year.
RAISING BOYS

TEN KEYS TO SUCCESSFULLY RAISING BOYS
By Michael Grose, Australia’s No 1 Parenting Educator

1. **Teach boys skills of organisation**. They often need greater assistance with time, project and people management. ‘To do lists’, checklists and diaries are helpful for boys.

2. **Create a broad scope of masculinity for boys – no single way to be a male**. It is vital that we create multiple pathways for boys so that they can find their own way to grow into adulthood. Help boys understand that men use a whole range of different types of behaviour when they interact with others.

3. **Communicate through shared activity**. Whether it’s taking care of a chore, playing a sport, or going for a walk, doing something together can provide opportunities for talking.

4. **Develop the skills of self-sufficiency in boys**. Teaching boys to look after themselves and others is esteem-building and empowering.

5. **Talk up the positives of masculinity**. Mothers can talk about the males in their life who they love and respect. As their son struggles to work out who he is supposed to be and how he is to act, mothers can talk about those qualities they admire in men. This gives boys cues about how they should act.

6. **Gently push sons to talk about their feelings (but allow them to go to their caves first)**. One of the easiest ways to encourage boys to talk about how they feel is to talk about how you feel about both good and bad things that happen.

7. **Mothers: go on a date with your sons**. Boys love going out with their mothers and this shouldn’t stop in adolescence. Mothers can help boys to connect to girls by insisting on civil treatment. Mothers may even help boys understand what makes girls tick!

8. **Teach your sons to fight fairly (and move on) if they don’t already know how to**. State how you feel, control your anger, stick to the issue, no insults, reach an agreement - and move on!

9. **Encourage your son, regardless of his age**. “The most powerful people-builders are praise and encouragement.” Brian Tracy

10. **Don’t hold back on your affection**. Affectionate words and actions strengthen, rather than weaken boys.
RECORD BOOK – PREP TO YEAR 6

1. The purpose of the Record Book is to help boys organise themselves each day and prepare for future activities.

2. The Record Book must be signed by a parent each night and shown to the Homeroom Teacher each day.

3. All details of boys’ homework should be written in each day.

4. Each night boys must record the page numbers of the book which they are reading.

5. Boys should record any other commitments that they have each day, e.g. Music, Art, PE and Sport, and must write in the details of any School notices to take home.

6. All notes from parents should be written in the Record Book.

THE DEVELOPMENT OFFICE

The Development Office is located in Rosstrevor (cnr Outer and Allee Streets). The Development Staff manages a range of activities including fundraising, marketing, media relations, merchandising sales, production of ‘Meliora Sequamur’ and the Old Brighton Grammarian Society. The Development Office houses a diverse range of memorabilia and welcomes donations of additional materials or old uniforms at any time.

The Director of Marketing and Community Relations is Mrs Natalie van Wetering who can be contacted on 8591 2270 or email nvanwetering@brightongrammar.vic.edu.au

SPORT

The Sport program is concerned with helping boys develop skills, attitudes and competence in making decisions in the pursuit of an active, healthy lifestyle. Emphasis is given to sportsmanship, teamwork and participation. Facets of the Program include:

PHYSICAL EDUCATION LESSONS

Early Learning Centre to Year 6 boys are involved in a comprehensive Physical Education program. The Program is an integral part of the School curriculum with boys being given the opportunity to improve skills relative to their own level of development.

HOUSE SPORT

Boys in various House Sports compete throughout the year. Sports included in this Program are: Athletics, Cross-Country, Swimming and Tabloid Sports.
INTER SCHOOL SPORT

Brighton Grammar School competes against other schools in the Associated Public Schools (APS) system. Sports offered to Year 5 and 6 boys include:

Term 1: Cricket, Swimming, Table Tennis and Tennis
Term 2: Australian Rules Football, Cross Country and Volleyball
Term 3: Basketball, Handball, Hockey and Soccer
Term 4: Athletics, Badminton, Touch Football and Water Polo

AFTER SCHOOL SPORT

All boys in Years 5 and 6 participate in After-School training on Mondays from 3.30 – 4.30pm.

SWIMMING

In Term 4, boys from Prep to Year 2 participate in an Intensive Swimming Program. This Program aims to develop water confidence, safety, and the fundamentals of stroke technique. Boys in Years 3 to 5 participate in a Swimming Program through the PE classes and Year 3/4 Sport.

TUCKSHOP

The Tuckshop is organised and staffed by Alliance. Orders can be placed online via the Flexischool’s website by 8.30am each day at http://www.flexischools.com.au/. Orders are delivered to the classroom. The Tuckshop menu reflects the Junior School’s healthy eating focus.

SUMMER AND WINTER UNIFORM

1. Boys are expected to wear the correct School uniform each day.
2. Boys must wear School uniform when attending School functions unless specifically instructed otherwise.
3. Boys wear winter uniform from the commencement of second term until the beginning of fourth term.
4. Badges, wrist bands, earrings and insignia of outside organisations are not to be worn with the School uniform.
5. Boys must wear the prescribed Brighton Grammar broad-brimmed hat during Terms 1 and 4.
CURRICULUM
ACADEMIC CURRICULUM OVERVIEW

The Junior School curriculum, and its delivery are specifically designed to meet the particular learning styles and needs of boys. Boys are visual, kinaesthetic learners in the main who like to be actively involved in their learning. The development of boys’ thinking skills is central to the implementation of the curriculum.

It is important to note that all elements of our curriculum are constantly being audited/evaluated and, where appropriate, further developed. Research both internal and worldwide is pivotal to driving improvements in all areas of Teaching & Learning.

Our primary curriculum goal is to assist and encourage boys to develop a range of skills and attitudes that will benefit them not only during their formal education but beyond. Our aim is to ensure that our boys:

- are provided with a co-operative and creative learning environment;
- are equipped with a wide range of age-appropriate thinking skills;
- are given clear, challenging but achievable goals;
- are encouraged to develop an array of skills and strategies and in doing so are prepared to take academic risks;
- are provided with opportunities that encourage self-motivation, increased self-confidence and self-reflection;
- are provided with an array of relevant, highly motivating resources and learning experiences.

The foundation of our curriculum is the Australian Curriculum Learning guidelines from The Australian Curriculum, Assessment and Reporting Authority (ACARA) through the Victorian Curriculum and Assessment Authority (VCAA):

LEARNING AREAS

English
Mathematics
Science
Technologies – Design & Technology and Digital Technology
Humanities – History, Geography, Economics, Civics and Citizenship
Languages Other Than English – Japanese and Chinese
The Arts – Music, Dance, Drama and Visual Art
Health and Physical Education
GENERAL CAPABILITIES OF THE AUSTRALIAN CURRICULUM

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the Early Years Learning Framework (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

CROSS-CURRICULUM PRIORITIES

The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

Accordingly, the Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. The curriculum gives special attention to these three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

A key focus of our teaching is the development of our boys’ thinking skills. This is implemented by Staff adopting specific teaching strategies when delivering the curriculum.
PREP – YEAR 2 OVERVIEW

The Brighton Grammar School curriculum follows the Australian Curriculum, Assessment and Reporting Authority (ACARA) and Victorian Curriculum and Assessment Authority (VCAA) guidelines to teaching, learning and assessment and is firmly based on best practise principles underpinned by extensive research.

In Lower Primary we implement the Victorian Early Years Learning and Development Framework and build on the knowledge, experience and skills that the boys have gained prior to starting school.

The Framework has five Early Years Learning and Development Outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

It states: “Learning is an active process that must involve children's engagement. Play is essential for its ability to stimulate and integrate a wide range of children’s intellectual, physical, social and creative abilities. Active engagement with, and attunement to, children in their play extends and supports their learning. Shared, sustained conversations are also a powerful and important feature of active adult engagement.” The integration of child-directed play and learning; guided play and learning; and adult-led learning is interwoven throughout the week to regularly support and challenge boys in their development.”

All Lower Primary Year groups experience:

- A daily literacy-focused session
- A daily Numeracy session
- Structured Play which incorporates many curriculum areas

ENGLISH

In Lower Primary we use the philosophy of THRASS ² (Teaching Handwriting, Reading and Spelling Skills) in conjunction with the systematic approach of SMART spelling. Strategies for spelling a word are just as important as spelling the word correctly. Each boy is encouraged to learn and use the THRASS chart to support their understanding that the 26 letters of the alphabet do not just make one sound each. Rather, there are 44 sounds in the English language and the 26 letters can be used differently to represent these sounds. For example, the sound (c) can be represented by ‘c’ in cat, ‘k’ in koala ‘ck’ in duck or ‘ch’ in school. It is important that boys understand that letters are tools to represent sounds.

The SMART spelling programme allows teachers to introduce relevant spelling patterns and ensure all aspects of the curriculum are covered. There is flexibility in the way teachers do this to ensure that spelling words are meaningful to the boys and are used regularly as a part of daily writing. ³
Our English Program follows the Australian Curriculum guidelines, which states that "the study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future."4

We aim to ensure that students:

• learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
• appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
• understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
• develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

MATHEMATICS

Our Mathematics program follows Australian Curriculum guidelines which state: Mathematics has its own value and beauty and Mathematics aims to instill in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

We aim to ensure that students:

• are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
• develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
• recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study. 5

We use concrete materials to support boys' learning in all areas of the curriculum and regularly provide opportunities to enrich and extend their learning through school incursions and excursions.
Extensive research shows that young children learn best through play. Through play, children learn the skills they will need to become successful life learners. These include:

- self-confidence
- positive attitudes towards intrinsic motivation and self-direction
- positive language and behaviour towards self and others
- cooperation, taking turns and group values
- curiosity and concentration
- persistence

The sessions include literacy based; numeracy based and imaginative play based opportunities for learning:

- **Literacy based activities**: focus on developing boys' language, literacy and literature skills
- **Numeracy based activities**: focus on developing boy's number and algebra, measurement and geometry and statistics and probability skills
- **Play based activities**: focus on developing boys' social and emotional skills

Research on brain development is still in its infancy but it is believed that play shapes the structural design of the brain. It has been proved that secure attachments and stimulation are significant aspects of brain development; play provides active exploration that assists in building and strengthening brain pathways. Play creates a brain that has increased ‘flexibility and improved potential for learning later in life’ (Lester & Russell, 2008).

Our structured play program is based on research undertaken by the Early Life Foundations group and incorporates many of the underlying principles of the Walker Learning Approach model. “The WLA is based upon decades of research about play-based and personalised learning and social constructivism. It is not a program or an inquiry model sitting discretely or separately from other curriculum areas. It is an approach to teaching and learning which combines the need for children to be active participants in their learning (through hands-on and creative exploration and investigation) which sits alongside formal instruction. There is explicit teaching and development of not only literacy and numeracy skills and knowledge, but also the range of vital social, emotional and life skills.”

**ASSESSMENT**

There has been much research into the best way to provide feedback for students. The old model of marking work and providing lengthy written comments is long gone and we all recognise the value of providing instant feedback, when needed, with clear directions on how to move forward. We have a whole school mark scheme for all staff and boys to follow in order to ensure consistency in how boys mark their work and recognise how to make improvements.
Most of the assessment here at the Junior School is formative and involves discussion between the boy and his teacher; we provide rubrics for boys to follow which illustrates for them how to achieve success in a given piece of work or project. We ask boys to self-assess their work in order to ensure ownership and develop intrinsic motivation; the desire to succeed and strive for better. The boys also peer assess work and we are constantly surprised by the quality of feedback they provide for each other.

Boys’ progress in all curriculum areas is tracked through a reliable formative and summative assessment process that identifies any learning difficulties at an early stage. We provide the appropriate support within and, where necessary, in addition to the general curriculum. Work is differentiated according to ability, skill, confidence and attitude in order to ensure that each boy has the opportunity to fulfil his potential and flourish within our caring learning community.

**LEARNING SUPPORT**

Junior School boys in Prep to Year 6 may be provided with learning support throughout their schooling. This may be in the form of intervention or enrichment.

The Learning Support Department is located on the top floor of the Baddiley Building.

**INTERVENTION PROGRAMS**

Learning Support teachers work closely with classroom teachers to support boys, depending on their needs. Those boys identified as needing support may be provided with small group or individual lessons that target their needs. Specific intervention programmes are used to support their learning. The Learning Support staff can also provide resources and expertise to both parents and teachers to assist boys with their learning. External specialist support is available via recommendations by the Learning Support staff. These support services include speech pathologists, occupational therapists, audiologists, psychologists and other professionals including paediatricians.

Boys who are eligible for funding may receive additional services including Integration Aides, speech therapy, occupational therapy, physiotherapy and individual learning support lessons. Each boy's particular needs will determine his provision of service. The Learning Support Coordinator liaises with a varied network of specialists regarding the boy’s education and specific needs at school.

**ENRICHMENT PROGRAMS**

The Enrichment Program at BGS recognises and caters for different learning needs across all year levels. In Prep to Year 2, all boys experience enrichment through structured play opportunities which offer additional challenges for students whilst supporting the differentiated curriculum. A variety of enriching opportunities are made available such as rôle play to practise speaking and listening, using Reading Eggs to develop reading strategies and learning to use simple control technology using Beebots.
1 Victorian Early Years Learning and Development Framework

2 The THRASS Institute http://www.thrass.com.au


4 AusVELS – Victorian Curriculum and Assessment Authority, English
   http://www.australiancurriculum.edu.au/English

5 AusVELS – Victorian Curriculum and Assessment Authority, Mathematics
   http://www.australiancurriculum.edu.au/Mathematics/Aims

6 The Walker Learning Approach - Australian Developmental Curriculum, Early Life Foundations
YEAR 3 - 6 OVERVIEW

The Brighton Grammar School curriculum follows the Australian Curriculum, Assessment and Reporting Authority (ACARA) and Victorian Curriculum and Assessment Authority (VCAA) guidelines to teaching, learning and assessment and is firmly based on best practise principles underpinned by extensive research.

In Years 3 to 6 boys experience:

- A daily literacy-focused session
- A daily Numeracy session

ENGLISH

Our English Program follows the Australian Curriculum guidelines, which states that "the study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future."\(^3\)

We aim to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.
MATHEMATICS

Our Mathematics program follows Australian Curriculum guidelines which state: Mathematics has its own value and beauty and Mathematics aims to instill in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

We aim to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

We use concrete materials to support boys' learning in all areas of the curriculum and regularly provide opportunities to enrich and extend their learning through school incursions and excursions.

ASSESSMENT

There has been much research into the best way to provide feedback for students. The old model of marking work and providing lengthy written comments is long gone and we all recognise the value of providing instant feedback, when needed, with clear directions on how to move forward. We have a whole school mark scheme for all staff and boys to follow in order to ensure consistency in how boys mark their work and recognise how to make improvements.

Most of the assessment here at the Junior School is formative and involves discussion between the boy and his teacher; we provide rubrics for boys to follow which illustrates for them how to achieve success in a given piece of work or project. We ask boys to self-assess their work in order to ensure ownership and develop intrinsic motivation; the desire to succeed and strive for better. The boys also peer assess work and we are constantly surprised by the quality of feedback they provide for each other.

Boys' progress in all curriculum areas is tracked through a reliable formative and summative assessment process that identifies any learning difficulties at an early stage. We provide the appropriate support within and, where necessary, in addition to the general curriculum. Work is differentiated according to ability, skill, confidence and attitude in order to ensure that each boy has the opportunity to fulfil his potential and flourish within our caring learning community.
LEARNING SUPPORT

Junior School boys in Prep to Year 6 may be provided with learning support throughout their schooling. This may be in the form of intervention or enrichment.

The Learning Support Department is located on the top floor of the Baddiley Building.

INTERVENTION PROGRAMS

Learning Support teachers work closely with classroom teachers to support boys, depending on their needs. Those boys identified as needing support may be provided with small group or individual lessons that target their needs. Specific intervention programmes are used to support their learning. The Learning Support staff can also provide resources and expertise to both parents and teachers to assist boys with their learning. External specialist support is available via recommendations by the Learning Support staff. These support services include speech pathologists, occupational therapists, audiologists, psychologists and other professionals including paediatricians.

Boys who are eligible for funding may receive additional services including Integration Aides, speech therapy, occupational therapy, physiotherapy and individual learning support lessons. Each boy's particular needs will determine his provision of service. The Learning Support Coordinator liaises with a varied network of specialists regarding the boy's education and specific needs at school.

ENRICHMENT PROGRAMS

The Enrichment Program at BGS recognises and caters for different learning needs across all year levels. In Year 3 to Year 6, highly able students are invited to take part in extension lessons in Maths or English. All formal assessment activities are run through the Learning Support Department. These programs offer additional challenges for students and support the differentiated curriculum offered in the classroom. A variety of enriching opportunities are made available such as Maths Olympiad, ICAS Competition, ASX Sharemarket game, Robotics, Inter school debating, Chess, General Knowledge Quiz and 'Peak Experience' days.

3 AusVELS – Victorian Curriculum and Assessment Authority, English
http://www.australiancurriculum.edu.au/English

4 AusVELS – Victorian Curriculum and Assessment Authority, Mathematics
PREP - 6 OVERVIEW

SPECIALISTS

In Years Prep to 6 all boys experience:

- Humanities Unit of Study each semester
- Science Unit of Study each Semester
- Design and Technology Unit of Study
- The Arts: Visual Arts, Performing Arts (Dance and Drama), Media Arts and Music
- Language Other than English (Japanese and Chinese)
- Health and Physical
- Outdoor Education
- Religious Education and Worship
- Thinking Skills
- Social and Emotional Intelligence
- Buddies

HUMANITIES INTEGRATED UNIT OF STUDY

Our History and Geography is taught within a Humanities Unit of Study each semester which encourages boys to consolidate and extend skills learned in other areas of the curriculum. It is based on the Australian Curriculum History dimensions of Knowledge and Understanding and Skills and Geography dimensions of Knowledge and Understanding and Inquiry and Skills.

The Humanities Knowledge and Understanding dimension focuses on key Humanities knowledge and concepts. Students learn about their immediate and local community and environment and are introduced to the history and geography of their country and the diversity of culture and environment. Through structured activities they learn the concepts of time – chronology and sequencing, change and continuity – and the spatial concepts of location, distance, scale and distribution.

The Humanities Inquiry and Skills dimension focuses on the development of basic inquiry skills including observation, the collection of various types of evidence, asking and answering questions about evidence and presenting information in a variety of ways. 6

SCIENCE

A Science Unit of Study is also taught each semester and links to the Primary Connections units of study. Primary Connections is based on an inquiry-orientated teaching and learning model. Students use their prior knowledge and literacies to develop explanations for their hands-on experiences of scientific phenomena. Students have opportunities to represent and re-represent their developing understanding. They are engaged actively in the learning process. Students develop investigation skills and an understanding of the nature of science. Teaching and learning progresses through five phases: Engage, Explore, Explain, Elaborate and Evaluate. 7
Our Science program follows Australian Curriculum guidelines which aim to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live

- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things

- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions

- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims

- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions

- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science

- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

**DESIGN AND TECHNOLOGY**

A key component of our curriculum is the Design and Technology unit of study. We know that boys are visual, kinaesthetic learners in the main so we appreciate how important it is to provide opportunities for boys to work together in practical contexts to achieve a common goal. Led by Mr Bill Gibney and supported by the class teacher, all boys experience a 5 week Design and Technology project which involves planning, designing and making a final product. The pinnacle of this programme is the Billy Cart project in Year 6 which culminates in a very exciting race for the coveted Billy Cart Cup. The boys experience the following projects during their Junior School journey:

- **Prep:** Catamarans
- **Year 1:** Wobble Maze
- **Year 2:** Waterwheels
- **Year 3:** Mouse Trap Racers
- **Year 4:** Gliders (Birdman Rally)
- **Year 5:** Pinball Machines
- **Year 6:** Billy Carts (Billy Cart Cup)
THE ARTS

The Australian Curriculum states that The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning. 8

We aim to develop students’:

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia’s histories and traditions through the Arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

VISUAL ARTS

The Visual Arts Program is initially intended to provide an area where boys can freely and joyfully experiment, create and discover how various media works and develops. Further, its intention is to develop an awareness of various art forms and to instigate an insight and appreciation of the visual representation of Art.

The Program is also keen to develop expression and style and to encourage boys to find an individual and personal approach to Art.

The Art course follows many forms: Drawing, Painting, Printing, Collage, Clay, Ceramics, Sculpture, Mask-Making, Puppetry, Lino Cutting, Balsa Woodwork, and Polystyrene work.

PERFORMING ARTS (DANCE AND DRAMA) / MEDIA ARTS / MUSIC

Music is a vital element in the development of boys and involves teaching and nurturing skills that are unique to this Key Learning Area.

The Music Program offers varied opportunities for boys who are encouraged to participate in choirs and instrumental groups in addition to the general class music lessons.
SPECIFIC AIMS OF THE MUSIC PROGRAM INCLUDE:

Singing - developing a love of singing, leading to the ability to sing in tune and in parts;

Listening - exposing boys to many different musical styles, including visiting performers;

Playing - using correct techniques and exposure to a variety of instruments including tuned and un-tuned percussion instruments, and a choice of all orchestral instruments appropriate to the age of the boys;

Moving - physical movement, including choreography and folk dance;

Creating - creating melodies and rhythmic patterns and using the correct notation.

CLASSROOM INSTRUMENTAL PROGRAM

All boys in Years 3 and 4 learn a stringed instrument, violin, viola or ‘cello, in groups of four to six. This two-year Program provides a strong basis for our Junior School Symphony Orchestra and String Orchestra. In Year 5, boys are encouraged to continue with Strings or commence the study of a wind or brass instrument.

PRIVATE MUSIC LESSONS

Private tuition is offered in violin, viola, ‘cello, double bass, flute, clarinet, oboe, trumpet, trombone, saxophone, classical guitar, percussion and piano. Lessons are given by specialist instrumental teachers who design individual programs to suit the boy’s own rate of progress.

PERFORMANCE

During the year there are numerous opportunities for boys to perform which contribute to the boys’ development of a sense of personal achievement, thereby reinforcing a positive self-image.

- School Concerts
- Chapel Services
- Music Festivals
- Speech Night
- Carol Services
- End-of-Term Assemblies
- Grandparents’ & Special Friends’ Day
- Music Competitions
- Special Assemblies
- Lower Primary Christmas Pageant
- Year 6 Musical with Firbank
LANGUAGE OTHER THAN ENGLISH (LOTE) – JAPANESE / CHINESE

LOTE offered at Brighton Grammar Junior School is Japanese (Prep – Year 4) and Chinese (Year 5 and 6).

The languages are taught from Prep through to Year 6. It is taught against a cultural backdrop where emphasis is placed on learning about Japanese/Chinese society and its culture so as to add impetus to language development.

The language course has been specifically developed for primary-aged boys. The course commences with vocabulary building techniques and easy phrases and expressions, which gives the boys a sense of competency and self-confidence. The language is largely taught through songs, games and role plays. A range of cultural workshops occur throughout the School year which allows the boys to further investigate specific areas of interest.

HEALTH AND PHYSICAL EDUCATION

The aim of Physical Education is to encourage boys to develop self-confidence and positive experiences through participation in a wide range of sports and activities.

Lower Primary classes concentrate on developing and improving basic skills, physical development and motor co-ordination through a program which includes perceptual motor activities, modified games, Gymnastics and Swimming.

Years 3 and 4 classes learn the fundamentals of ball handling and motor skills through Cricket, Australian Rules Football, Soccer, Basketball, Gymnastics, Athletics, Racquet Sports and Swimming.

Years 5 and 6 are encouraged to develop a positive attitude to physical activity, and to extend and refine their co-ordination skills and level of fitness through Cricket, Swimming, Soccer, Australian Rules Football, Gymnastics, Athletics and Cross Country, Volleyball, Hockey, Softball, Basketball, Racquet Sports and Fitness Testing.

OUTDOOR EDUCATION

Our Program commences in Prep and Year 1 with a Field Trip and Year 2 (Shoreham) have an off-site sleepover/camp for one night.

Boys in Years 3 (Healesville) and Year 4 (Anglesea) attend an annual three-day Camp. The Year 5 boys (four days) attend Camp in Howqua and Year 6 boys (five days) expedition to the Gippsland Lakes and Camp at Coolamatong. During their stay, the boys are introduced to an awareness and appreciation of local flora and fauna and bush survival skills. The boys enjoy the experience of living 'under canvas', the daily hikes, the bush studies, camp chores, and the responsibility of looking after themselves and their classmates.
**RELIGIOUS EDUCATION AND WORSHIP**

Religious Studies and Worship play a central role in the life of the Junior School. All boys from Prep to 6 have a weekly period of Religious Education taken by the Chaplain. This Program brings the boys to a basic appreciation of the Gospel and the Christian Church through the study of the Bible and classroom discussions.

Each week the boys in Years 3 to 6 attend a Chapel service conducted in St Andrew’s Church, and a combined Chapel Service and Assembly in the Junior School’s GB Robertson Hall. During Chapel services the boys take an active part as readers, altar servers, acolytes and intercessors, and on special occasions one of our Junior School Choirs provides an anthem.

Highlights of the year include the Early Learning Centre and Lower Primary Christmas Pageants, the Senior School, Rosstrevor and Junior School Combined Evening Carol Service, and the Junior School’s Carol Service.

**THINKING SKILLS**

We know how important it is for our boys to develop and explain their thinking and use scaffolds such as graphic organisers, rubrics and templates to promote this area of the curriculum. We support the development of Thinking Skills using De Bono’s Thinking Hats, Thinkers Keys and teach successful learning behaviours using Art Costa’s 16 Habits of Mind. These are introduced at the appropriate level of study during our boys’ journey through Brighton Grammar School.

**GROWTH AND WELLBEING**

Wellbeing is fundamental to successful learning. Students who are happy, confident, respectful and can establish meaningful relationships are better placed to achieve positive outcomes. Brighton Grammar is committed to the philosophy of Positive Education, and we use the PROSPER model of Positive Education. All our wellbeing programs are linked to this framework. The acronym PROSPER is applied as an organiser for the psychological elements of wellbeing and Positive Education. The focus being, encouraging Positivity, building Relationships, facilitating Outcomes and a sense of competence, focusing on Strengths, fostering a sense of Purpose, enhancing Engagement and teaching Resilience.

We follow the Jenny Mosley model of Circle Time to implement the Wellbeing and Resilience Program created by Helen McGrath and Toni Noble, called Bounce Back. Bounce Back, is an award-winning, evidence based, Australian program. It offers practical strategies to help children function well at school and in life. It is taught by classroom teachers and based predominantly on children’s literature and follow-up literacy activities. The curriculum units are: Core values, People Bouncing Back: Courage, Looking on the bright side, Emotions, Relationships, Humour, No bullying and Success.

A key aspect of learning for our boys is to develop their social skills; the ability to cooperate and collaborate with others and to be able to verbalise their thoughts and ideas. We implement the You Can Do It program to support the boys in the following key areas: Getting Along, Persistence, Organisation, Confidence and Resilience. When boys demonstrate one of these behaviours they are rewarded with the corresponding behaviour sticker key.
Research indicates that the practise of mindfulness meditation has many benefits for adults, children and adolescents so we have introduced a Mindfulness program. In the classrooms, each day, the boys experience time known as a “still cloud” where everyone has the opportunity to stop, focus their mind and channel their energy into learning.

We have a well-established Buddy programme incorporating the boys from Wilson House and the ELC. We recognise the importance of role modelling and support that our older boys provide for our younger students. Through ‘Better Buddies’ programme, which is an initiative of The Alannah and Madeline Foundation 11, boys learn the values of: caring for others, friendliness, respect, valuing difference, including others and responsibility. They have many varied experiences together to equip them to become successful mentors and enables the younger boys to feel safe, valued and respected. All year levels have a buddy class with the exception of Year Three boys who are in training to become buddy leaders in the following year.

6 AusVELS – Victorian Curriculum and Assessment Authority, Humanities
http://www.australiancurriculum.edu.au/History/Aims

7 Primary Connections, Australian Academy of Science http://primaryconnections.org.au/


9 Jenny Mosley Consultancies http://www.circle-time.co.uk/

10 You Can Do It! Education http://www.youcandoiteducation.com/index.html