



**BRIGHTON  
GRAMMAR**

# **MIDDLE SCHOOL HANDBOOK 2017**



# BRIGHTON GRAMMAR

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# WELCOME, ADMINISTRATION AND STAFF

## FOREWORD

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

The Middle School prides itself on providing our boys from Year 7 and 8 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 Middle School has to offer.

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. 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 Middle 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 Middle 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.



Jeremy Martin

Head of Middle 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 and everything around us
- Integrity:** in behaviour and decision-making
- Accountability:** for our actions, contributions and achievements

**SCHOOL DIRECTORY  
HEADMASTER**

Ross Featherston

**HEAD OF MIDDLE SCHOOL**

Jeremy Martin

**DEPUTY HEAD OF MIDDLE SCHOOL**

Travis Hopgood

**HEAD OF HOUSE YEAR 7**

Scott Davies

**HEAD OF HOUSE YEAR 7**

Tim Marshall

**HEAD OF HOUSE YEAR 8**

Katie White

**HEAD OF HOUSE YEAR 8**

Peter Furey

**PERSONAL ASSISTANT TO THE HEAD OF MIDDLE SCHOOL**

Linda McGeachin

**MIDDLE SCHOOL RECEPTIONIST**

Julie Ellwood

**ABSENTEE LINE**

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

**Middle School Address** Allee Street, Brighton Vic, Middle School Reception

**Telephone** 8591 2260

**Email** [middleschool@brightongrammar.vic.edu.au](mailto:middleschool@brightongrammar.vic.edu.au)

**Office Hours** 8:00am – 4:00pm

**Uniform Shop** 8591 2289

## **MIDDLE SCHOOL STAFF 2017**

### **SPECIALIST RESPONSIBILITIES**

<b>Head of the Middle School</b>	Jeremy Martin
<b>P. A. to the Head of Middle School</b>	Linda McGeachin
<b>Deputy Head of Middle School</b>	Travis Hopgood
<b>HEAD OF HOUSE YEAR 7</b>	Scott Davies
<b>HEAD OF HOUSE YEAR 7</b>	Tim Marshall
<b>HEAD OF HOUSE YEAR 8</b>	Katie White
<b>HEAD OF HOUSE YEAR 8</b>	Peter Furey
<b>Head of Choral (ELC-VCE)/Coordinator JS Music</b>	Jared Furtado
<b>Learning Support Coordinator</b>	Christine McIntosh
<b>Literacy Coach</b>	Raelene Plozza
<b>Director of Sport and Activities</b>	Tim Marshall
<b>e-Learning Coordinator</b>	Paul Stewart
<b>Psychologist</b>	Danielle Wolff
<b>Senior Chaplain</b>	Father Tony Poole
<b>Creative Design and Technology</b>	Jamie Watson
<b>Chinese</b>	Linda Chen
<b>Drama</b>	Adrienne Mewett
<b>Science</b>	Carina Jansen
<b>Japanese</b>	Shin Nagayama
<b>Head of Outdoor Education</b>	Dave Gemmell
<b>Philosophy Ethics and Beliefs</b>	Father Tony Poole
<b>Music and Choir</b>	Kurt Abell
<b>Health and Physical Education</b>	Peter Whitehead
<b>English as an Additional Language</b>	Kate Watts
<b>School First Aid</b>	Anthony Smith
	Sharon Henderson

## **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 Middle School values informed communication with our parents and each Thursday issues an electronic Middle School e-News and a Middle School Sports Newsletter. The School Date Card that lists many of the important events which take place during the year.

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 and two Parent/Teacher Discussions evenings are held during the year. The Middle Parents' Group hosts Parent/Staff social evenings and Middle 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.

**SCHOOL STREAM APP**- use this app for day-to-day operational communication such as upcoming events/excursions etc.

**Targeted Email** - used for important parent information that requires standalone communication.

**BGS News** – The eNews is for more complex short shelf-life School news stories.

**SMS**- used for crisis communication and unexplained student non-attendance only.

**Hard Copy Letter** - only used for strategic information from the Headmaster or Chairman.

**One-to-one email** communication is used between staff and parents regarding the individual progress of a student.

**The Hub** is for holding information regarding student curriculum and reporting.

**The Hub** is also used as a communication tool between staff and boys.



## **ORGANISATION AND 2017 TERM DATES**

### **Term 1:**

Wednesday 1 February – Friday 31 March

Labour Day: Monday 13 March

### **Term 2:**

Wednesday: 19 April – Friday 23 June

Queen's Birthday: Monday 12 June

### **Term 3:**

Wednesday 19 July – Friday 22 September

Mid-Term break: Monday 14 August

### **Term 4:**

Tuesday 10 October – Thursday 7 December

Mid Term Break: Monday 6 November Melbourne Cup Holiday: Tuesday 7 November

## **SCHOOL TIMES**

### Start times

Monday, Tuesday, Wednesday and Friday - 8.25am Roll Call

Thursday – 9.00am Roll Call

### Finish time

Every day – 3.35pm

## **PUNCTUALITY**

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

It is essential that MS boys 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.

MS boys are supervised in the playground from 8:10am.

### **Lateness Procedure.**

House Tutors take the rolls at 8:25am. Boys arriving to Roll Call after 8:25am and before 8:35am are to be entered as ***present*** on Synergetic. A Minor Behavioural ***Demerit*** will be issued on SynWeb if the lateness is repeated and boys will be provided extra support (if needed) to meet expectations.

Boys arriving after 8:35am have missed Roll Call. They are to sign in at Reception and ***not*** attend Period 1. They will use their student card to scan in and receive a 'late pass'

to explain their reason for being late. MS boys are encouraged to take ownership of their punctuality and be held accountable.

Heads of House will evaluate the reasons for being late and issue the sanction of a Support Session (as needed). Any boy late to Period 1 must wait outside their room. He can only enter when invited by the teacher in charge, at the earliest convenient time. The late boy must simply apologise for his lateness and hand the teacher the signed late pass. This will let the teacher know that the Deputy Head of Middle School has addressed this issue and the late boy can sit down with minimal distraction to other boys already learning. The teacher in charge can provide extra time and support during the breaks if needed.

## **COMMUNITY EDUCATION**

Brighton Grammar School's and Firkbank 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](http://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.

## **PARENTAL INVOLVEMENT**

The Middle 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 Middle School Parents' Group and the International Parents' Support Group.

### **THE MIDDLE SCHOOL PARENTS' GROUP**

The Middle School Parents' Group organises a variety of functions which raise funds for the Middle School and which provides a focus for parent involvement in the life of the Middle School. Whenever assistance is sought for organising parent social functions, the Middle 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.

## **PARENT PARTICIPATION**

Other ways that parents are welcome to participate in the life of the Middle School are in accompanying classes on excursions or offering to be part of the Expanding Possibilities program.

As part of the work with Dr Arne Rubenstein, the **Expanding Possibilities Program challenges MS Boys to think big, broaden their thinking and be open to the expanding possibilities that exist in the world for them to follow their passions. Middle School boys can be involved in 'Maker Space', watch the Weekly Movie** story, present at our Assemblies, hear from guest speakers and even organise a 'special guest' to come and speak to the boys at school. Our parents are highly skilled and talented in their own right, and the boys would love to hear your story.

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 Middle School office. Once processed, your "Working with Children Check" card needs to be presented to the Middle School office where a copy will be made and kept on file.

Parents are encouraged to attend Special Assemblies, school sporting fixtures, Drama and Musical performances, the Carol Services, Speech Night and other functions held during the year. There are several rituals and rites of passage for both mothers and sons including breakfasts, high tea's and chapel services.

The Middle School particularly values the active involvement of fathers in the life of the Middle 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 Fathers' Day Breakfast and the Year 8 Father-Son Weekend away.

## **THE DEVELOPMENT OFFICE**

The Development Office is located in the Rosstrevor Administration Building. 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](mailto:nvanwetering@brightongrammar.vic.edu.au)

## **CAFE**

The Café is organised and staffed by Alliance. The Café menu reflects the Middle School's healthy eating focus, and is open at Recess and Lunchtimes.

# PASTORAL SUPPORT

## 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. The student Code of Conduct ensures a respectful learning environment that is safe, positive and supportive for all students of the School. It is the intention of Brighton Grammar School to provide clear guidelines to all students regarding the conduct expected of them whilst at School, engaging in School related activities or representing the School.

It is strongly held that every boy in the Middle 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 Middle School.

If School rules are broken, boys must learn to accept the consequences of their actions. Boys who break or damage property are expected to repair, clean or pay for the damage. Other consequences for misdemeanors may include the withdrawal of privileges, the imposition of a Demerit, 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. The MS House Merit system recognises positive learning behaviours and supports boys that 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 Middle School community.

## HOUSES

Middle School 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 represent the House in a variety of sporting, fundraising, academic and other competitions which culminate in the awarding of the House Championship 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.

## **MS HOUSE MERIT SYSTEM**

Positive behaviours and learning habits are the focus of the system. All consequences, both positive and negative, need to be dealt with and known to be dealt with by all involved. Merits and Demerits for individual boys will be documented on SynWeb and contribute to the House points system. The most effective support for behaviour and learning is for the teacher in charge to deal with the situation immediately. The House Tutor is the main support for the boys the Head of House provides further support to the teacher in charge and House Tutors. The goals of the system are:

***To provide a clear procedure to support the boys behaviour and learning habits***

***To prepare the boys academically for higher education and a life of meaningful work***

***To support the boys for positive mental health and successful relationships***

***To promote boys who are knowledgeable, responsible, healthy and caring***

Boys receive Merits for positive Academic efforts and Behaviour. Bronze (10) and Silver (25) certificates are personally given to the boys by Heads of House. Gold (35) and Platinum (50) certificates are personally given to the boys by the Head of Middle School at Assembly and a letter of acknowledgement sent home.

Behaviour or Academic **Support Sessions** will be generated when a boy receives 3 or more 'Minor Negative' – Behaviour or Academic **demerits**.

Support Sessions will provide boys an opportunity to bounce back. Supportive staff will help boys view these sessions as an opportunity to build resilience, set goals and reflect on previous choices that have not achieved the desired results.

Positive tracking, also focusing on the positive aspects of a negative situation.

Utilising negative events and mistakes into opportunities and learning experiences.

Negative times are temporary & don't have to spoil other parts of your life.

Optimistic approach to interpreting setbacks or difficulties. Most setbacks and difficult times are only temporary' (*'things will get better'*), happen to other people too (*'not just me'*) and are limited to the immediate incident (*'just this'*).

Gratitude for the good things that happen and taking time to express appreciation

Thinking and feeling positive about the *past* (being grateful), the *present* and the *future*

Finding hope in difficult times, being open-minded and flexible when solving problems

Having confidence in your ability to solve problems and take positive actions.

Support Sessions can also promote **Positive Emotions**. It is important to teach boys the skills that can help them to manage uncomfortable emotions such as sadness, anger and disappointment. *Fredrickson and Branigan (2005)* have developed a 'broaden-and-build' theory to explain the importance of positive emotions in our lives. In summary, when people regularly experience positive emotions (*e.g. love, social enjoyment, satisfaction, fun, belonging, pride*) they are more likely to experience higher levels of wellbeing and a ratio of 3:1 triggers 'flow' in learning, wellbeing and coping behaviours. Learning how to amplify positive emotions has also been found to assist with 'undoing' both the mental and physical effects of stress more quickly (*Fredrickson & Tugade 2004*).

## **LEADERSHIP IN THE MIDDLE SCHOOL**

Adolescence is a time when boys are maturing and establishing their own identity, character and values. The Middle School places an ongoing emphasis on individual capacity for leadership, with all boys encouraged to be 'leaders without a title'. There is an explicit expectation that boys will show initiative, support and mentor their peers, and perpetuate a culture of mutual respect, teamwork and service.

There are also many opportunities for formal leadership in the Middle School which all boys are encouraged to seek out and embrace. With only two year levels on site, there is access to positions of responsibility that a 7-12 structure does not always allow.

A range of leadership roles exist in the Middle School, with the most senior being Middle School Leaders. These include the Middle School Captain and Vice-Captain, House Captains and up to six additional leaders with specific portfolios. Election to Middle School leadership includes student voting and an interview process, which take place at the end of the preceding year. In addition to these roles, boys may be appointed as Chapel Servers, Sporting, Drama, Debating and Public Speaking Captains, or Library, Student Voice, Environment and Charity Committee members. Orchestra, Concert Band, String and Choir Leaders are appointed by the Music School.

Access to a range of leadership opportunities allows boys to display and build personal strengths, develop confidence and ensure they take some individual responsibility for the daily operation of the Middle School.

## **LEARNING ADJUSTMENTS**

Brighton Grammar is a learning community passionate about developing, inspiring and guiding boys on their journey to manhood. Within our school we acknowledge there are gifted and talented students and there is a need to provide for them. We also acknowledge there are students who have additional learning needs that also need provision. Our school is committed to providing appropriate educational experiences to optimise each student's learning potential.

## **LEARNING SUPPORT**

Middle School boys in Year 7 and Year 8 may be provided with learning support in the form of intervention or enrichment. A voluntary Study Club is also provided by the Learning Strategies Department together with teachers in key subject areas. Students may choose to attend Study Club on an as need basis, or teachers may invite them to attend when they feel the student would benefit from additional support.

## **INTERVENTION PROGRAMS**

Learning support is provided as in-class support, or in individual and small group withdrawal sessions that target individual learning needs. The program mirrors the classroom program with support focusing on improved curriculum accessibility. Teachers work closely with the Learning Strategies Department to ensure differentiated instruction is available to meet the needs of the students.

Initially inclusion in learning support programs is determined by standardized testing or prior identified Learning Disabilities. Students may also be referred by teachers if they feel the student would benefit from intervention or enrichment.

## **GIFTED AND TALENTED PROGRAMS**

The Gifted and Talented Program in Middle School caters for the different learning needs of highly able students. Students are identified by the use of a wide range of assessment tools that are reliable and valid, a balance between subjective and objective measures and by the implementation of appropriate learning provision.

Programs are geared towards providing creative, challenging experiences for students to enrich their academic development. Provision for gifted and talented students includes:

Differentiated curriculum within the classroom

Higher Order thinking skills

Flexible grouping for like minds

Participation in academic competitions - Science, Mathematics, English

additional challenges

compacted curriculum

subject acceleration

use of flexible learning space

ability grouping

Special interest groups – e.g. chess, robotics

Tiered activities

Mentoring

Virtual instruction

Excursions

Inter school events:

Philosophy Colloquium

F1 in schools

Youth in Philanthropy

Book Club

Chess

Robotics

## **MENTAL HEALTH AND WELLBEING**

Brighton Grammar School plays a vital role in supporting the mental health and wellbeing of all students in an inclusive learning environment. The School has a responsibility to effectively promote the mental health and wellbeing of students and to support students with mental health difficulties.

The Middle School has several support mechanisms available to students who may be suffering from mental health difficulties and a process to be followed should a student be deemed to be at risk either to himself or to the School Community.

Mental health is defined as a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

The Middle School has a qualified psychologist (School Counsellor) to assist both students and staff who may be suffering from mental health difficulties arising out of their school or personal lives. Any member of staff can refer a student to see the School Counsellor or a student may request an appointment with the School Counsellor.

The School makes available various programs throughout different year levels including peer support, peer counselling, anti-bullying, cyber bullying and resiliency programs. Parent seminars on such topics are also run to assist parents/guardians in supporting their son's wellbeing and positive mental health.



## **STUDY CLUB**

Middle School Study Club provides students a supervised Learning Common space and Middle School staff to complete homework, extend their revision skills with other like-minded boys and get extra support from staff to reinforce their learning from class. Study Club is Monday and Friday mornings from 7:30am. Tuesday afternoon from 3:35pm until 5.00pm.

## **PASTORAL CARE**

The School has a robust pastoral care system for students which includes the MS House Merit System, House Tutor, Head of House, Deputy Head of Middle School, Learning Support Staff and a Chaplain. Students are encouraged to speak with any staff member should they have concerns or worries, however the staff member should refer that student to the Pastoral Team should they feel the student is not flourishing.

## **PROSPER and WELLBEING**

All boys participate in PROSPER classes which are delivered by their House Tutors in the Wellbeing Centre. This is a core component of our Growth and Wellbeing Program. The intention of these classes is to ensure that our boys are equipped with social and emotional tools that enable them to flourish, live purposeful lives and manage adversity. PROSPER is an acronym for Positive Emotions, Relationships, Outcomes, Strengths, Purpose, Engagement and Resilience and the boys explore each of these domains during their time in the Middle School. The PROSPER classes also include elements of mindfulness, goal setting and peer coaching.

## **RITUALS AND RITES OF PASSAGE**

In every Indigenous community around the world, boys have always gone through a rite of passage ceremony and other rituals. These communities did this to:

- acknowledge and celebrate the transition from boy to young man, and
- recognise and name the unique gifts and talents in each of the young men.
- Despite living independently and with no contact with each other, all these communities did similar things:
  - used stories as a way of passing on wisdom and knowledge
  - created appropriate physical challenges for their young men
  - recognised each of them for their individual gifts and talents, their genius and spirit.

The Middle School uses properly facilitated contemporary rites of passage as a highly effective form of a preventative ritual to support our young men to be seen and accepted for who they actually are. There is a need to transform from basic *boy behaviour*, which has them at the centre of the universe, to healthy *man behaviour* where they realise they are part of a community and their actions affect others. Middle School boys are challenged to think about what sort of men they are going to be and what childish behaviour they need to let go of. Alongside the physical changes in puberty there will be changes in how he sees himself and how he thinks about himself, how he views the world and how the world views him.

All of the Middle School community (students, parents, staff) will be involved in some capacity in the various ROP/Rituals. The key elements of any ritual or ROP is to do it at the right time, in a safe manner and with the utmost respect and honour for the boys.

**Year 7 Ritual** (January) - to welcome the Year 7 boys into the Middle School and celebrate this key milestone in their journey during adolescence and eventually manhood.

**Mothers' Day Breakfast: May**

**Fathers' Day Breakfast: September**

**Father Son Getaway: Rite of Passage in August.**

**Mother Son Lunch – October**

**iDesign Project: Term 2 and Term 3.**

**Expanding Possibilities Program: Various Video's and Guest Speakers throughout the year.**

**Year 8 into Year 9 Ritual** (December). Boys leaving the MS and then head to the Senior School. We discussed our existing 'chantology', knocking on the door, walking into the quad where the whole SS school is chanting. Boys are welcomed into their House. This is where they belong.

In an Australian first, Dr Arne Rubinstein and Brighton Grammar have formed a partnership to deliver a school-wide rites of passage program drawing on their combined research and experience in helping boys make a safe, healthy transition from child to young man.

# **TEACHING AND LEARNING**

## **ASSESSMENT AND REPORTING**

Parents receive two written Reports per year at the end of Term Two and Term Four. Interim Reports are published after Term One and Term Three.

Boys in Year 7 participate in the Federal Government NAPLAN Testing program in Term 2 and parents are issued with a Report later in the year.

Parent/Teacher Discussions are held 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 House Tutor whenever the need arises. Parents are encouraged to maintain open and close communication with Staff at all times.

## **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 Melbourne CBD, The Middle School regularly hosts visits from Professor Bunsen, Elevate Thinking Programs, and various authors and book illustrators. Parents and friends are most welcome to visit Assembly to share their knowledge and passion of various areas of expertise or interests.

For all excursions parents must complete a Consent Form prior to the excursion.

## **MS OUTDOOR EDUCATION PROGRAM**

The Year 7 'Surf Coast & Cape Otway Outdoor Education Program' is held during the first few weeks of Term 1.

During the program, boys will be involved in a variety of activities including overnight camping, challenging bush walking in the Otway National Park region, raft construction and various beach activities.

A surf safety skills session and surfing lessons at Apollo Bay, team building and problem solving activities and community living will also be undertaken.

The program is about developing a sense of belonging and forging relationships with peers and staff, in turn setting a platform for a positive and productive year ahead.

The Year 8 Outdoor Education six-day Grampians Journey in late May and early June is based in the beautiful and ancient lands of 'Gariwerd' - Grampians National Park. Rising abruptly from the surrounding Western Plains, the Grampians is a series of rugged sandstone mountain ranges and forests rich in wildlife. The 167,219-hectare national park is situated between Stawell and Horsham on the Western Highway and Dunkeld on the Glenelg Highway, 260 kilometres west of Melbourne.

Over the six days the program aims to develop resilient community-minded individuals with integrity, respect, accountability and passion to contribute to a sustainable environment. This challenging journey includes the following activities in House Groups: challenging bush walking, off track mountain bike riding, rock climbing and abseiling, cooking on a Trangia stove, sleeping in tents, a group cooking experience, navigation, camp craft, cultural and environmental discussions.

## **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**

Middle School 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. Boys can come to school in full sports uniform if they have PE Period 1 or 2. Boys must store their sports bags in the Sports Shed, and get changed in the change rooms at recess and lunch if they have PE periods 3-6.

## **HOUSE SPORT**

Boys in various House Sports compete throughout the year. Sports included in this Program are: Athletics, Cross-Country, Swimming and other seasonal Sports.

## **APS SPORT**

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

**Summer:** Cricket, Tennis, Swimming, Diving, Touch Football, Sailing

**Winter:** Australian Rules Football, Rugby, Cross-Country, Hockey, Basketball, Soccer

**Spring:** Athletics, Water Polo and Snowsports

## **AFTER SCHOOL SPORT**

All boys in the Middle School participate in After-School training one afternoon each week during Terms 2-4. During Term 1, training is before school on a Wednesday.

## **ACADEMIC CURRICULUM OVERVIEW**

The Middle School curriculum, and its delivery are specifically designed to meet the particular learning styles and needs of boys. Boys are visual and kinesthetic 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 Technology

Humanities – History and Geography

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.

## **YEAR 7 and 8 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.

### **CDT COURSE OUTLINE**

#### **Year 7**

In Year 7, students explore a variety of media, equipment and technologies and techniques to create works of personal significance. They explore a creative working process and work independently and collaboratively on set tasks.

#### **Indigenous Art**

Boys study the history of Aboriginal art, techniques and art forms and then write a personal story that is turned into an Aboriginal inspired artwork. This design is painted onto their own hand made boomerang which is tested in flight.

#### **Self Portraits**

Students look at artists such as Vincent van Gogh and Henri Matisse. They develop observational drawing skills and use Photoshop to manipulate images. Their final artwork is a drawn self-portrait, using their own choice of media and artistic influences.

#### **Photoshop**

Students learn basic layering, cropping and manipulation techniques in order to create a number of final images in Photoshop. They add their own face to a movie poster and then create multiple images of themselves and finally produce a single constructed reality image.

#### **Peace Posters**

Students enter the Lions Club International Peace Poster Competition. They research peace and complete a design brief before producing their own peace inspired poster design on A2 paper using coloured pencils.

#### **Toy Car**

Students design and hand make their own wooden racing car that is powered by rubber bands. They develop their own car design and then construct their toy car out of wood. Boys focus on the accuracy of their cutting and assembly to ensure a clean finish.

#### **Year 8**

In Year 8, students explore a variety of media, equipment, technologies and techniques to create works of personal significance. Boys utilise a creative working process with each unit culminating in a final product.

## **Pencil Box**

Students continue the longstanding tradition of making a pencil box focusing on accurate cutting and assembly to ensure a clean finish. They personalise their pencil box with a design.

## **Picasso Inspired Portraits**

Students study the life and work of Pablo Picasso. They complete work inspired by his portraits and then produce a painting of their chosen piece that demonstrates their understanding of his techniques.

## **Poster Design**

Students study the history of poster art and design, researching poster artists, styles and techniques. They produce their own posters in Photoshop that is then used to promote the 'Ute Full of Food' initiative around the school.

## **Animation**

Students create their own unique 2D characters through drawings and then make a 3D final version out of plasticine. In pairs they write a story and then film and edit their own stop motion animation using these characters.

## **Reconceptualised Sculpture**

Students take an existing object and reconceptualise this into a new sculptural artwork. They complete a design brief and utilise a range of materials and techniques when producing their own artist inspired 3D sculptural piece.

## **Toy Making for Giving**

Students research and develop a toy design and utilise basic joinery skills in order to construct their own unique toy. Boys focus on the accuracy of their cutting and assembly to ensure a safe and clean finish.

## **ENGLISH**

### **Year 7 English**

The English curriculum is built around the three interrelated strands of language, literature and literacy. In Year 7, students interacted with peers, teachers, and community members in a range of environments and engaged with a variety of texts to develop their understanding of how texts are influenced by context, purpose and audience.

Literary texts are used to explore themes of interpersonal relationships and ethical dilemmas and represent a variety of perspectives. Students are also exposed to more complex text and language features.

Students create a range of imaginative, informative and persuasive types of texts, for example personal recounts, narratives, persuasive writing, and discussions, and continued to create literary analyses and transformations of texts.



## **Year 8 English**

The English curriculum is built around the three interrelated strands of language, literature and literacy. In Year 8, students interact with peers, teachers, and community members in a range of environments and engage with a variety of texts to develop their understanding of how texts are influenced by context, purpose and audience.

Literary texts are used to explore themes of interpersonal relationships and ethical dilemmas and represent a variety of perspectives. Students are also exposed to more complex text and language features.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continued to create literary analyses and transformations of texts.

## **HEALTH AND PHYSICAL EDUCATION**

In Year 7, the curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. Students experience a broad variety of activities that aim to challenge and develop skills in three domains; Physical, Cognitive and Social and Emotional.

The Health curriculum has a holistic approach to wellbeing. Students investigate the impact of transition and change on identities. They evaluate strategies to manage physical, spiritual, mental and social and emotional changes that occur as they grow older.

The Year 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.

The Health curriculum allows students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

## **HUMANITIES**

### **History**

In both Year 7 and 8, students develop their understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance. Students also develop their capacity to undertake

historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

## **Year 7 History**

Students study history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). The Ancient period was defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

## **YEAR 7 HISTORY**

Students examine the end of the ancient period to the beginning of the modern period, c.650 AD (CE) -1750. The period from the end of the ancient period to the beginning of the modern history was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

## **GEOGRAPHY**

In both Year 7 and 8, students examine the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection.

Students' conceptual thinking is developed through four sub-strands:

Water in the world (Year 7)

Landforms and landscapes (Year 8)

Place and liveability (Year 7)

Changing nations (Year 8)

*Water in the world* focuses on water as an example of a renewable environmental resource. It develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life in different ways and that the environment has its specific hazards.

*Landforms and landscapes* focuses on investigating geomorphology through a study of landscapes and their landforms. It also develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

*Place and liveability* focuses on the concept of place through an investigation of liveability. Students examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

*Changing nations* focuses on the concept of change by investigating the changing human geography of countries, as revealed by shifts in population distribution, a sensitive indicator of economic and social change. It explores the process of urbanisation and how it interconnects with low and middle-income economies and societies. It investigates the reasons for the high level of urban concentration in Australia and examines issues related to the management and future of Australia's urban areas.

## **LANGUAGES OTHER THAN ENGLISH (LOTE)**

### **Year 7 Chinese**

Students are introduced to basic greeting phrases, how to introduce themselves, numbers from 1-99, nationalities, pets and houses. Students discover the Chinese writing systems and are introduced to some general knowledge on China festivals and inventions. Students recognise and use features of the Chinese pinyin system, including pitch, rhythm, stress and intonation.

### **Year 8 Chinese**

Students learn vocabulary related to the languages, jobs, transportations and personal information, such as: what their parents do and where they work, how they travel to work, how to ask for the mobile numbers and home addresses, how and when they go home from school every day etc. Students worked with worksheet exercises, role-plays, and using a wide range of ICT multimedia activities. Students also study important Chinese annual events.

Students learn to use spoken Chinese to exchange information and opinions, talk about self, family friends and interests, express feelings, likes and dislikes.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

The EAL curriculum is built around the three interrelated strands of language, literature and literacy. These strands focus on developing boys' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. English builds on concepts, skills and processes developed in earlier years, and these are revised as needed.

Students interact with peers, teachers, and groups in a range of environments and engage with texts to develop their understanding of how texts are influenced by context, purpose and audience.

**In Year 7 EAL**, literary texts are used to explore themes, ethical dilemmas and a variety of perspectives. Students create a range of imaginative, informative and persuasive texts, for example personal recounts, narratives, persuasive writing, and discussions, and continued to create literary analyses.

**In Year 8 EAL**, students identify the way film techniques are used to create themes and meaning in a film text. The students interpret vocabulary and persuasive language choices to analyse meaning and purpose in a range of Media texts. Students learn to

write a comparative essay in response to two multimodal texts analysing character and theme, using appropriate evidence.

Literary texts are used to explore themes of interpersonal relationships and ethical dilemmas and represent a variety of perspectives. Students are also exposed to more complex text and language features. Students create a range of comparative, informative and persuasive texts, for example narratives, persuasive writing, and discussions.

## **French**

### **Year 7 French**

Students learn some of the basic discussion topics in French such as greetings and introducing oneself or someone. The content covered includes the basic grammar in French such as subject pronouns, numbers, the important irregular verbs 'to have' and 'to be' and expressing basic opinions. Students learn how to differentiate between addressing someone formally or informally as they are aware of the cultural differences. Students also work on an intercultural project where they increase their knowledge of the French culture and heritage.

### **Year 8 French**

Students reinforce the basic grammar structures in French such as adjective agreements, the important irregular verbs 'to have', 'to be' and the present tense of regular verbs 'to go' and 'to do'. Students learn how to form questions and negative sentences. Students are exposed to linguistic and cultural elements through topics that are relevant to their everyday world. The topics covered include describing the character and physical traits of animals, talking about their pets, expressing basic opinions, likes and dislikes on school, school subjects, sports and past-times. Students engage in a range of language activities such as role playing and producing a video on the topic of school. These activities enable boys to develop their oral, aural, writing and reading skills.

## **Japanese**

Students engage in a range of language activities, such as role playing, interviews and reading and writing of Japanese scripts, including mastering some Hiragana and Kanji scripts. These activities assist the boys to develop their oral, aural, writing and reading skills. Students are exposed to linguistic and cultural elements through topics that are relevant to their everyday world.

**In Year 7**, topics covered include: greetings, asking and telling their names, age, address and phone number. Students develop slightly complex expressions and exchange information about their hobbies and what they like doing.

**In Year 8**, topics covered include: weekend activities, transport and days of the week. The verb conjugation was also a main focus.

## **Latin**

In Year 7, students learn both to see Latin as an important part of the ancient Roman world and to view that world through Latin. The key skills focus on the development of foundational grammar and a basic working Latin vocabulary. The primary emphasis will thus be on the elements of the language such as the alphabet and pronunciation, parts of speech, word formation, vocabulary (including English derivatives), and grammatical rules. Additionally, boys will also engage in the rich cultural and historical legacy of the ancient Roman civilization via a group research assignment aimed at building their research and investigative skills. As this course is the foundation for the continuing study of Latin, it is vital that students develop the necessary habits of memorisation, attention to details of word formation, preparation of daily revision and organisation. The accurate memorisation of word forms and vocabulary are essential at this level for continued study.

**In Year 8,** students will thoroughly review elements learned in Year 7 before proceeding to new concepts. This program will take students from the basics of Latin structure to begin the study of more complex endings and grammar, whilst also establishing fluency in reading adapted Latin passages and texts. The key skills will also focus on developing proficiency in translation and accuracy in English to Latin sentence composition. Students must develop here the needed work habits, reading skills, grammar and vocabulary knowledge that are critical for continued study at the Senior School.

## **MATHEMATICS**

Students are exposed to a variety of learning experiences in Mathematics. They engage in group activities, hands-on application tasks, independent written practice and explicit listening and learning techniques.

In Year 7, students look at ways of displaying and interpreting data, and look for tendencies of centre and spread in these data. They look at the properties of discrete numbers, including prime decomposition and square numbers, and then work with angles. Students develop skills based around Algebra, from basics of substitution to more complex solving of equations.

In Year 8, students develop skills with Geometry, in particular with polygons and angles. They develop these skills to discuss similarity and congruence as an introduction to transformations. Students look at Probability, from the basics of random chance to representing these probabilities in a variety of diagrams.

## **PERFORMING 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 instrumental and choral groups in addition to the general study of Classroom Music as a timetabled subject.

## **SPECIFIC LEARNING INTENTIONS OF THE MUSIC PROGRAM INCLUDE**

Demonstrate creativity in performance, with an emphasis on composition, structured listening, investigation and analysis, including visiting performances

Work effectively and co-operatively individually and in a group context

Gain an understanding and appreciation of the role of music in a variety of cultures, societies and contexts

Understand, use, incorporate and consider the expressive elements of music

Develop and refine skills in the comprehension and appreciation of music language, including the use of music technology

Develop the ability to reflect and evaluate musical choices to create a convincing, expressive and meaningful performance

## **INSTRUMENTAL PROGRAM**

For students that already play an instrument, we encourage them to continue that instrument through our Private Instrumental Program. Year 7 students also have the opportunity to study instruments from the list given, as a beginner with no prior experience, as part of the Beginner Instrumental Program (BIP). Lessons are 30 minutes long & any levies are covered by the school. Lessons are conducted on a rotational timetable during the school day. As a part of the instrumental program, all students studying an instrument will be involved in the co-curricular music program, MS ensembles are on a Thursday after school, on their wind, brass, percussion or string instrument. Year 8 sees all students study their instrument through enrolment in Private Instrumental Lessons.

## **PRIVATE MUSIC LESSONS**

Lessons are given by specialist instrumental teachers who design individual programs to suit the boy's own rate of progress. A variety of lesson options are available. Private tuition is offered in the instruments listed below:

Strings: violin, viola, violoncello, double bass, classical guitar,

Woodwind: flute, oboe, bassoon, clarinet, saxophone

Brass: trumpet, French horn, trombone, euphonium, tuba

Percussion: Pitched and non-pitched percussion

Piano.

## **ENSEMBLES**

Involvement in the ensemble program is based on the individual students' level of playing. All students that learn an instrument are required to be a member of at least one of the school's large ensembles. All students in the Middle School are able to be a member of any of the ensembles listed below, once they are deemed to be at the appropriate level by their teacher and the relevant ensemble director. The ensembles available include:

Concert Bands: Middle, Intermediate & Senior Concert Band

Orchestras: Middle School String Orchestra, Corelli Orchestra, Senior Symphony Orchestra

Jazz Ensembles: Middle School Big Band, Intermediate Stage Band, Senior Big Band

Choirs: Middle School Choir, Senior Choir

Small Ensembles: Middle & Senior School Guitar Ensemble, Middle School Percussion Ensemble, Cello Choir, Senior String Quartet

## **PERFORMANCE**

During the year, there are numerous opportunities for boys to perform, which gives them the opportunity to put the skills learned in class and lessons into a performance context, as well as contributing to the boys' development of a sense of personal achievement, thereby reinforcing a positive self-image. Events include:

School Concerts: Ensemble and Solo at a variety of venues, including the Melbourne Recital Centre

Music Competitions including Generations in Jazz, Victorian Schools Music Festival

Community Events such as St. Andrew's Jazz Sunday

Speech Night

Carol Services

Assemblies

Chapel Services

Workshops with other schools

Combined events with Firbank, including International Tours

## **SCIENCE**

This course aims to develop our students' ability to think, question, communicate and apply themselves both within the context of the curriculum and the world around them. We foster a love of learning and a pursuit of excellence through the delivery of a creative and challenging curriculum which is responsive to the individual needs of each student.

The Science courses at Brighton Grammar School take advantage of the Australian Curriculum design. The strands of '*Science as an understanding*', '*Science as a human endeavour*' and '*Science inquiry skills*' are taught with an equal emphasis in contextual topics which are underpinned by the four main branches of Science: Biology, Chemistry, Physics and Earth Science.

Over Years 7 to 8, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They

use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

## **STEM**

During year 8, students will be involved in three 2-week STEM units. STEM is an acronym of Science, Technology, Engineering and Mathematics. These projects may include:

Learn the computer coding platform Scratch to develop a video game or animation of the Digestive System

Learn to solder electrical components to build a simple appliance

**Build a Rube Goldberg/Spaghetti Machine to investigate energy transformation**



# **OPERATIONAL**

## **ROLES OF STAFF**

### **THE HEAD OF THE MIDDLE SCHOOL**

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

### **DEPUTY HEAD OF MIDDLE SCHOOL**

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

Parents wishing to discuss any pastoral or academic matters, should feel free to contact the Deputy Head of Middle School.

### **HEADS OF HOUSE**

The Heads of House role is to oversee the general functioning of the Middle School programme. This includes the responsibility for the curriculum and its implementation, and the maintenance of high quality academic care and instruction for which the Middle School is renowned.

The Heads of House work closely with Deputy Head of Middle School and the Director of Teaching

& Learning, and regularly meet with the Head of the Middle School to review and develop learning and pastoral strategies.

## **THE MIDDLE SCHOOL CHAPLAIN**

The Middle School Chaplain is responsible for the spiritual development and pastoral care of boys, Staff and Parents, if they wish. The Chaplain teaches Philosophy, Ethics and Beliefs (PEB) to all boys, and conducts Chapel Services each week in St Andrew's Church, Brighton.

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

## **THE HOUSE TUTOR**

The House Tutor is responsible for the well-being and the overall development of the boys in his or her care. The House Tutors maintain an active interest in all activities undertaken by their boys, especially the core academic subjects of English, Mathematics, Humanities, Science, Information Technology, and LOTE.

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

## **SPECIALIST TEACHERS**

Boys have Specialist Teachers for Art, Chinese, Creative Design Technology, Drama, Japanese, Latin, French, Classroom Music and Choral, Science, Health and Physical Education and Religious Education. Specialist Teachers are specifically trained in these curriculum areas and work with House Tutors to ensure that their subject matter is closely integrated with current class studies.

The Learning Support Team 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 Head of Middle School, or by emailing them directly.

## **THE MIDDLE SCHOOL PSYCHOLOGIST**

The Middle School Psychologist is a key member of the MS Pastoral Team and works across all Year levels, providing support to students, parents and Staff members.

Within the Middle School, referrals to the Middle School Psychologist may be made by students, parents, House Tutors, Heads of House, Learning Support Team and the Deputy Head of the Middle School. Parent consent is often required before the Middle School Psychologist is able to provide ongoing direct assistance to a student in the Middle School.

The Middle School Psychologist is able to assist with the following areas:

## **LEARNING DIFFICULTIES / EXCEPTIONAL ABILITIES**

A comprehensive psycho-educational assessment may be undertaken at the request of the Learning Support Team. 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.

## **ASSEMBLY**

At the fortnightly Assemblies, selected staff deliver a themed key note address based on the topics central to the curriculum. Students participate in the presentations, awards are presented, and there is often some form of musical performance.

## **DROPPING OFF AND PICKING UP**

Parents are advised that there is limited street parking around the Middle School when dropping off boys. Boys may ride bicycles to School and 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.

## **RECORD BOOK AND THE LEARNING CURVE**

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

The Record Book must be signed by a parent each week and shown to the Homeroom Teacher when requested.

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

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.

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

# **POLICIES**

## **ACCEPTABLE USE OF COMPUTERS POLICY**

(For internet, network and computer access)

This policy is written to ensure that all boys have access to the latest technology in a way that keeps both themselves, their equipment and their online selves safe.

Boys must remember that when they use the Internet at BGS they are representing the School on a global network. Boys are responsible for good behavior on-line just as they are in classrooms or other areas of the School. This extends to respecting others and their devices at all times.

Boys must take steps to keep personal information and media off the internet and remain aware of the public and irreversible nature of data posted to the internet.

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. Boys are encouraged to keep this in mind when deciding what to use their computers for.

Laptops are provided for educational use and should only be used for the purposes instructed by teachers. This means playing games, installing software, streaming movies and the like are not permitted unless instructed by a teacher.

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.

The boys will sign Responsible Use Policy which agrees to specific behaviors relating to the above. Any incidents where this policy is not adhered to will be dealt with appropriately.

## **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](http://www.allergyfacts.org.au) is an informative site that parents are encouraged to access.

## **ANTI-BULLYING POLICY**

All members of the Brighton Grammar School community have the right to be in an environment free from fear, intimidation and harassment. All students have the right to feel safe and comfortable at school and to be treated with understanding and respect by others. Bullying in any of its forms will not be tolerated in our school community, and will be treated seriously.

Bullying is a form of abuse. Bullying is when someone repeatedly uses their power to hurt or intimidate others. Bullying can be verbal, physical, emotional, electronic or sexual. It may be planned, spontaneous or even unintentional. A copy of the full policy is available on the School Portal.

The key features of bullying are that it:

causes hurt and distress;

is repeated;

involves the use of power in an unfair way.

Pamphlets for Students and Parents on how the Middle School implements the Anti-Bullying Policy are available online, from Reception, or the Deputy Head of Middle School.

## **HAIR**

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. Boys who are issued with a Hair Infringement notice are requested to get a haircut within seven days.

### **Haircuts:**

1. At all times haircuts must be neat and reasonable.
2. Hair should not fall below the ears, eyes and collar. Boys must be clean shaven. Sideburns must not be grown more than halfway down the ear.
3. Hair must not be dyed.

## **FIRST AID**

The MS has a full time First Aid Coordinator and there is a First Aid room at reception. The role of the First Aid Officer is to care for the welfare and health of the boys. The boys know to go to the First Aid room if there is a problem, an incident or not feeling well. The First Aid Officer is easily contacted throughout the school and if it is of a serious nature (a head knock or they are not feeling well) the school will contact you immediately.

## **HOMEWORK POLICY**

Homework at Brighton Grammar School is defined as work set to be done outside of class time. At Middle School, all homework set will have a specific function and relationship to classroom outcomes.

Types of homework set

Project based work to support work being completed in the classroom

Completion of tasks from class time

Grade items

Preparation for classes

Reading

Location of homework descriptions and due dates

Homework items are posted to the class calendar through The Hub online learning management system.

Boys are to record homework descriptions and due dates in their Record Books for management of personal organisation.

Homework items that are to be submitted through The Hub will have a dropbox attached for boys to upload files to.

Left over work to be completed from class time is not required to appear on The Hub class calendar, however should be recorded in Record Books.

Expected time commitment

Year 7 and 8– 1 hour per week per subject

Subject homework guidelines:

Mathematics, English and LOTE –These subjects should be practiced 3-4 times a week for approximately 15 minutes each night

Science and Humanities – 1 hour each per week

CDT – 1 major homework task per unit

Classroom Music – Written and practical assignments throughout each unit

\*Note: it is recommended that boys spend 20-30 minutes per night reading in relation to any subject or interest in some capacity

### **Late submission policy:**

To ensure boys are accountable for their learning and are committed to the homework requirements at Brighton Grammar School, a late submission policy is in place in Middle School.

If required, boys must request, in writing (via email), an extension from their subject marking teacher one school day before the due date specified on The Hub calendar or by the teacher. If a boy has not formally requested an extension by the due date, the assessed work is considered late and penalties will apply.

Boys will lose 10% of their final mark per day that their work is late for up to two days (a maximum possible loss of 20%).

Work not submitted by 48 hours after the due date will be considered to be 'Not Submitted'. At this point the boy will receive a 0% for the task.

Late homework is also grounds for an academic demerit point in the merit/demerit behavior policy. 3 academic demerit points will result in a 45 minute Friday afternoon academic support session.

## HOLIDAYS

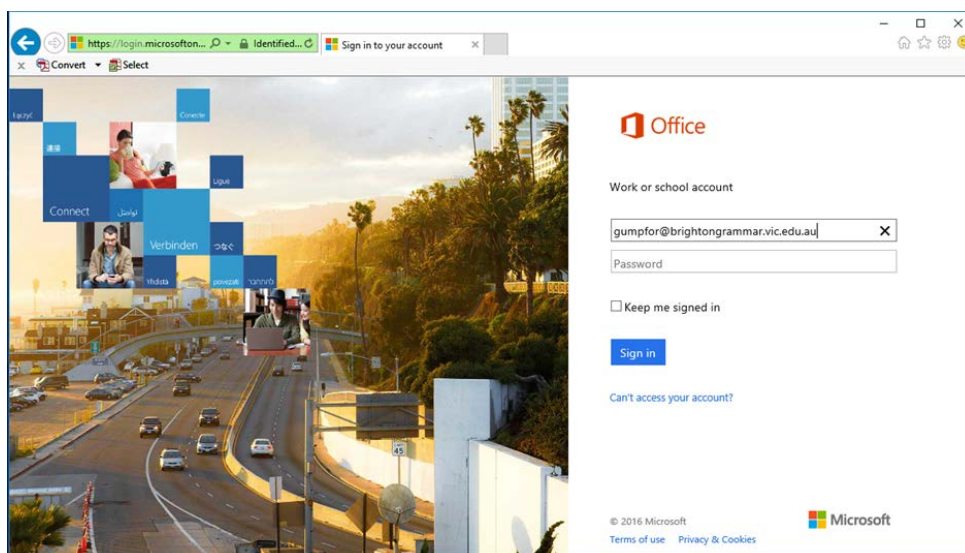
The School discourages boys from taking holidays during Term time. Whilst the School recognises that there will be occasions when it will be necessary for boys to be absent during the Term, (e.g. when parents travel overseas), parents are asked not to take family holidays in Term time. To take a boy 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 House Tutors and Teachers. Requests for additional holidays are to be made in writing to the Head of Middle School.

## How to access Office365 from any device

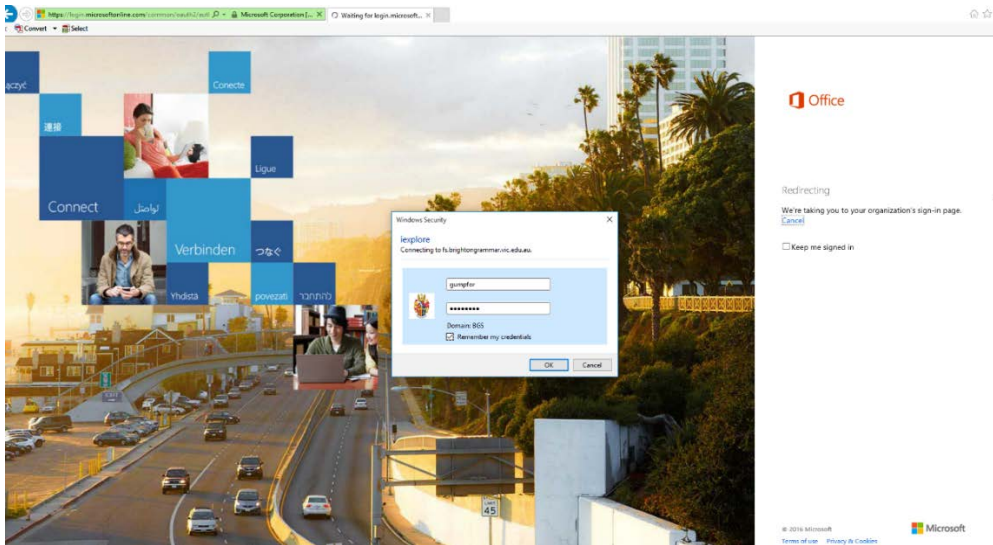
Staff & Students at Brighton Grammar have the ability to connect to Microsoft Office365 to access Word, PowerPoint, Excel, Outlook, OneNote and OneDrive from any device with an internet connection. No software installation is necessary as Office365 is an online version of Office. Our license arrangements with Microsoft allow access from a range of devices for anyone with a current "@brightongrammar.vic.edu.au" email account.

Open an Internet browser window (Internet Explorer, Chrome, Firefox, Mozilla, Safari etc) and navigate to <https://login.microsoftonline.com> to launch the Office 365 login page.

Use your Brighton Grammar email in the Work or School account field. You are not required to put in a password at this step. Click Sign In (or press enter).



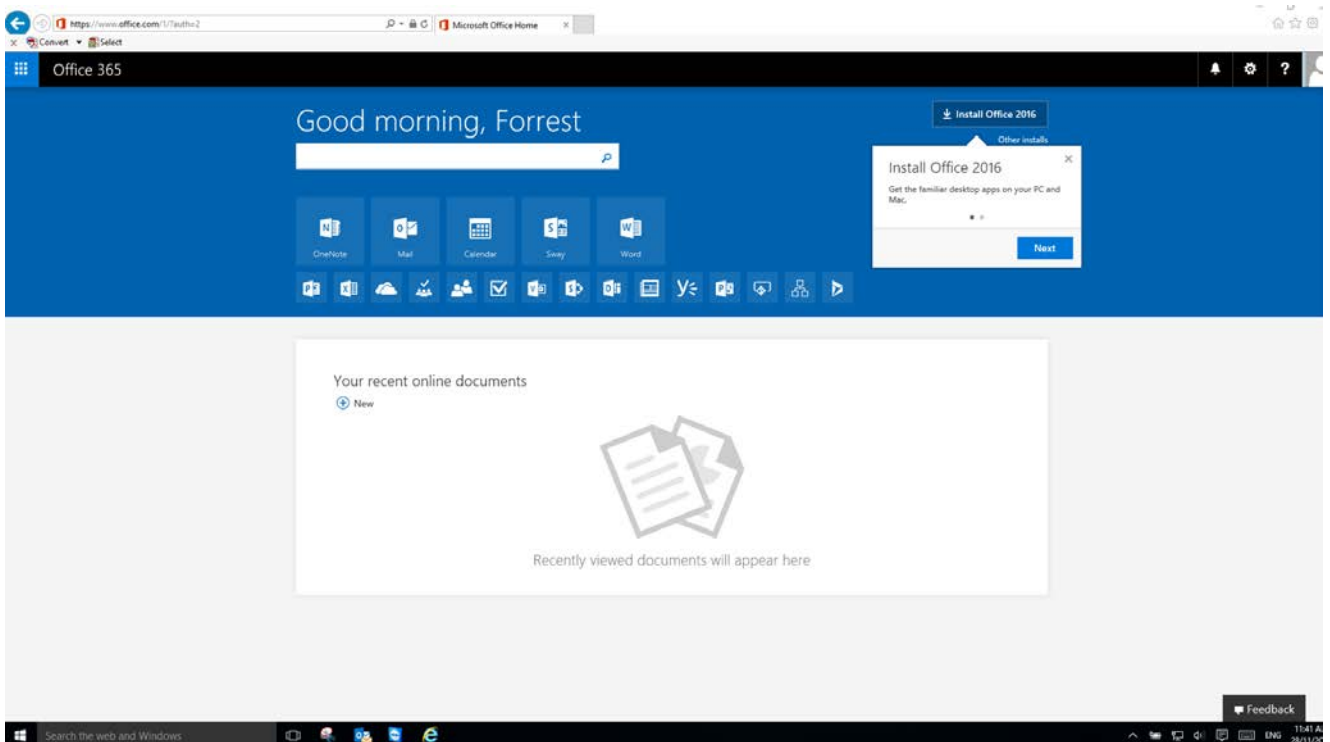
You will be prompted to enter your Brighton Grammar network USERNAME and PASSWORD:



You will now see the Office 365 portal page. From here you can access online all the Microsoft Office apps such as Word, Outlook, Excel, OneNote etc. as used at BGS. You can work on all data saved into OneDrive.

Optional:

Additionally, you may install a local copy of the Microsoft products via the download and install link.





Run the installation process and wait for it to complete. Once done, you will have a local copy of Office.



If staff require assistance, contact IT: [techsupport@brightongrammar.vic.edu.au](mailto:techsupport@brightongrammar.vic.edu.au) / 1300 784 774

If students require assistance they should attend the daily student tech support area during recess (middle school) or lunchtime (senior school).

## **STUDENT MOBILE PHONE AND ELECTRONIC DEVICE POLICY**

Mobile phones and electronic devices are a part of modern society and Brighton Grammar accepts that many boys will possess such devices. Smart phones can be a useful tool, especially where the issue of personal safety is concerned. However, teachers and boys have a right to teach and learn in an environment free from the negative impact that can be caused by electronic devices. It is also important that boys at this stage of their development are given boundaries and are supported as they learn how to control impulsive behaviour and their responsibilities as part of an online community.

The challenges these devices pose for the School include:

- interrupting lessons and disrupting the learning of others
- disrupting examinations and assessment tasks
- being used inappropriately on excursions and at other School-related events
- downloading and transferring of inappropriate material
- being used as a tool to bully, intimidate or harass other people
- potential theft of mobile phones and electronic devices
- devices with camera facilities presenting a real threat in terms of privacy and child protection
- devices possibly being used to contact outsiders who may enter the School illegally.

### **Definition**

This policy covers all digital and electronic devices that boys bring to school including but not limited to: electronic games, toys, MP3 players, iPods, digital cameras, smartphones/mobile phones, and smart watches.

### **Policy**

The following policy has been adopted at the Middle School:

- Mobile phones and electronic devices are to remain in allocated lockers and turned off whilst on the school premises. Phones can only be turned on once outside the School gates.
- When a mobile phone or electronic device is seen or heard during school hours by a member of staff, the device will be confiscated.
- Upon confiscation, the boy will be asked to:
  - turn off the device

- hand it to the member of staff
  - provide their name and House.
- The device will be taken to Middle School Reception where the receptionist will place the device in an envelope with the boy's name and form on it. The relevant Head of Year will be contacted, will pick up the device prior to the end of the school day and secure it in their office.
- The device will be returned at the end of the school day when the boy has discussed the School's policy and his breach of it with the relevant Head of Year. A record of each breach will be kept by the relevant Head of Year and a Demerit will be issued:
  - A Friday Support Session will be issued for three Demerits.
  - Further infringements will result in a parental meeting and a more serious sanction being applied.
- The School accepts no responsibility for any loss or damage to a boy's mobile phone or electronic device.
- During school hours (8am – 3.35pm) parents and boys should communicate via the School's phone system – Middle School Reception: 03 8591 2260:
  - Middle School Reception will pass on messages to boys as required.
  - Boys are able to make calls to their parents using the Middle School Reception phone with the permission of a staff member.
- If boys are involved in school-based activities outside of school hours, mobile phones may only be used with the permission of the staff member in charge.
- Mobile phones and electronic devices may be allowed on excursions and school trips at the discretion of the staff member in charge.

## **Sanctions**

- **Major Demerit:** For any boy who is found to be using his phone to play games or take photos/video of another boy during school hours without explicit permission (explicit permission may be given in appropriate situations, such as recording a scene for a particular assessment piece).
- **Internal Support Session:** For any boy who has uploaded an image or video of a BGS boy in BGS uniform that was taken on school grounds during school hours to a **social media site** i.e. a recording of a student in study club that is uploaded to Instagram, Facebook etc.
- Sanctions will also be given to a boy who comments or likes the post.

## **Brighton Grammar Middle School Plagiarism Policy**

### ***Purpose:***

Students should always submit their own authentic work and demonstrate their integrity in acknowledging ideas and information sourced from reference material.

### ***Students are expected to uphold the BGS values of integrity in their assessed coursework by:***

- 1) Acknowledging the work of others by referencing research appropriately
- 2) Seeking permission to use the artwork/images of others, where required
- 3) Ensuring that all course work submitted for assessment is the work of the student being assessed

4) Taking reasonable precautions to ensure that other students cannot copy or misuse their work

Acknowledging the work of others Meeting expectations for referencing research appropriately:

Students must provide a bibliography listing the books, articles, or websites used to source information for a particular assignment. Students are expected to express the ideas and information they have researched into their own words or use quoting conventions for work expressed in its original form.

Seeking permission to use artwork/images Seeking permission to use the artwork/images of others, where required:

Students using the images or art work of others should seek permission where appropriate and reference the artist or website where the image was obtained. This is not required for images that serve to embellish a submission or presentation but is required if the student work were to be placed in a public space or website. Images that serve to provide information in the form of data, graphs, charts etc. should be accompanied by a reference so that information can be verified for purposes of assessment.

Ensuring course work submitted is the work of the student being assessed:

Students should only submit work that has been authored by the student. It is considered to be a serious breach of conduct to submit work that has been copied from another student or author.

Take reasonable precautions to protect their work from being copied or misused by other students:

Students should not allow another student to copy their work. This is considered to be a serious breach of conduct.

### ***Consequences for breaching this policy:***

Misdemeanours in the form of a failure to reference ideas, information, and artwork/images from other authors where appropriate will be limited to a 'Satisfactory' result and the student will be provided with further education in referencing with integrity.

Work that is found to be largely copied directly from another student or author will be given 0% for the assessed item and a Friday detention. Parents will be contacted and the student will be expected to complete the assessment again in their own words.

Students who have allowed another student to copy their work will be given a Friday detention and their parents will be contacted. They will be given a 20% penalty to their own mark as a consequence for partaking in the plagiarism of assessed work.

## **SUMMER AND WINTER UNIFORM**

Boys are expected to wear the correct School uniform each day.

Boys must wear School uniform when attending School functions unless specifically instructed otherwise.

Boys wear winter uniform from the commencement of second term until the beginning of fourth term.

Badges, wrist bands, earrings and insignia of outside organisations are not to be worn with the School uniform.

Boys must wear the prescribed Brighton Grammar hat during Terms 1 and 4.