



BRIGHTON GRAMMAR

Junior School Handbook

Contents

1. Introduction	2
Foreword.....	2
Our Coat of Arms.....	3
Our School Motto	3
Our School Values.....	3
Our Mission Statement	3
School Directory	4
Junior School Staff 2021.....	5
Staff Roles.....	6
2. An A–Z of BGS	9
Absentee Line	9
Acceptable Use of Computers Policy	9
Anaphylaxis	10
Anti-bullying Policy	10
Assembly – Prep to Year 6.....	10
Assessment and Reporting.....	11
Birthday Parties	11
Communication	11
Discipline.....	11
Development Office.....	12
Dropping Off and Picking Up.....	12
Excursions and Visitors.....	12
Homework.....	12
House System.....	13
Leadership	14
Mobile Phones.....	14
Organisation	14
Out-of-Hours Program	15
Parental Involvement	17
Raising Boys	18
Record Book – Prep to Year 6	19
Sport.....	19
School Uniform	20
Tuckshop.....	20
3. Curriculum	21
Academic Curriculum Overview.....	21
Prep–Year 6 Overview	22

1. Introduction

Foreword

Welcome to the Junior School. I hope that this handbook assists you to understand and appreciate the education offered at Brighton Grammar School.

The Junior School provides boys from the Early Learning Centre to Year 6 with an education that is supportive, challenging and interesting.

Students 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.

Effective Learning

Our approach in the classroom is to provide each boy with the opportunity to fulfil his potential in a challenging and stimulating atmosphere. We encourage students to be proactive in their learning, by setting personal goals.

Students are equipped with the fundamentals of literacy and numeracy and, through our research-based Effective Learner Model, discover how to learn effectively.

By the time they have completed Year 6, our boys have the confidence and competence to approach their secondary studies eagerly.

Effective Thinking

Our curriculum enthuses boys to acquire essential knowledge and develop effective thinking, communication and organisational skills.

A key feature of our teaching is the development of boys' thinking strategies. Students learn to investigate and reason logically, to think creatively and critically, and to develop an understanding and appreciation of their environment.

From an early age, each boy is encouraged to express himself through opportunities in STEM, music, drama, sport and outdoor education.

Supportive environment

We value the safety, self-esteem and wellbeing of each boy. Mindfulness is practised daily, to develop each boy's emotional intelligence and resilience.

A positive school culture and a strong sense of community create an atmosphere of belonging. A single campus allows older boys to mentor younger students, in a buddy and coaching system that strengthens relationships between students and effectively eases the transition from Junior to Secondary School.

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. Boys, parents and staff are able to work together to ensure the optimum education for our boys. We aim to provide the boys with a purposeful, imaginative and enjoyable learning environment.

Please feel free to contact the School at any time if you have any concerns or require further information.



Peter Tellefson

Deputy Headmaster, Head of Junior School



Our Coat of Arms

The School received a Grant of Arms from the College of Heralds in 1960. The Coat of Arms illustrates three things about the School:

- A. That Brighton Grammar School was once Dr Crowther's School. The original badge consisted of the wings, the hand and the star, and is retained as the crest.
- B. That Brighton Grammar School was developed upon lands entrusted to the Church by Henry Dendy and his partner, J. B. Were. The scallops are from Dendy's coat of arms and the cross from Were's coat of arms.
- C. That the School is a Church school. The cross and the scallops are Christian emblems.

The School colours are well displayed, and the motto is retained upon the scroll.

Our School Motto

Meliora Sequamur is a phrase from Virgil, meaning: 'Let us keep on pursuing 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.

Our Mission Statement

We are a learning community passionate about developing, inspiring and guiding a boy on his journey to manhood.

School Directory

Headmaster

Ross Featherston

Deputy Headmaster, Head of Junior School

Peter Tellefson

Deputy Head of Junior School

Dean Bryan

Director of Junior School Teaching and Learning

Joanne Davies

Early Learning Centre Director

Amelia Barrow

Administration Coordinator

Lynn Bullock

Junior School Receptionist

Gillian Williams

Postal Address	90 Outer Crescent, Brighton, Vic. 3186	
Junior School Address	Grosvenor Street, Brighton, Vic. 3186	
Telephone Numbers	Junior School Reception	8591 2275
	BGS Reception (Secondary School)	8591 2200
	After-School Care (after 2.15pm)	8591 2288
	Development Office	8591 2271
	Old Brighton Grammarian's Society (OBGS)	8591 2272
Email	junior@brightongrammar.vic.edu.au	
Website	www.brightongrammar.vic.edu.au	
Office Hours	8.00am–4.00pm Monday–Friday	
Uniform Shop	8591 2289	
International Parents' Group	Maggie Lynch (0425 786 683)	

Junior School Staff 2022

Specialist Responsibilities

Deputy Headmaster, Head of the Junior School	Peter Tellefson
Deputy Head of Junior School	Dean Bryan
Director of Teaching and Learning	Joanne Davies
Early Learning Centre Director	Amelia Barrow
Administration Coordinator	Lynn Bullock
Junior School Receptionist	Gillian Williams
Lower Primary Coordinator	Alison Main
Middle Primary Coordinator	Paul Gurry
Upper Primary Coordinator	Luke Fensling
Coordinator Junior School Music	Hayley Blakiston
Learning Support Coordinator	David Eggleston
Coordinator of Student Growth & Wellbeing	Monica Le Couteur
Literacy Coordinator	Zoe Picton
Numeracy Coordinator	Brent Brickhill
Sports Coordinator	Glenn Garland
House Sports Coordinator	Rebekah Ashcroft
Library/eLearning Coordinator	Laura Hall
Counsellor	Olivia Tims
Chaplain	Chester Lord
Art	Amanda Foulds
Chinese	Linda Chen (Years 5–6)
Drama	Claire Clarke
Design and Technology	Bill Gibney
French	Philippa Corden (Years 3–4)
Japanese	Yoko Sainsbery (P–Year 2)
Head of Outdoor Education (Acting)	Robert Ogilvie
Religious Studies	Chester Lord
Science	Steve Lewis
Music Coordinator / Choir	Hayley Blakiston
Class Music	Jared Furtado (Year 6)
	Hayley Blakiston (Years 2, 5)
	Katherine Goosey (P, Years 1, 3, 4)
Health and Physical Education	Glenn Garland
	Rebekah Ashcroft
Learning Support	David Eggleston
	Jane Lowe
	Joanne Davies
	Cat Rossiter
	Sarah Straford
Student Health Officer	Cerry O'Hara

Staff Roles

Deputy Headmaster, Head of Junior School

The Junior School is under the immediate supervision of the Deputy Headmaster, Head of the Junior School, who is directly responsible to the Headmaster. The Deputy Headmaster, 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 Deputy Headmaster, Head of the Junior School maintains close links with the boys in his charge. Parents are welcome to make appointments to see the Deputy Headmaster, Head of the Junior School to discuss their son's progress although problems or concerns should be discussed with the Homeroom Teacher/Level Coordinator in the first instance.

Deputy Head of Junior School

The Deputy Head of Junior School deputises for the Deputy Headmaster, Head of the Junior School in his absence. Although there are certain managerial tasks allocated to the Deputy Head, his main role is to provide leadership in the daily life of the Junior School, to maintain a healthy, secure and industrious environment. The Deputy Head 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 of Junior School.

Director of Teaching and Learning

The Director of Teaching and Learning's role is to provide leadership for the development and implementation of the Junior School's curriculum and pedagogy from Prep to Year 6 with reference to the latest research and development in Teaching and 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 and Learning's role. The planning and chairing of Teaching and Learning focus sessions, coordination of professional learning teams, and coordination of professional development in the Junior School are pivotal to the curriculum continuing to move forward.

Year Level Coordinators

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

The Year Level Coordinators work closely with the Deputy Head of Junior School and the Director of Teaching and Learning and meet regularly 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, as well as 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 to 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 wellbeing and the overall development of the boys in his or her care. The core academic subjects of English, Mathematics and Humanities are taught by the Homeroom Teacher, who also maintains an active interest in all activities undertaken by the boys in their class.

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 wellbeing.

The Specialist Teacher

Boys have Specialist Teachers for Art, Classroom/Instrumental Music, Chinese (Years 5 and 6), Choral, Drama, Design & Technology, eLearning, French (Years 3 and 4), Japanese (P-2), Health and Physical Education, Religious Studies and Science. Specialist Teachers are trained specifically 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 the boys.

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, the Homeroom Teacher, the Year Level Coordinator, the Learning Support Coordinator or the Head of the Junior School. Parent consent is required before the School Counsellor can provide ongoing direct assistance to a student in the Junior School.

As a registered psychologist, the School Counsellor can assist with the following areas of concern:

Learning difficulties / Exceptional abilities

Comprehensive psycho-educational assessment may be undertaken in consultation with the Learning Support Coordinator. 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 and disruption.

Social skills development

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

Behavioural difficulties

The School Counsellor can help develop strategies for managing difficult behaviour in the classroom and/or at home.

2. An A–Z of BGS

Absentees

Please use the BGS App to notify the School of your son's absence, late arrival or early departure from school.

Acceptable Use of Computers Policy

(For internet, network and computer access)

The School believes that a boy's 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 the use of media such as the internet and other electronic information storage and retrieval technologies, which are used in the Teaching and Learning programs alongside the development of appropriate analysis and evaluation skills.

Boys

Boys must remember that when they use the internet at BGS, they are 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 online just as they are in classrooms and 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 are 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 their sons. The School expects that they will support the policies developed by the School to govern boys' access.

Families are responsible for guiding their son's internet use in the same way that they guide his use of other 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 offer an unsophisticated level of protection and cannot 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.

It is possible that, while conducting legitimate searches, boys may access offensive or undesirable material. 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.

Online Responsibilities

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

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

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

Boys must guarantee not to participate in 'chat' sessions, not to download executable files (programs), not to copy executable files onto any School computer or network without the permission of the System Administrator and not to perform any act that 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, within an atmosphere in which each boy feels secure cared for. The Anti-Bullying Policy, published in the Record Book is an integral part of this aim.

Bullying is considered to be a deliberate action, 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 at BGS.

Physical bullying: fighting, hitting, kicking, invasion of people's personal space or damaging other people's possessions.

Verbal bullying: name calling, name calling based on race, threatening language, verbal 'put-downs' or spreading malicious rumours.

Visual bullying: circulating offensive notes, offensive graffiti, offensive signs or 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.

Electronic bullying: Offensive text messages or emails (MSN); putting offensive material on the Internet.

Boys are alerted to the School's Anti-Bullying Policy and participate in social problem programs that provide them with strategies to identify and eradicate such anti-social behaviour.

Assembly – Prep to Year 6

The Junior School's weekly assembly, held each Friday at 12.30pm in the GB Robertson Hall. Assemblies generally consist of class presentations, awards presentations and a musical performance. End of Term Assembly is at 11.20am.

Assessment and Reporting

Parents receive four written reports per year for all boys from Prep to Year 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's NAPLAN Testing program in Term 2 and parents are issued with a NAPLAN report later in the year.

Parent/Teacher Discussions are held four times per year for boys in Prep to Year 6 and twice per year for boys in ELC. 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.

Communication

The Junior School values informed communication with parents through various channels. The eNews is published weekly. For day-to-day operational matters, we use the BGS app. The app will automatically be added to your son(s) classes and will receive information regarding his grades and reporting. You will also automatically receive notices relevant to his Year level. You will need to subscribe to all co-curricular activities that your son takes part in for Music and Sport.

Schoolbox is our electronic learning management and communication system and supports the boys' daily routine at school and home. For each Year Level, there are overviews of work for each term.

Early in Term 1, Parent Information Sessions are conducted by all class teachers from Prep to Year 6. Four Parent/Teacher Discussions are held during the year (see Assessment and Reporting above). The Junior Parents' Group hosts parent/staff social evenings and the Junior Parents' Group Class Representatives organise various class-level social functions throughout the year.

All parents also receive the annual School publication, *The Brighton Grammar Grammarian*, and the School's biannual community magazine, *Meliora Sequamur*.

Discipline

The most effective form of discipline is self-discipline.

All boys are issued with the School Record Book, which includes a section that outlines their rights and responsibilities, and guidelines for what is regarded as acceptable behaviour.

Every boy in Junior School has the right to feel secure and to be respected. Boys are taught to care for themselves and their classmates and to accept responsibility for helping to make the School a happy, caring and secure place for everyone.

Bullying, dangerous behaviour, swearing and interference with others' property or their ability to learn are unacceptable; boys are encouraged and expected to be kind and tolerant, to speak politely, to express their gratitude, and to 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. 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, suspension from school.

Staff approach discipline in a positive, proactive way, and aim to guide the boys in the development of self-discipline. Boys will make mistakes and at times act in antisocial ways. It is the School's role to teach the boys to learn from their mistakes and to respect the rights of all members of the Junior School community.

Development Office

The Development Office (located in Rosstrevor, on the corner of Outer and Allee Streets), manages a range of activities including fundraising, marketing, media relations, merchandising sales, production of *Meliora Sequamur*, and the Old Brighton Grammarians' Society. The Development Office houses a diverse range of memorabilia and welcomes donations of additional materials or old uniforms.

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 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, scooters or skateboards to School but helmets must be worn.

Parents are asked to observe parking and traffic regulations respectfully and to be mindful of the rights of our neighbours in the vicinity.

Excursions and Visitors

During the year, all boys are given the opportunity to take part in excursions and host visits from parents, friends of the School and educational organisations. In the past, boys have benefited from visits to places including the Immigration Museum, the Melbourne Concert Hall, the Chinese Museum, the National Gallery of Victoria, the Eureka Skydeck, the Melbourne Zoo, Sovereign Hill, the Melbourne Aquarium, Scienceworks Museum, the RAAF and Point Cook. The Junior School regularly hosts visits from the Meerkat productions, Opera Australia, dance workshops and other various incursions. Parents and friends are most welcome to visit classrooms to share their expertise, knowledge or interests.

For all excursions, parents must give permission via Consent2Go before the excursion. Parents are often welcome to attend excursions.

Homework

Boys are given homework to reinforce learning that takes place in the classroom. Homework also helps teachers to monitor boys' understanding of classwork and assists boys to develop age-appropriate organisational skills.

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

Reading and homework expectations are as follows:

	Reading	Set homework
Prep	15 min	--
Year 1	15 min	15 min
Year 2	15 min	15 min
Year 3	20 min	20 min
Year 4	20 min	20 min
Year 5	30 min	30 min
Year 6	30 min	30 min

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

House System

From Prep, boys are assigned to one of six Houses: Armstrong (white), Crowther (yellow), Dixon (blue), Hancock (green), Rofe (purple) or School (red).

To maintain House tradition, boys are placed in the same House as their brother or father. Boys represent their 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 Origins of Our Houses

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

Crowther House – Dr George Henry Crowther was the founder and first Headmaster from 1882 until 1911. Dr Crowther came to Australia with his English parents from Jamaica at the beginning of the Gold Rush. In February 1882, he opened Brighton Grammar School in a two-storey building in New Street, not far from Wellington Street.

Dixon House – Mr Herbert 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. Thanks to his enthusiasm and untiring efforts, Brighton Grammar was bought from the Crowther family and the Brighton Grammar School Association was 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 – Mr Robert Rofe was Headmaster from 1967 to 1995. During his headmastership, Borwick House and the Mabel Fairweather Buildings were purchased, and the Robert Sanderson Centenary Hall, Rosstrevor Hall, the Robert L. Rofe Creative Arts Building, the 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. Boys are given many opportunities 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 elected or appointed to other positions of leadership, House Captains, Senior Chapel Server and Chapel Readers and Servers. Other important areas of responsibility are: Class Monitors; Leaders of the Concert Band and the String Orchestra; Library, Mindfulness, Music, Science, Sport and Technology Monitors.

Upper Primary classes engage in a weekly Buddy Program with ELC and Lower Primary classes. In this program, the older boys work with their younger partners in a variety of activities that develop the organisational, communication and leadership skills of the older boys. This provides invaluable opportunities for the older boys to develop responsibility and care for the younger students.

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

Mobile Phones/Apple Watches

Many students possess a mobile phone/Apple watch, which can be extremely useful when they are walking or riding to school, or travelling by public transport.

While at School, boys are to have their mobile/Apple watch switched off. Phones are to be placed securely in their school bag. Phones/Apple watches will be confiscated if they are used during the school day.

Organisation

2022 Term Dates

Term 1:

Monday 31 January – Friday 8 April

Labour Day: Monday 14 March

Term 2:

Tuesday 26 April – Friday 24 June

Queen's Birthday: Monday 13 June

Term 3:

Wednesday 20 July – Friday 16 September

Mid-Term break: Monday 22 August

Term 4:

Tuesday 4 October – Thursday 8 December

Mid Term Break: Monday 31 October

Melbourne Cup Holiday: Tuesday 1 November

School Times

Early Learning Centre:

ELC3: 9.00am–2.30pm

ELC4: 8.45am – 2.45pm

ELC Long Day Care: 7.30am–6.00pm

Prep to Year 6: 8.30am–3.20pm

(Note: Prep class times are modified for a time early in the year.)

Punctuality

All boys in Prep to Year 6 must arrive at School before 8.30am 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 to other members of the class.

Prep to Year 6 boys are supervised in the playground from 8.10am.

Boys arriving before 8.10am are required to attend the Before-School Care Program, which commences at 7.30am. Boys arriving between 8.10 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 or grounds unsupervised by parents.

Holidays

The School discourages boys from taking holidays during term time. The School recognises that there will be occasions when it will be necessary for boys to be absent during the term, but parents are asked not to take family holidays during term time, as this not only disrupts and devalues a boy's learning, but is also 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

Share Community Education

Brighton Grammar School's Share Community Campus offers a diverse and popular range of after-school, evening, weekend and holiday courses for children and adults. Further details and enrolment forms can be obtained via the Share Community Campus website: www.share.vic.edu.au.

General queries regarding Share Community Campus can be directed via email to [Michele Lyons](mailto:Michele.Lyons@brighton.vic.edu.au) or phone 8591 2232.

Holiday Programs

Share Community Campus provides holiday programs and activities during all holiday periods except the first two weeks of January. The Share Community Campus website provides further details, including enrolment forms, for all holiday programs and activities.

BGS+

BGS+ offers a range of innovative extra-curricular programs for children to develop their skills and interests, take on new challenges and follow their passions whatever they may be. Choose from a growing variety of programs for your son to do and be more at BGS through our *BGS+* programs including Invicta, Tennis, Swimming, Soccer, Sailing and the Annandale Gym. [Read here](#) for further details.

Before- and After-School Care

Before-School Care – 7.30am – 8.00am

The Before-School Care Program is managed internally by BGS staff. Boys will be directed out onto the playground when it is supervised from 8.00am.

After-School Care 3.20pm – 6.00pm

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.

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, including two main parent groups: the Junior School Parents' Group and the International Parents' Support Group.

The Junior School Parents' Group

The Junior School Parents' Group provides a focus for parental involvement in the life of the School. It organises a variety of functions that raise funds for the Junior School. Whenever assistance is sought, be it for class sausage sizzles or morning teas, or 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 parents (particularly non-English speaking) integrate into the School, its culture and the wider community. The International Parents' Support Group organises many functions during the year to assist international parents 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. 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 Father's and Son's Breakfast, the Years 3 to 6 Father and Son Evening, the Year 4 Young Warriors Camp and other such events organised during the year. Fathers are also encouraged to visit their son's class during the year to assist with class activities.

Parent Participation

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

Brighton Grammar School policy requires parents who wish to assist or participate in any class activity or program to hold a current Working with Children Check. Application forms are available online. 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 end-of-term assemblies, inter-school 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

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 night and shown to the Homeroom Teacher each day.

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

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

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

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

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

ELC to Year 6 boys are involved in a comprehensive Physical Education program. This program is an integral part of the School's curriculum, with boys being given the opportunity to improve skills relative to their own level of development.

House Sport

Boys compete in various House sports – athletics, cross-country running, swimming and tabloid sports – at various times during the year.

Inter-School Sport

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

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

After-School Sport

All boys in Years 5 and 6 participate in After-School sports training on Mondays (3.30–4.45pm).

Swimming

In Term 4, boys from Prep to Year 2 participate in an intensive swimming program. This program develops water confidence, water safety and the fundamentals of stroke technique. Boys in Years 3 to 6 participate in a swimming program through PE classes and Year 3/4 Sport.

School Uniform

Boys are expected to wear the correct (summer or winter) School uniform each day. Winter uniform must be worn from the start of Term 2 until the end of Term 3.

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

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 broad-brimmed hat during Terms 1 and 4.

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.

Second hand Uniform

BGS is conscious of the need to provide an efficient process for families to be able to buy and sell their uniforms.

We are very pleased to let you know of the school's new initiative to provide parents with the ability to trade second-hand items via the Sustainable School Shop website. www.sustainableschoolshop.com.au

Hair

Boys' hair must be neat, clean and well-maintained at all times. It must be of reasonable length (eg. short back and sides). Hair must not fall below the bottom of the collar, or over the eyes. It should be blended, without significant contrasts in lengths. No haircuts should be below blade 3 and hair must be natural in colour. No extreme haircuts/hairstyles will be acceptable.

Boys not compliant with the guidelines may be sent home until haircut/hairstyle is deemed acceptable. This aligns with expectations across the School.

Tuckshop

The Tuckshop is organised and staffed by Pinwheel & Co. Orders must be placed online via the Flexischool website (<http://www.flexischools.com.au>) by 8.30am each day, and are delivered to the classroom. The Tuckshop menu reflects the Junior School's healthy eating focus.

3. Curriculum

Academic Curriculum Overview

The Junior School curriculum and its delivery are designed specifically to meet the particular learning styles and needs of boys. In the main, boys are visual, kinaesthetic learners 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 and 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 cooperative 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 Victorian Curriculum Learning guidelines (see (victoriancurriculum.vcaa.vic.edu.au), Australian Assessment and Reporting Authority (ACARA) and through the Victorian Curriculum and Assessment Authority (VCAA):

Learning Areas

English

Health and Physical Education

Humanities – History, Geography, Economics, Civics and Citizenship

Languages Other Than English – Japanese, French and Chinese

Mathematics

Science

Technologies – Design & Technology and Digital Technology

The Arts – Music, Dance, Drama and Visual Art

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 staff work closely with Homeroom 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 programs 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 from 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 or individual learning support lessons. Each boy's particular needs will determine the 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 while supporting the differentiated curriculum. A variety of enriching opportunities are made available, such as role play to practise speaking and listening, the use of ABC Reading Eggs to develop reading strategies, and coding.

Prep–Year 6 Overview

English

Our English program follows the Victorian Curriculum guidelines, which state that the study of English is central to the learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate with and build relationships with others and 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 Australians' future.

The aim of the English program is 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 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 the Victorian Curriculum guidelines, which state that the study of mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built. Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. 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.

The aim of the Mathematics program is to ensure that students:

- are confident, creative users and communicators of mathematics
- can investigate, represent and interpret situations in their personal and lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes
- 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.

Teachers use concrete materials and visual stimulus to support boys' learning in all areas of the curriculum and regularly provide opportunities to enrich and extend their learning through school experiences.

Humanities Integrated Unit of Study

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

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 unit 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.

Specialists

In Prep to Year 6, all boys experience:

- Buddies
- Design and Technology unit of study
- Science unit of study
- Health and Physical Education
- Languages Other than English (Japanese, French and Chinese)
- Outdoor Education
- Religious Studies and Worship
- Social and Emotional Intelligence
- The Arts: Visual Arts, Performing Arts (Dance and Drama), Media Arts and Music
- Thinking Skills

Science

A Science unit of study is taught over one 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.

Design and Technology

A key component of our curriculum is the Design and Technology unit of study. We know that in the main, boys are visual, kinaesthetic learners, 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 Bill Gibney and supported by their Homeroom Teacher, all boys experience a five-week Design and Technology project that involves planning, designing and making a final product. The pinnacle of this program is the Billy Cart Project in Year 6, which culminates in a very exciting race for the coveted Billy Cart Cup.

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, it intends 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 program 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 boys' development 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 untuned 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' and Special Friends' Day
- Music competitions
- Special assemblies
- Lower Primary Christmas Pageant
- Year 6 Musical

Languages Other Than English (LOTE) – Japanese/French/Chinese

LOTE offered at Brighton Grammar Junior School is Japanese (Prep – 2), French (Year 3 – 4) and Chinese (Year 5 and 6).

These languages are taught against a cultural backdrop where emphasis is placed on learning about Japanese/French/Chinese society and its culture, adding impetus to language development.

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

Health and Physical Education

The aim of Health and 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 coordination through a program that 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 coordination 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.

The Invicta space builds on the Perceptual Motor Skills program (ELC – Year 2) and floor gymnastics program (Years 3 – 6) embedded in the Junior School curriculum. It helps to improve the boys' general fitness levels, upper body and core strength. The space provides an opportunity for our boys to physically engage in a variety of obstacle courses, climbing walls, parkour and trampolines.

APS sport (interschool) is held every Wednesday afternoon for Year 5 and 6 boys.

Outdoor Education

The BGS Outdoor Education program commences in Prep and Year 1 with a field trip; Year 2 (Shoreham) experiences an off-site sleepover for one night. Boys in Year 3 (Healesville) and Year 4 (Anglesea) attend an annual three-day journey. The Year 5 boys (four days) attend Camp in Howqua and the Year 6 boys (five days) have an expedition to the Gippsland Lakes and camp at Coolamatong.

During Outdoor Education journeys, the boys are given an awareness and appreciation of local flora and fauna, and bush survival skills. The boys enjoy the experience of living 'under canvas', daily hikes, bush studies, daily chores, and the responsibility of looking after themselves and their classmates.

Religious Studies and Worship

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

Each week 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 the Junior School Choirs provides an anthem.

Drama

The boys in the Junior School engage in one Semester of Drama during their school year. There are four main disciplines that are taught across all age groups. These offer the boys opportunities to develop the following skills:

- Explore and express ideas
- Explore Drama practices
- Present and perform
- Respond and interpret

The curriculum is planned and delivered in a progressive way so that all boys from Prep to Year 6 can revisit, refine and reflect upon a range of dramatic experiences to develop an understanding of elements of drama, dramatic vocabulary and extend their creative confidence. They also develop their ability to work with others inclusively and respectfully. Drama at Brighton Grammar teaches the boys about dramatic narratives and forms of expression from different historical and cultural perspectives. We acknowledge the importance and purpose of drama in First Nations Culture and this is embedded in the program. The boys can explore the use of voice, gesture, expressive movement and emotional vocabulary as they develop an understanding of space, roles and relationships in a dynamic, fun and creative educational environment.

Growth and Wellbeing

Wellbeing is fundamental to successful learning. Students who are happy, confident, respectful and who 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: encouraging Positivity, building Relationships, facilitating Outcomes and a sense of competence, focusing on Strengths, fostering a sense of Purpose, enhancing Engagement and teaching Resilience.

Research indicates that the practice 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', during which everyone has the opportunity to stop, focus their mind and channel their energy into learning.

We have a well-established Buddy program, involving 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. All year levels have a buddy class except for Year 3 boys, who are in training to become buddy leaders in the following year.