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Welcome to Great Southern Grammar, where wide-open spaces equal wide-open futures.

Our campus is as expansive as our curriculum. Situated on 144 acres adjoining Oyster Harbour in Albany, we offer your child everything from science to SCUBA diving, maths to maritime studies, and history to horse riding. It is this richness of learning, and breadth of experiences that allows your child to uncover their strengths and passions.

We believe in giving girls and boys from Kindergarten to Year Twelve a world of opportunity in a supportive, country setting.

At Great Southern Grammar, we give your child the room to flourish.

This handbook contains information relevant to your child. For further information, please contact your Head of Sub School.

Thank you for entrusting your child’s education to Great Southern Grammar.

Mr Mark Sawle | Principal

I join Mr Sawle in welcoming you to Great Southern Grammar.

The role of the Deputy Principal at GSG is to oversee the day-to-day operations of the School K-12; develop processes and procedures for effective communication; coordinate daily events; and to attend to issues relating to duty of care.

The Deputy Principal manages the school calendar, maintains standards and ensures that learning outcomes are being met. I chair the Pastoral Committee K-12, the Occupational Health and Safety Committee and am the member of Executive overseeing Boarding and ICT.

Thank you for choosing Great Southern Grammar as your child’s place of learning.

Mr Richard Baird | Deputy Principal
CONTACTS

Reception    reception@gsg.wa.edu.au     9844 0300
Absentees   absentees@gsg.wa.edu.au     9844 0300
Principal    Mr Mark Sawle             9844 0300
Principal’s Personal Assistant  Mrs Belinda Van Helden    9844 0300
Deputy Principal   Mr Richard Baird     9844 0300
Business Manager  Mr Andrew Orr        9844 0300
Head of Senior School  Mr Mark Bonnin    9844 0309
Head of Middle School  Mr Adam Scott    9844 0350
Acting Head of Junior School  Mr Craig Emberson     9844 0363
Acting Assistant Head of Junior School  Mr Paul Osborne     9844 0504
Junior School Sport Coordinator  Mr Stephen Berryman     9844 0300
Junior School Curriculum Coordinator  Mrs Louise Ireland     9844 0300
Early Childhood Centre Coordinator  Ms Claire Hard        9844 0300
Head of Boarding  Mr Peter Colgate       9844 0300
Assistant Head of Boarding  9844 0476
Director of Community Relations  Ms Claire Hanson         9844 0475
Director of Teaching and Learning  Mrs Emma Franklin    9844 0300
Registrar    Mrs Julia Bairstow         9844 0307
Director of Sport  Mr Nathan Symonds    9844 0300
Director of Music  Ms Emma Luxton            9844 0300
Learning Support Coordinator  Mrs Louise Ireland         9844 0300
Chaplain  Reverend Rodney Marsh         9844 0300
School Counsellor    Mrs Sheryl Moncur     9844 0300
VET/Careers Coordinator  Ms Renae O’Donnell       9844 0300
School Nurse    Mrs Jennifer Grace        9844 0319
Uniform Shop Manager  Mrs Tristine Smargiassi     9844 0311
Student Services  Senior School: Mrs Nyree Mackenzie   9844 0309
CONTACTS

Middle School: Miss Claire St Jack                  9844 0350
Junior School                                           9844 0314
Music Administration: Mrs Peta Spinks                9844 0327
Sport Administration: Mrs Wendy Wheeler               9844 0375

Heads of House
Baudin: Mr Ross Barnett                                  9844 0359
Camfield: Ms Elinor Couper                                9844 0391
Mokare: Mrs Meredith Wright                               9844 0460
Wilson: Mr Gavin Riches                                    9844 0419

Heads of Year Group
Year Seven: Mrs Alexis Stone                             9844 0462
Year Eight: Mrs Atsuko Kagi                                9844 0355
Year Nine: Mr Brett Tompkin                               9844 0418

Heads of Learning Area
English: Ms Penny Leiper                                   9844 0407
Mathematics: Mrs Gayle Britten                              9844 0403
S&E: Mr William Dwyer                                       9844 0410
Science: Mr Darren Hughes                                   9844 0343
Physical Education                                           9844 0375
The Arts: Ms Emma Luxton                                      9844 0327
LOTE: Mrs Atsuko Kagi                                         9844 0355

Residential Houses
Anchorage: Mr Peter and Mrs Jenny Colgate                  9844 0321
Endeavour: Mrs Lee-Anne and Mr Steven Button               9844 0331
Michaelmas: Mrs Karen and Mr Leigh Orr                      9844 0389
Eclipse                                                        9844 0476
Breaksea: Mr Neil and Mrs Angela Ferreira                  9844 0421
Integrity | Respect | Tolerance | Compassion

Great Southern Grammar aims to provide a safe, secure and positive environment in which students can develop the knowledge, skills, self-confidence and maturity to respect and care for themselves and others.

The School aims to establish a community in which individual differences are understood, accepted and appreciated. It is the responsibility of all students and staff to support this aim and to demonstrate respect for others.

Nine values for Australian Schooling have been recognised as common values to be promoted in all schools. These are:

1. **Care and Compassion.** Care for oneself and others.
2. **Doing Your Best.** Seek to accomplish something worthy and admirable, try hard, and pursue excellence.
3. **Fair Go.** Pursue and protect the common good where all people are treated fairly for a just society.
4. **Freedom.** Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.
5. **Honesty and Trustworthiness.** Be honest and sincere, and seek the truth.
6. **Integrity.** Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
7. **Respect.** Treat others with consideration and regard, respect another person’s point of view.
8. **Responsibility.** Be accountable for one’s own actions, resolve difference in constructive, non-violent and peaceful ways, contribute to society and to civic life and take care of the environment.
9. **Understanding, Tolerance and Inclusion.** Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

These values are translated in a safe and supportive environment into behaviours and attitudes that nurture each student’s unique potential.

GSG embraces a whole-school approach, incorporating the School community, classroom teaching and learning, and School policies and programmes to promote students’ self-knowledge, empowerment, responsibility and wellbeing.
Commitment to abide by GSG’s Code of Behaviour is a condition of enrolment. The Code of Behaviour includes statements of students’ rights and responsibilities.

**Rights**

Students have the right to:

- Be treated with respect and dignity
- Work in a safe and positive learning environment
- Reach their potential in all areas of school life
- Voice concerns and be heard
- Benefit from the unique physical and cultural environment of the School
- Have their property respected
- Feel valued as a member of the school community

**Responsibilities**

Students have a responsibility to:

- Treat others with respect and dignity
- Contribute to a safe and positive learning environment
- Strive with commitment to achieve their potential
- Consider respectfully the opinions of others
- Show respect and care for the physical and cultural environment of the School
- Respect their own property and that of others
- Honour the values of the school community

**Breaches of the Code of Behaviour**

Breaches of the Code of Behaviour will be dealt with by relevant personnel using strategies appropriate to the individual circumstances and nature of the breach.

School discipline practices reflect:

- Compassionate understanding of the individual’s situation
- Consistency and fairness
- Importance of parental contact
- Clear, reasonable and relevant consequences
- An assertive management style
- Aspects, where relevant, of restorative justice practices and mediation

Responses to breaches may include:

- Community service
- Detention
- Written or verbal apology
- Replacement of damaged property
- Reinforcement of expected standards of behaviour
- Ongoing monitoring of behaviour
- Counselling
- Suspension
- Exclusion
Communication: Guidelines And Expectations

Communication with parents on a whole school basis occurs primarily through the school website and the school e-newsletter, The Anchor. The Anchor is available on the school website and is distributed each week of term via email. Letters to parents are sent home via email, however, at times a reminder note from your child’s teacher may be placed in the student diary.

Communication with teaching and administration staff is important and encouraged. Good communication is the result of parents, staff and students working together in partnership. Communication should be respectful, honest and courteous, with everyone listening to, and empathising with, each other.

The following communication methods are recommended for different purposes:

- The student diary is used for requests or information of a day-to-day manner. It is not appropriate for resolving serious or sensitive issues.
- Telephone is appropriate for immediate or urgent concerns.
- Email is suitable for routine information or clarification. It is not an appropriate forum for resolving serious or sensitive issues.
- Interviews should be organised for extended discussions to resolve concerns.
- Please be aware that before school is not a suitable time to have an impromptu interview as teachers are busy preparing for the day ahead. A mutually convenient time should be planned for such meetings.
- If an interaction between a staff member and parent deteriorates to include rude, inappropriate, intimidating, threatening or bullying behaviour, the staff member will terminate the interview. The matter will then be referred to the Head of Junior School and other members of the School’s Executive Team as required.

Parent-Teacher Interviews

Parents have an opportunity to meet with their child’s teacher on two occasions, for different purposes.

1. Early in Term Two after the Interim Report has been sent home to discuss how well the child has transitioned to their new class and school; and
2. Early in Term Three after the Semester One report has been sent home to discuss the child’s academic progress.

At various times, however, staff or parents may request an interview to discuss concerns that may be academic or pastoral in nature. Please be considerate of the time constraints under which teachers operate and ensure demands on a teacher’s time are reasonable. Staff members are willing to promote excellent communication and partnership with parents, and they expect consideration and respect from parents.
WELCOME TO JUNIOR SCHOOL AT GSG

I extend a warm welcome to all families of Great Southern Grammar.

A child’s primary education is arguably their most important. At Great Southern Grammar we are proud of the broad foundations that are laid through the vibrant, child-centred Early Childhood Centre and Junior School. We build on this solid base with a rigorous curriculum programme and plenty of laughter and play.

Our students love coming to school. Learning is an adventure at Grammar, and our students are nurtured, supported and encouraged to challenge themselves academically, culturally and spiritually. Inspiration and a thirst for knowledge is what we aspire to instil as our students progress from Kindergarten through to Year Six, before transitioning to Middle School as confident, competent learners.

Dedicated, professional staff go above and beyond in providing a dynamic learning environment that encourages all children to strive for their personal best. They are supported in this by a pastoral care framework based on Christian values that is aimed at promoting healthy relationships and a sense of emotional wellbeing.

Please note the following: All students are to be fully involved in the School’s programmes and experiences in addition to the academic programme. This includes co-curricular and outdoor expeditions. It is expected that students playing their chosen sport will do so as part of a GSG team where possible, either at home or in competitions and carnivals. Failure to comply with these expectations will result in ineligibility for Country Week and Student Leadership opportunities.

I encourage all families to work with us in forging strong links between home and school. At the Junior School level, home and school life are interwoven, hence honest, open communication between home and school is essential. Positive relationships make Great Southern Grammar more than just a school; they make us the Great Southern Grammar community.

Let another year of imagination, discovery and learning begin.

Mr Craig Emberson | Acting Head of Junior School
Our Commitment

- To provide our students with a broad and balanced education by encouraging participation in as many learning areas as possible.
- To encourage and enable students to recognise and value their gifts and talents and to develop these in appropriate ways.
- To encourage students, through their exposure to Christian teachings, to explore issues of faith, spirituality and values.

To encourage students to develop and appreciate the important place that integrity, respect, tolerance and compassion have within the context of a modern society.

Parent Involvement

We invite you to be involved in our programme as much as possible. We understand that life is busy and time is precious. You are welcome to join us for the first part of the day until Period One commences. Relatives and close family friends are also welcome.

Parent Help

Do you have a special interest that you would be happy to share with the children? Being a parent helper is extremely rewarding and enjoyable and we encourage all parents to partner with the School in this way. Please let the teachers know so that ideas can be discussed.

Parental involvement in the school’s teaching and learning activities is one of the best ways of building and sustaining relationships in our school community. The School expects parents to be good role models for all children and to remember the commitment they made. Please give prior notice if you are unable to keep this commitment so that the teacher can make alternative arrangements. We expect parents to tell teachers if they do not feel confident about doing something they have been asked to do.

Volunteers and Child Protection

All volunteers are to report to Student Services or Reception first, where they sign in and pick up a visitor’s badge. At the end of the day, please return the badge to the office.

Volunteers who assist with their child’s class, (eg reading roster or soccer coaching), do not require a Working With Children card. However, we ensure that visitors to the School who are presenting to or working with students, bus drivers and excursion providers have a Working With Children card.

Parents’ and Friends’ Association (P&F)

The GSG Parents’ and Friends’ Association invites you to be an active member of the GSG community. You will be kept informed of its activities and meetings through the School website and e-newsletter. Each class from Kindergarten to Year Six requires one parent to liaise with other parents and the P&F. Liaison parents assist with class and family social gatherings, busy bee organisation and general parent communications. Please let your child’s teacher know if you are happy to volunteer for this position.
Junior School Staff

The classroom teacher is primarily responsible for the pastoral care of the students in their class and is the first port of call for students and their parents to discuss any concerns. Junior School staff meet regularly to discuss pastoral care issues and initiate and monitor specific support programmes for individuals, groups or classes. All Junior School staff and specialist teachers are informed of students with particular needs. Each semester, students receive a pastoral care comment as part of their report. This comment supports the child’s progress as a social member of the class and school. Junior School staff aim to provide an environment that models positive behaviour, respect, compassion for others and good manners.

Classroom Programmes

Classroom teachers conduct lessons, both planned and incidental, dealing with peer relations, tolerance, respect and conflict resolution. These lessons involve a great deal of discussion of students’ experiences. Activities are used to explore ways of dealing with different situations and to develop within children an understanding of the need to accept differences and protect, support and respect the rights of one another.

Pro-social teaching programmes involve cooperative and decision-making models including:

- **Stop, Think, Do**: This programme provides systematic social skills training for children, utilising a series of activities that allow students to develop their social problem-solving skills.
- **Decision-Making**: Identifying the problem and choosing the best solution that will result in a favourable outcome.
- **Shared Concern**: The method of shared concern deals with developing empathy and concern for others by working with actual situations experienced by children at school. The programme focuses on solving social problems that arise in ways that involve a range of children, in a supportive process.

Positive Behaviour Management

Junior School staff place a great deal of emphasis on modelling positive social interaction. Students are given warnings and explanations about unsafe or anti-social behaviour. If a verbal warning is not successful, the student may spend some supervised time-out to calm down and think about the situation. After discussion and the re-explanation of required behaviour, the student is invited to re-join the class.

War toys (eg guns or action hero games) are not to be brought to school. In keeping with our rule, No War Games, students are discouraged from this type of play while at school. Parents will be kept informed of behaviour management situations which require parental support.
Positive Discipline
It is acknowledged that, in a school community, breaches of rights and responsibilities occur. These breaches are dealt with by various staff members using appropriate strategies that support the notion of positive discipline and are applied according to the nature of the breach.

Supporting all positive discipline strategies is the view that students are treated with respect, dignity and compassion with consistency, in a caring environment.

Positive discipline may be defined as:

■ A process for teaching responsibility and self-discipline;
■ The structuring of reinforcement and consequences to increase positive behaviours;
■ A way of helping children learn to cooperate with others and manage their own behaviours;
■ A means of ensuring a safe and orderly environment.

Teachers manage minor breaches both in the classroom and in the playground. Repeated offences or more serious breaches will be reported and parents informed. At times, other staff may be involved, including the Assistant Head of Junior School, ECC Coordinator, Head of Junior School, Deputy Principal or the Principal.

Courtesy
The School encourages students to be courteous. Below are some ways students can demonstrate courtesy:

■ Stand back to allow staff or visitors to go through doorways first.
■ Be helpful and respectful to others, particularly visitors.
■ Address staff or visitors politely, by name if it is known.
■ Stand up when addressed by a member of staff or visitor outside the classroom.
■ Stand up when a member of staff or a visitor enters the classroom.
■ Behave correctly outside the School, especially towards members of the public.
■ Remove hats when coming indoors.

Peer Relations
We aim to create an environment that allows students and staff to enjoy their time at school. A natural part of growing up involves learning to deal with changing and challenging social situations. Some students are naturally confident, will stand up for themselves and are more adept at surviving playground banter. Others are less confident and will tend to move away from conflict, at times to their own disadvantage. It is important to strike an even balance and to equip students with methods for resolving conflict and people to consult when they feel uncomfortable or unable to resolve situations. Details of the School’s Pastoral Care Policy are available on the school website.
Your children may come home and discuss issues raised at school. Listen to your children and ask them for their thoughts and ideas. Share some of your own experiences and how you dealt with them. Let them know that many of the things they experience at school with their friends and peers happen in your workplace, too, with adults. There are no quick fix solutions for dealing with social difficulties. Children establish a strong sense of security and protection in connection to ‘their’ school. With this in mind, remember to avoid discussing concerns or making negative comments about the school or staff when children are present. Talk positively in front of your children and remember there are always two or three versions of events.

**Community Service Programmes**

Community service is concerned with fostering and developing a sense of responsibility and a feeling of care towards others. It involves each student demonstrating a willingness to give time and effort to benefit individuals or groups without expecting return or reward.

Community service helps students develop a sense of social responsibility and sensitivity to people from different backgrounds and circumstances. Putting others before self is a commitment and a discipline that will live with them as they go through life.

Each House supports one or two community service programmes through fundraising events. Each term there is a dress-up or theme day to raise money, which the Junior School participates in with the rest of the School.

**Children’s Learning**

**The Early Years: Kindergarten to Year Two**

Children are the focus of learning and teaching in Kindergarten to Year Two. They bring with them a natural wonder and curiosity about their world and their place within it. The role of the early childhood educator is to plan and implement learning experiences that support and cater to each child’s learning and developmental needs.

The early years from Kindergarten to Year Two provide a critical foundation for lifelong learning and the acquisition of life skills and abilities. Early learning experiences are rich, contextualised, developmentally appropriate and connected to young children’s worlds and their community experiences.

When children begin school they are, in some ways, moving away from the world of parents and family into the world of children. It is a big step on the pathway towards growing up, and most children look forward to it. To support children, we begin the year with a gentle transition period for Kindergarten students.

In Kindergarten and Pre-Primary, children are introduced to literacy through the development of oral language, learning the alphabetic code and developing their
knowledge about print. To become numerate, children are introduced to number, measurement, space and simple data collection.

Play-based and discovery learning is a major focus in the early years context. Learning through play is an holistic approach that supports children’s physical, social, emotional, spiritual, creative and cognitive developmental needs.

As children move into Years One and Two, the curriculum develops, with the introduction of more formal learning. Educational experiences have real-life relevance and purpose and address a range of learning styles. The teaching and learning programme is designed to help children develop an understanding of concepts that develop skills to form the foundation of future learning.

The Importance of Nature Play
Great Southern Grammar is part of what has become an international movement to reconnect children with nature. We have always known that children learn a great deal from interacting with the natural environment. The deep learning that happens through engagement in the outdoors includes the development of language concepts and relationship development. Such engagement also teaches children how to assess and take risks.

The benefits of outside play are countless. Aside from the emotional benefits of fun, enjoyment and self-expression, there are endless developmental benefits in cognitive, affective, social, physical, attentional, and language development. Importantly, play encourages risk taking and gives children opportunities to be involved in real-life, meaningful experiences. Outside play allows children to problem solve situations and develop their sense of creativity.
Junior School: Years Three to Six

Children in Years Three to Six are in the phase of child development known as Middle Childhood. Teaching and learning reflect the unique needs of children during this phase, with further development of important literacy and numeracy skills. Children become independent readers and begin reading for the purpose of learning about their world. Opportunities to research and explore topics of interest are provided with independent research skills taught using Information Technology effectively.

Children in this phase of development begin to see themselves as members of larger communities; are better able work collaboratively and have greater interaction with people inside and outside the classroom; begin to understand and appreciate different points of view; are interested in people from other times, places and cultures; develop the ability to think in more abstract terms; ask more focused questions; and can assume greater responsibility for managing and organising classroom activities.

Experiential learning is promoted through class excursions and the Outdoor Education programme, which includes overnight camps of between one and three nights at various locations.

Curriculum design is thematic as much as possible, allowing children to make meaningful connections and develop their conceptual knowledge more readily. Academic rigour is highly regarded; however, modifications of the curriculum are made to meet the diverse nature of students’ learning needs.

Children develop personal organisation and time management skills through the use of the student diary that records all homework and information relating to daily routines. Students are expected to take greater responsibility for their learning as they move through the Junior School, with growing ability to reach academic goals through carefully reflecting on, planning, performing and reviewing tasks.

Curriculum

The curriculum of all years from Kindergarten to Year Six broadly supports Goal Two of the Melbourne Declaration on Education Goals for Young Australians, that:

All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens.

The Commonwealth Government has designed two curriculum packages that we implement at various stages.

- The Early Years Learning Framework in Kindergarten and Pre-Primary; and
- The Australian Curriculum from Pre-Primary to Year Six.
Early Childhood

The Early Years Learning Framework has at its core the fundamental view that children’s lives are characterised by belonging, being and becoming.

**Belonging:** Experiencing a sense of belonging, of knowing where and with whom you belong, is very important. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

**Being:** Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children’s lives. It is about the present and children knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life.

**Becoming:** Becoming reflects the rapid and significant change that occurs in the early years as young children learn and grow. Children’s identities, knowledge, understandings, skills and relationships are in a constant motion of change and growth. These three beliefs underpin the learning outcomes, practices and principles of the curriculum.

Australian Curriculum

In developing the Australian Curriculum for particular learning areas, the Melbourne Declaration on Educational Goals for Young Australians is a key reference point. The second goal is that all young Australians become successful learners, confident and creative individuals, and active and informed citizens. This provides them with:

1. A solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built;
2. Deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications; and
3. General capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

English

The three strands of language, literature and literacy are interwoven and inform and support each other.

**Language:** Students develop their knowledge about the English language and how it works. They learn about patterns of English usage and grammar at the levels of the word, the sentence and the extended text, and they learn the connections between these levels. They learn about spelling and the purposes of punctuation. Students understand that developing an explicit body of knowledge as to how language works in these ways helps them communicate effectively through coherent, well-structured sentences and texts.
Literature: Students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts.

Literacy: Students apply their English skills and knowledge to listen to, view, read, speak, write and create a growing repertoire of texts. They learn to comprehend, interpret and create spoken, written and multimodal texts, and use the English language accurately, fluently, critically, creatively and confidently.

Mathematics

Content strands

Content strands are: number and algebra; statistics and probability; and measurement and geometry. They describe what is to be taught and learnt.

Proficiency strands

Proficiency strands are: understanding; fluency; problem solving and reasoning; and describing how content is explored or developed (ie the thinking and doing of mathematics).

Understanding: Students build robust knowledge of adaptable and transferable mathematical concepts; make connections between related concepts; and develop the confidence to use the familiar to develop new ideas, the ‘why’ as well as the ‘how’ of mathematics.

Fluency: Students develop skills in choosing appropriate procedures; carrying out procedures flexibly, accurately, efficiently and appropriately; and recalling factual knowledge and concepts readily.

Problem solving: Students develop the ability to make choices; interpret, formulate, model and investigate problem situations; and communicate solutions effectively.

Reasoning: Students develop increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying, and generalising.

Science

Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The Science Understanding strand comprises four sub-strands:

Biological Sciences: Understanding living things.

Chemical Sciences: Understanding the composition and behaviour of substances.
Earth and Space Sciences: Earth’s dynamic structure and its place in the cosmos.

Physical Sciences: Understanding the nature of forces and motion, matter and energy.

History

History is organised into two interrelated strands: Historical Knowledge and Understanding; and Historical Skills.

Historical Knowledge and Understanding: This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day. This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change; cause and effect; and significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Historical Skills: This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.
Curriculum Framework

The Junior School Curriculum Framework Learning Areas include:

**Society and Environment**

Society and Environment develops students’ understanding of how and why individuals and groups live together, interact with the environment, manage resources and understand that events over time cause us to change as a community. Society and Environment also focuses on civic responsibility and social competence, helping students to understand their role as citizens in the social world.

Society and Environment is divided into the following outcomes:

- Culture
- Place and space
- Time, continuity and change (now covered in the Australian Curriculum as History)
- Resources
- Natural and social systems
- Active citizenship
- Investigation, communication and participation

**The Arts**

The beauty of art is its ability to intermingle with most other Learning Areas. Aspects of music are used as inspiration for visual arts creation; composers become topics of assignment research; drama, dance pieces and performances are born from a mixture of all arts outcomes. We are all creative and with such a broad scope of outcomes, individuals are bound to find a personal artistic speciality.

The Arts incorporate a wide variety of areas divided into the following outcomes:

- Arts ideas
- Arts responses
- Arts skills and processes
- Arts in society

**Languages Other Than English (LOTE)**

Japanese is the focus foreign language at Great Southern Grammar. We incorporate direct instructional language sessions with cultural activities. Japanese culture is studied and connections are made with students in Japanese primary schools, with whom our school has established strong links. Specialist LOTE teachers instruct Japanese.

LOTE is divided into the following outcomes:

- Listening and responding, and speaking
- Writing
- Viewing, reading and responding

Mandarin is offered as a co-curricular option.
Health and Physical Education

The Junior School Health and Physical Education programme provides opportunities to develop the knowledge and understanding needed to make informed choices about: a healthy active lifestyle; skills for physical activity; and interpersonal and self-management skills.

Physical activity is an important part of education as it assists the brain in preparing for learning. The Physical Education programme focuses on maximum participation in a variety of activities: dance; modified ball sports; outdoor recreation; team sports; individual sports; swimming; and athletics. These activities assist in the development and maintenance of fundamental movement skills, which form the basis of more complex patterns and activities. Students develop a greater understanding of their physical, mental, social and emotional health and work towards developing greater independence.

Music Programme

From Kindergarten to Year Six, music is incorporated into the curriculum as part of the weekly timetable. The philosophy behind music in these years is to create an environment of enjoyment and musical appreciation. Students listen to music, sing and play a variety of musical instruments from different styles, cultures and historical times.

All Year Two students participate in an introductory programme of violin and cello lessons in addition to their regular classroom music lesson. This enjoyable introduction provides students with a unique opportunity to try these instruments. In Year Five, students are selected, based on the results of an aptitude test, to learn either the clarinet or trumpet in small group lessons for a semester.

Music offers performance groups such as the Year One to Three Choir, the Junior School Choir and the Violettes. Upper Primary musicians may have the opportunity to play with some of our senior musical groups such as the Concert Band, Jazz Band or string ensembles, and have the opportunity to perform at Solo Nights or the Kingfisher Concert, as well as at assemblies.

Outdoor Education

Outdoor Education takes the classroom to the outside world, providing enriching learning experiences that often provide the building blocks for life skills. Various excursions to local and significant sites support the classroom learning programme. Outdoor Education is sequentially developed from early childhood. Beginning with Kindergarten and Pre-Primary, children enjoy camp-type activities, including cooking
and shelter building. They progress to having overnight camps and participating in a variety of outdoor activities as they move through Junior School. A range of specifically designed activities is provided to challenge personal growth and promote team building skills, as well as an awareness of coast and bush care.

**Junior School Library Sessions**

Pre-Primary and Kindergarten students have one 30-minute session per week with a Teacher Librarian. In these sessions, students share books with other students and the teacher, as well as listening and responding to stories. Students may choose books for borrowing for a one week period.

Years One to Six students have one 40-minute period per week in the library with a Teacher Librarian. These sessions encourage enjoyment in recreational reading and using the Library for a variety of purposes. Students may borrow up to four books over a two-week loan period.

Most sessions are related to the theme the classroom teacher is covering in their class. During the year students learn a variety of library skills relevant to their age group. Upper Primary classes will have the opportunity to combine information technology, research and library skills in combined sessions with their classroom teacher and a Teacher Librarian.

Students are responsible for the books they borrow. Books must always be taken home and returned to school in the GSG library bag. Please note that parents are billed for the cost of damaged or lost books.

**Learning Support Programme**

The focus of the Learning Support programme is to identify students with learning difficulties in the early years and to provide teaching programmes to address these needs. An inclusive approach is valued, however, at times individual and small groups of students will be withdrawn for specific instruction.

In consultation with the Learning Support Coordinator, teachers provide modified learning programmes for students with learning difficulties and disabilities.

The Learning Support team uses a holistic approach by collaborating with allied health professionals, such as Speech Pathologists and Occupational Therapists, to integrate therapy targets into the school programme so learning outcomes are achieved. Additionally, students are referred to the School Counsellor and/or Art Therapist for emotional support, when necessary.

The role of the visiting School Psychologist is to help support teachers to design
programmes of intervention. Additionally, they provide strategies for students who are dealing with social and emotional problems within the school context. Psychologists follow strict guidelines for professional conduct and client confidentiality. These codes are monitored by the Psychologists’ Registration Board of Western Australia.

**Gifted and Talented Programme**

The Gifted and Talented programme supports the needs of students who require academic extension and enrichment. Classroom teachers differentiate their programmes, with the assistance of the Gifted and Talented Education Coordinator, to extend student learning as required. A range of withdrawal programmes that support the class programmes and give students opportunities to work independently on research tasks and develop high-order thinking skills are provided. Students are also encouraged to participate in a variety of external competitions and exams.

**Co-Curricular Activities**

**Activity Clubs**

A range of clubs are provided (Chess, Art Express, Surfing, Zumba, Cricket, Tag Rugby, Swimming and Lego Club) either during lunchtimes or before or after school. Club topics can vary depending on student demand.

**Sporting Teams**

From Pre-Primary to Year Six, students can join either a Winter or Summer team game competition representing Great Southern Grammar. Sports include Netball, Cricket, Basketball, Soccer and Hockey. In the beginning years, ball skills are introduced through the programmes Minkey Hockey and Netta.
Homework Policy

Introduction
Homework should be a purposeful, positive learning experience that motivates children and leads to independent study skills as they progress through the school. It should consolidate, enrich and extend the school’s programme. Homework has the potential to further the school/home partnership in the education of children. Homework should not be seen as a device for discipline as this would deny the fundamental beliefs about homework that we support.

Rationale
The primary purposes of homework in Junior School are: to foster positive attitudes, habits and character traits; and to communicate to students that learning also takes place outside school. Homework supports students to develop independent study skills as they travel through Junior School in readiness for the academic requirements of Middle School.

Guidelines
We understand that children and families have a full routine after school and on weekends. For this reason, homework is usually only set for Monday to Thursday evenings (although we encourage time set aside for reading every day). Upper Primary students may be required to complete some weekend study when projects are due.

Families sometimes take holidays for extended periods during term time. The policy for homework is for students to create a holiday journal as a memento of their holiday. This in itself is very educational, as students can include travel brochures, drawings, maps and of course personal diary entries. Students may write postcards to their class, as well as read daily. Teachers will not, however, provide a distance education programme for children while they are absent from school.

Kindergarten and Pre-Primary
■ 15-20min
Oral reading retell programme requires parents to follow an oral retelling of a picture book over a week with guided questions to ask.

Years One and Two
■ 15 - 20 minutes
Reading, spelling and basic number facts make up the bulk of homework in these years. Assist your child where necessary. Homework will always back up skills introduced during lessons in class.
Years Three to Six

- Year Three: 20-30 minutes
- Years Four to Six: 30-45 minutes

Homework should become a consistent routine that students begin to undertake independently. Homework will vary from set instructional tasks to independent research activities. Students unable to meet homework deadlines must have a parental explanation with signature included in their homework diary. It is important to establish a homework routine in the Upper Primary years in readiness for Middle School and parents are asked to support this. Students who regularly fail to complete homework tasks face consequences and/or teachers may request a parent interview. Personal reading should be encouraged wherever possible.

Homework and the Role of Parents

Parents are encouraged to be involved in the homework process, helping and encouraging, but never telling children the answers or doing the homework for them. This actually negates the skill training that homework provides.

Parents are asked to convey a positive attitude to their child about the value and importance of homework.

Provide ongoing support to make homework an enjoyable and worthwhile experience for your child, keeping in mind the need to have a balanced approach that promotes personal and family wellbeing.

Homework is given at the discretion of the teachers as they consider the needs of all students in their class. At times, the teacher will give direction to individual students for further consolidation or revision of areas where there are knowledge or skill deficits. Parents who feel that their children would benefit from further homework are able to pursue other opportunities through the purchase of books or finding suitable assignments on the Internet. However, this is to be managed as a home task by the parent, not involving the School.

All homework is recorded in the student’s diary which is signed by parents when completed. Parents are asked to contact the teacher if their child experiences any problem with set homework.
Houses

The GSG House system provides a strong support network for students, instilling core values of integrity, respect, tolerance and compassion. It provides a structure within which students are encouraged to develop initiative, responsibility, ethical discernment, openness to learning, and an appreciation of diversity in their daily interactions and activities.

House spirit is very strong in the Junior School where students are placed in one of four Houses: Baudin, Camfield, Mokare or Wilson.

Students compete in sporting, academic, cultural and community service activities for their House in both Junior School and whole school events. Junior School students are awarded individual class points which go towards their total House points. Awards are made regularly and at the end of each term, with the winning House receiving the House Shield Award.

Junior School students can earn House points for simple tasks such as remembering to consistently return the diary, good behaviour, excellent work, care of other students, and other values and standards GSG encourages and develops in students.

In Year Six, some students are elected as House Leaders and are supported by staff in their roles as leaders and peer advisers. Students interact directly with House Leaders, who are often the first port of call for students who find it easier to discuss social difficulties with an older peer than with an adult.

The history of the Houses is outlined below:

<table>
<thead>
<tr>
<th>Baudin</th>
<th>Origin: The French Explorer Thomas Nicolas Baudin, commanding the corvette Geographe, charted and named the Kalgan River and explored and named Two Peoples Bay.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Pronounced beau-dan)</td>
<td>House Colour: Blue</td>
</tr>
<tr>
<td>Camfield</td>
<td>Origin: Anne Camfield, a pioneer teacher and Headmistress for 19 years, founded Annesfield, the first school for Indigenous children in Albany.</td>
</tr>
<tr>
<td></td>
<td>House Colour: White</td>
</tr>
<tr>
<td>Mokare</td>
<td>Origin: An influential Indigenous elder, whose close interaction with European administrators enabled harmony to prevail between his people and the early settlers.</td>
</tr>
<tr>
<td>(Pronounced mo-car-ee)</td>
<td>House Colour: Green</td>
</tr>
<tr>
<td>Wilson</td>
<td>Origin: Thomas Braidwood Wilson, an English naval ship’s surgeon and explorer who mounted an overland expedition in the south coast area around Denmark and Walpole.</td>
</tr>
<tr>
<td></td>
<td>House Colour: Red</td>
</tr>
</tbody>
</table>
Routines And Procedures

Junior School Diary

All students are provided with a school diary at the beginning of each year. It is an essential link between home and school. Children should carry their diary to and from school every day. Students are expected to alert their teacher to any entries from home. Parents read and sign the diary each night.

Parents should use the diary to communicate with teachers, including notices of absence or personal issues. Diaries are collected daily and checked by staff. If a teacher makes a written comment, parents are asked to please sign to show that it has been sighted and/or the parent has spoken to their child regarding the matter. If parents wish to communicate a sensitive issue with the teacher, they are asked to contact the School to arrange an interview or request this through the student diary.

ECC and Junior School Times

<table>
<thead>
<tr>
<th>Class</th>
<th>Doors Open</th>
<th>Classes Start</th>
<th>Recess</th>
<th>Lunch</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>8.30am</td>
<td>8.45am</td>
<td>10.30 - 11.00am</td>
<td>12.35 - 1.15pm</td>
<td>3.00pm</td>
</tr>
<tr>
<td>Pre-Primary</td>
<td>8.30am</td>
<td>8.45am</td>
<td>10.55 - 11.15am</td>
<td>12.35 - 1.15pm</td>
<td>3.00pm</td>
</tr>
<tr>
<td>Years One/Two</td>
<td>8.30am</td>
<td>8.45am</td>
<td>10.55 - 11.15am</td>
<td>12.35 - 1.15pm</td>
<td>3.00pm</td>
</tr>
<tr>
<td>Years Three to Six</td>
<td>8.30am</td>
<td>8.45am</td>
<td>10.55 - 11.15am</td>
<td>12.35 - 1.15pm</td>
<td>3.10pm</td>
</tr>
</tbody>
</table>

Please note that these times may change when classes are involved in excursions or special projects. Kindergarten has a three day then two day per week cycle.

Chapel and Assembly

Junior School students participate in fortnightly chapel services and assemblies, usually held at 2.30pm in the GSG Hall on Friday afternoons. Parents are welcome.

Beginning and End of Day

Students arrive for the school day after 8.30am. Students must not be left unaccompanied. Students should have unpacked their bags and be settled, ready to start their lessons at 8.45am. In the early years, parents are welcome in the classroom to help prepare their child for the start of class.
All ECC students must be accompanied to class in the morning and collected from the classroom in the afternoon by an authorised adult. Please inform the School by a note written in the diary if someone other than a parent is to collect your child from class or if bus travel arrangements change. Students are to be collected promptly at the dismissal times outlined above. If you are delayed in collecting your child, please contact the School. Your child will remain outside his or her classroom until collected. It is worthwhile to discuss these plans with your child so they are familiar with events, should you be detainted one afternoon. All bus students from Kindergarten to Year Two must have written in their diary each day if they are catching the bus home and the number of the bus. No student will be placed on a bus if it is not written in the diary. Parents will be contacted after school to collect their child who will be at Student Services. All bus students to Year Two are escorted to the buses in the afternoon.

**Parent Drop Off and Pick Up**
The designated parking area for ECC parents is the carpark in front of the Early Childhood Centre. Year Six parents may choose to use the carpark and drop-off area located near the Multi-Purpose Sports Complex. Parents with children in Years Three to Six should use the carpark nearest the Early Childhood Centre. Parents are asked to take care during times of traffic congestion. Tolerance and consideration of others are expected, as well as courtesy in observing the one-way flow of traffic.

**Absence from School**
Please notify Student Services on 9844 0314 between 8.15am and 9.00am, or email absentees@gsg.wa.edu.au.

**Late Arrivals/Leaving School During the Day**
Students arriving later than 8.45am must be signed in at Junior School Student Services. Students are then to be escorted by the parent or attending adult to their class. Likewise, parents are asked to sign out their children when they need to take them out of school during school hours and then sign in on returning to school and escort their children to class. Students will be given a late pass on arriving at Student Services, which signifies to the class teacher that their absence has been recorded by administration.

**Family Vacations During School Time**
A letter of request to the Principal should be written if you intend to take your child out of school for a period of time for travel or family holidays. Extended family holidays during term time disrupt the child’s learning, however, this is offset by having special family time with opportunities to explore and discover our wonderful world. It is important that parents be aware that teachers will not provide independent work for children to do while on holiday. During the vacation we suggest that students create a scrapbook of memories to be shared with the class on their return.
Outdoors
Before school, Junior School students must remain in their classroom. During breaks, Year Three to Six students have access to the oval, hockey turf and basketball courts to play ball games. Staff on duty supervise recess and lunchtime outdoor activities. On wet weather days students are supervised by staff in the common room and foyer areas, and classrooms for indoor games and activities. Students must wear their hat while outside, at all times. The Junior School has a **No Hat, No Outside Play** policy. It is recommended that sunscreen is applied before students leave home during the summer months. Students must not go out of school grounds or set areas.

Food and Drink
Food and drink are not to be taken into any buildings unless under specific staff instruction.

Students are allowed and encouraged to have a small water bottle on their desks, however, drink fountains are available in the ECC classrooms and outside buildings (See the Healthy Food Policy for details).

Personal Belongings
Students must not bring personal toys and special possessions to school, including electronic devices, unless a teacher has prior knowledge (for example, for a class presentation). All uniform items and personal belongings must be clearly marked with the owner’s name. Students are responsible for the care and safety of their belongings. Minimal money should be brought to school. All personal items brought to school are at a student’s own risk. Any unclaimed items of lost property will be sent to the uniform shop at the end of each term to be sold as second-hand clothing. Students are not encouraged to bring mobile phones to school, however, if a student needs to use a mobile phone to contact parents after school, they must hand the phone to Student Services for safe-keeping during the day. The School is not responsible for any lost or stolen items.

Birthday Party Invitations
Children enjoy birthday parties, however, the distribution of birthday party invitations is the responsibility of parents and is to be carried out outside of school. This helps to avoid students becoming distracted in class with feelings of excitement or disappointment, depending on whether or not they receive an invitation.
Pets on Premises
In keeping with Occupational Safety and Health regulations and the Animal Welfare Act, our duty of care for all animals on School premises ensures their wellbeing and safety. Pets should be left at home and not brought to school. This guideline also includes not bringing the family dog to school when dropping off or collecting children. If an animal is to brought to school for educational purposes, strict provision needs to be in place to protect the animal from being over-handled. Please contact Head of Junior School for relevant advice.

Healthy Eating Policy
GSG plays an active role in reducing childhood obesity and promoting understanding of nutrition and diet. Nutrition is taught in Health in classrooms, with an emphasis on healthy food and drink choices that are tasty, interesting and affordable. We promote the traffic light system produced by the Health Department of Western Australia and described below. The School Canteen also supports the promotion of healthy eating by following the system in its choice of foods to sell to students.

Healthy eating from a young age not only encourages a taste for healthy foods but also promotes healthy eating habits. Research informs us that for the long-term health and well-being of children, it is vital that they eat healthy food from the earliest opportunity, providing essential vitamins and minerals for healthy growth.

Food Standards
To help schools, the WA Government has set standards for the provision of healthy food and drinks in schools. The standards are based on a traffic light system:

**GREEN: GO!** Fill your diet with a variety of green foods. Bread, cereal foods (wholegrain), vegetables, fruit (fresh, frozen or tinned), legumes, reduced fat dairy products, lean meat, fish, poultry and alternatives, and drinks such as water, reduced fat milk, fresh fruit milkshakes, soy, 100 per cent fruit juice, plain mineral water.

**AMBER: WAIT!** Select these foods carefully and try to limit how much you eat. Breakfast cereals (refined cereals with added sugars), full fat dairy foods, snack food bars such as breakfast cereal or fruit bars, homemade cakes, muffins, sweet biscuits, ice cream, frozen yoghurt, savoury snacks such as oven baked chips.

**RED: STOP!** These food and drink items are off the menu at the School Canteen, so think before you eat. Sugar and artificially sweetened drinks such as soft drinks, energy or high caffeine drinks, confectionery, deep fried foods, savoury snacks (chips, savoury shapes), chocolate-coated and premium ice-creams, cakes and sweet pastries such as doughnuts, cream filled buns and slices. In keeping with the Healthy Eating policy students are not permitted to bring ‘RED’ foods to school.

For more information visit www.det.wa.edu.au/healthyfoodanddrink
**Crunch ‘n’ Sip**

Regular sips of water and eating fresh fruit and vegetables has been proven by research to improve learning performance in children. We are a registered Crunch ‘n’ Sip school and enjoy the healthy benefits of having Crunch ‘n’ Sip breaks at 10.00am and 2.00pm. Your child is to bring a water bottle (not frozen water, please, as this leaves a pool of water on the desk as it melts during the day) and chopped fresh fruit or vegetables to snack on in a plastic container. Students may also bring whole pieces of fruit. No sweet fizzy drinks or cordials are permitted.

**Recess and Lunch Orders**

The School Canteen provides recess snacks and school lunches that are healthy and nutritious, supporting our Healthy Eating policy. All orders are delivered to sub-schools. We offer a secure and convenient on-line lunch ordering system. Visit the Flexischools website at www.flexischools.com.au to set up an account and to place lunch orders. Orders can be placed at any time before 9.00am on the day of the order. The system also allows you to place orders for future dates and set up regular recurring orders. Computers with Internet access are available in the ECC and Junior School common areas for placing lunch orders.

Please note that Kindergarten and Pre-Primary students have shared fruit for morning tea and therefore do not require a recess order.

**Packed Lunches**

Please ensure that your child brings a healthy and nutritious lunch and morning tea snack. Most children are ravenous at morning tea time so try to ensure they are adequately supplied. Younger children will often eat all their lunch at morning tea. It is helpful to package morning tea and lunch separately in the lunch box to avoid confusion. In the event that your child comes to school without lunch or forgets to place his or her lunch order (which we all know can happen), the Canteen will endeavour to assist. A lunch order envelope will be sent home requesting payment. Children are required to sit for a minimum of 15 minutes to eat and digest lunch. Younger students’ lunch boxes will be checked to ensure that most of their lunch has been eaten.
Food Allergies

All students with food allergies, such as wheat, eggs, diary or nuts, or students who have special dietary requirements must complete the medical form upon enrolment and notify their child’s class teacher. This record is tagged for administration purposes on the electronic student database.

Students who have anaphylaxis reactions to certain foods will be asked to provide a medical action plan from their GP. These action plans are displayed in Junior School Student Services.

Nut Minimisation Policy

Some children have a severe life-threatening allergy (Anaphylaxis) to nuts. Most life-threatening reactions occur when nuts are eaten. Serious reactions can also occur from skin contact, eye contact and inhalation of nut particles. Young children eat with their whole bodies. They tend to wipe their food on clothing, equipment and toys. Please help us provide a safe environment and prevent a tragedy occurring by adhering to our Nut Minimisation Policy:

- No peanuts or tree nuts
- No nut spreads such as peanut butter, Nutella, hazelnut spreads, cashew butters or ‘Nuts About Chocolate’
- No products containing nuts in their ingredient lists, such as satay sauce, nougat and certain muesli bars, cakes and biscuits
- No nut oils such as peanut oil

Foods which ‘may contain traces of nuts’ should be safe for non-allergic children to eat at school. They cannot be eaten by the allergic child. To reduce the risk, children are encouraged not to share their lunches.

Be aware of the ingredients used in birthday cakes. Peanuts and almond flakes are often used as toppings, and marzipan contains nuts. If your child is allergic to nuts, please provide a treat to be kept at school, either in the cupboard or in the deep freeze, for birthday celebrations.

Environmentally Friendly Lunch Boxes: Litter-Free Lunch Programme

In Junior School we actively promote reducing the amount of waste we produce by recycling wherever we can. We aim for children to have litter-free lunches and have some helpful hints for you as parents to support this endeavour:

- Use refillable drink containers rather than popper bottles.
- Avoid plastic wrap and aluminium foil.
- Choose reusable airtight lunchboxes that do not require wrapping to keep food fresh.
- Select sandwich fillers that do not separate easily or use a tightly fitting lunchbox.
Use reusable packaging such as zip lock bags that are taken home each night to be washed and reused.  
Say ‘No’ to pre-packaged goods. Buy foods in bulk and divide snack quantities using reusable containers.

**Kindergarten and Pre-Primary**

Shared fruit time in the morning encourages all students to eat a healthy snack and promotes eating fruit as a healthy alternative. This is supplemented on occasions with cooking activities that provide a special treat. We want children to learn that if we have regular healthy eating habits, the occasional treat is acceptable.

Great Southern Grammar has a School Nurse on campus from 8.00am to 4.00pm Monday to Friday to attend to the health needs of all students. If you have any concerns or questions regarding your child’s health and wellbeing, the School Nurse welcomes all calls and can be contacted on 9844 0319.

**Medication and Illness**

**Medication Administration Policy**

Great Southern Grammar holds a current Poisons Licence which permits the purchase, storage and administration of Schedule 2 and 3 medications (therapeutic substances that can be purchased over the counter at a pharmacy). The licence is displayed in the Nurse’s Station. This Medication Administration Policy has been formulated to reflect legislative and best practice requirements. It is recognised that some students require long-term medication for the management of chronic medical conditions. Short-term prescribed medication may be required for the management of acute illness or infection. Medications are to be stored in accordance with the Poisons Act, Department of Health and manufacturer’s recommendations. The quantities of medication within the School need to be minimised. Parental consent to administer medication is required. All medication, including naturopathic and complementary medicines, are to be documented on the student’s health record.

**Short-Term Medication**

Students requiring short-term medication may bring the required dose to school each day to maintain therapeutic compliance. Administration details are provided in writing by the parent and documented on the Prescribed Medication Record.

The student and medication should be presented to Junior Student services. The medication is to be in its original container with the prescription label and details, including name, drug, dosage, frequency and expiry date, clearly marked. Students are not to self-administer medications.
Long-Term Medication

Students requiring long-term prescribed medication to be dispensed by the School Nurse are to have a *Prescribed Medication Record – Long Term* completed by the Parent/Guardian or Medical Practitioner. Medication is forwarded to the School in its original container with the prescription label and details, including name, drug, dosage, frequency and expiry date, clearly marked.

Storage of Medication

No medications, with the exception of asthma puffers, are to be kept on the child, in school bags or desks. All Schedule 2 and 3 medication at the School is purchased through a pharmacy. All medication is kept under locked conditions or according to manufacturer’s recommendations (refrigerated).

Illness and Injury

When children are sick at school, they will be seen in most cases by the School Nurse and the parents contacted if the child is too ill to remain at school. In cases of sickness or injury, first line management will be attended to prior to contacting the parent or emergency contact. Although all efforts will be made to make these contacts, if the School is unable to do so it will act on the parent’s behalf and make necessary arrangements. It is of utmost importance that, if medical circumstances or contact details change, the School is notified immediately.

Infectious Diseases

When a child is suffering an illness that can be spread to others (an infectious disease) they must be cared for at home until the infection is completely resolved. Similarly, children found to have head lice will be sent home and not permitted to return until appropriate treatment has been attended.

Dental and Eye Care

Spencer Park Dental Clinic provides dental care and checks-ups for all students. Eye and ear testing is performed by the School Nurse. Referrals to specialists such as orthodontists, ophthalmologists and audiologists are undertaken after consultation with the student’s parents.
Kindergarten and Pre-Primary

This information serves to explain the day to day routines of the ECC and to help your family and child to settle into the new routine. ECC staff are happy to explain and discuss issues when you see us during the daily sessions. If, however, you wish to discuss an issue at length, please make an appointment.

Your First Day

Starting school is very exciting! Most children can’t wait to start school, but some children can become concerned about leaving a home or day-care situation that is familiar and comfortable. Make sure you talk about the parts of your day that will remain the same: family meals, stories at bedtime and after school activities. Be aware that comments like, “I’ll miss you when you are at school,” can play on a child’s mind.
They need to know you are happy with this new adventure so be brave and put on a happy face for that first important day.

It is tiring settling into the school routine which is dramatically different from the home or day-care environment. Be aware that ECC students will be full of excitement in the first few weeks and absolutely exhausted at the end of the day. As an enormous amount of emotional energy is needed throughout the day, it is recommended that your child does not pursue co-curricular activities until older.

Rest days are strongly recommended if your child is feeling even slightly unwell. For children, attending school when they are not feeling their best not only makes them feel much worse, but leads to illness spreading amongst the class.

**What to Bring**

- **Morning Tea:** Kindergarten and Pre-Primary children must bring a fresh piece of fruit or vegetable to share during fruit time, and a water bottle. As we do have a number of children with food allergies, we are a ‘nut-free’ school. This means that no child is allowed to bring nuts or nut products, including muesli bars, to school.

- **Lunch:** Students who stay for a whole day require a packed lunch, either brought from home or ordered through the Canteen. Please note that lunches can be kept cool by appropriate lunch box ice coolers. Staff duties do not include heating children’s lunches. Please refer to our Healthy Food Policy on page 29 for details.

- **Diary:** In the first week of school all children are issued with a diary. This diary will travel to and from school each day and should be sighted and signed by a parent or guardian each night. Staff communicate with parents as needed.

- **Change of Clothes:** Please keep a pack of spare clothes (underwear, plain t-shirt and navy shorts/pants/socks) in your child’s bag for accidents. These items should be in a sealed bag or container so they are not confused with the daily uniform by the child. Albany’s weather can change dramatically so please ensure jackets are packed in case of cool weather.

- **GSG Book Bags:** We collect all book bags at the beginning of the year. Once the library book borrowing sessions begin, your child will bring home the book bag and the borrowed library book. Please keep the book bag at home with the library bag until the next Library day the following week.

- **Cushion for Rest Time:** Students have a rest period after lunch each day. This usually involves a story or a relaxation CD. Students need a small cushion no bigger than half a standard pillow, with a removable cover.

Children should not bring personal toys or items from home, unless requested for classroom use.
Uniform Rules

Students show pride in their uniform and dress as a mark of respect for self and the School. The community judges the School, in part, by the way in which individuals from the School are presented; therefore they should take care to dress and act appropriately (eg: shirt tucked in and buttoned to the top).

1. The School uniform should be worn correctly at all times. This means that students may not mix items of sport uniform and the formal uniform.

2. Formal uniform, worn every day unless otherwise instructed is as follows:
   - Girls Years One to Four: pinafore and tights or white socks; or long trousers with navy socks; or short trousers with white socks, white shirt and tie.
   - Boys Years One to Six: long or short trousers, navy socks, white short and tie.
   - Girls Years Five and Six: skirt and tights or socks, or long or short trousers, with white shirt and tie.

3. Presentation uniform for formal occasions requires covered legs.

4. Students must wear their sport hats when outside.

5. In Junior School the sport uniform may be worn to and from School on days when students have Physical Education and Sport.

6. All students are expected to wear their House shirt for House sport activities.

7. For participation in aquatic activities, students are required to wear GSG racing bathers. For beach and river-based activities, school sport shorts may be worn over school bathers. Sun/swim shirts and rash vests should be navy blue or black. Board shorts and other casual clothes are not acceptable.

8. In cold and wet weather, students may wear the GSG waterproof jacket. No other outer garment is acceptable. Only school scarves are permitted.

9. Jewellery is limited to a watch. Students wearing rings, bracelets/bangles, ankle adornments or necklaces to school will be asked to remove them and they will be taken to the Student Services office for safe keeping until returned at the end of the school term. Students are permitted pierced ears with plain silver or gold, sleeper or stud earrings and one earring per earlobe.

10. Students’ hair must be neat and conservative, ranging in length from a No. 2 haircut to whatever length a student wishes, providing that, once the length extends below the collar, it is tied up or back in a neat manner, and does not interfere with the wearing of the school hat. Students may dye their hair, providing
it is a natural hair colour and consistently dyed so that all the hair is the same colour. Shaved heads, mullets, rats’ tails, unkempt hairstyles, top knots and hair braided with beads or ribbons are not permitted. If a fringe is worn, it must be above the eyebrows. Boys’ fringes may not be pinned back. If a boy intends to grow a ponytail, permission must be sought from the Head of Sub School and a discussion held with the student’s parents or guardians. The Head of Sub School has the final say on whether a student’s hairstyle is appropriate.

11. Hair Accessories: ribbons, scrunchies and Alice bands (no wider than 4cm) are to be in the colours of navy, bottle green, red, white or school tartan. Hair elastics and clips are to be navy, bottle green, black or brown. Decorative hair clips are not permitted.

12. No make-up, including lip-gloss, glitter or coloured nail polish, is to be worn.

13. The minimum length of hemlines on girls’ skirts is to be level with a line no more than 5cm above the crease at the rear of the knee when the student is standing upright. Bras should be skin tone or white, not black or bright colours that can be seen through the white shirt.

14. Shoes are to be all black in a plain college style, lace-up or Mary-Jane style, polishable with no coloured laces or stitching, heels no higher than 3cm. Boots are not permitted. Sport shoes are to be predominantly white. All-black sport shoes or casual shoes are not permitted.

For Kindergarten and Pre-Primary students, shoes must have Velcro fasteners, not laces.

**Uniform Shop**

The GSG Uniform Shop retails new and limited second-hand clothing and is located in the orange Art building. Orders may be made by telephoning the Uniform Shop on 9844 0311 or emailing uniform@gsg.wa.edu.au.

Please note Uniform Shop opening hours:

- Monday: 8.00am – 1.00pm
- Wednesday: 8.00am – 4.00pm
- Friday: 8.00am – 4.00pm

Times are subject to change. Please check the school website at gsg.wa.edu.au.
## Uniform Lists

<table>
<thead>
<tr>
<th>Girls’ Uniform</th>
<th>Kindergarten &amp; Pre Primary</th>
<th>Years One to Four</th>
<th>Years Five &amp; Six</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GIRLS – FORMAL SCHOOL UNIFORM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG navy zip jacket</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG tartan pinafore</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>GSG tartan skirt</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>White shirt – banded</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>White shirt – Peter Pan collar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG tartan tie</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>GSG dark green jumper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG white ankle socks</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navy tights (70 denier) with tartan skirt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black leather lace-up shoes**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG Junior School hat with School crest</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Wet weather polar fleece lined jacket</td>
<td></td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>Girls’ shorts</td>
<td>Optional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls’/ladies’ pants</td>
<td>Optional</td>
<td></td>
<td>Optional (must be worn with navy sock)</td>
</tr>
<tr>
<td><strong>GIRLS – SPORTS WEAR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG navy microfibre shorts or skort</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>House coloured polo shirt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red and navy polo shirt</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>GSG microfibre track pants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG navy nylon fleece track pants</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>White sports shoes or joggers**</td>
<td>✓ (Velcro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG white stripe socks</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>GSG long navy sports socks (winter)</td>
<td></td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>Navy bathers – Speedo/Zoggs*</td>
<td>Required for PP only</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

* Available at Ray’s Sport Power Albany
** Available from store of your choice
<table>
<thead>
<tr>
<th>Boys’ Uniform</th>
<th>Kindergarten &amp; Pre Primary</th>
<th>Years One to Six</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOYS – FORMAL SCHOOL UNIFORM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG navy zip jacket</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>GSG navy trousers</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>GSG navy shorts</td>
<td></td>
<td>Optional</td>
</tr>
<tr>
<td>White shirt – short or long sleeved</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>GSG tartan tie</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>GSG dark green jumper</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Black leather lace-up shoes**</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Navy ankle socks</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>GSG Junior School hat with School crest</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Wet weather polar fleece lined jacket</td>
<td></td>
<td>Optional</td>
</tr>
<tr>
<td><strong>BOYS - SPORTS WEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG navy microfibre shorts</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>House coloured polo shirt</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Red and navy polo shirt</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>GSG microfibre track pants</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>GSG navy nylon fleece track pants</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>White sports shoes or joggers **</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>GSG white stripe crew socks</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>GSG long navy sports socks (winter sports)</td>
<td></td>
<td>Optional</td>
</tr>
<tr>
<td>Navy bathers – Speedo/Zoggs *</td>
<td>Required for PP only</td>
<td>✓</td>
</tr>
<tr>
<td><strong>ACCESSORIES - BOYS AND GIRLS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSG backpack with School crest</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>House coloured swim cap</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Sports duffle bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red woollen scarf</td>
<td></td>
<td>Optional</td>
</tr>
</tbody>
</table>

* Available at Ray’s Sport Power Albany
** Available from store of your choice
Years Seven to Nine

Great Southern Grammar Middle School offers a unique transition programme with many of the best features of primary schooling combined with secondary elements. Middle School caters for adolescent children by:

- acknowledging that each student is growing and developing at a different rate and should be encouraged to progress in academic work at their own rate;
- recognising emotional and social changes by providing specialised pastoral care to support individuals as they grow into young adults;
- accepting the importance of emerging individuality by offering programmes to develop self-esteem and leadership;
- catering for the particular learning needs of boys and girls;
- recognising the importance of social groups by providing programmes that assist students to develop social skills and confidence;
- acknowledging that adolescent students are, in some ways, still children and that they learn more effectively when they are having fun. In other ways, they are young adults who demand that learning be meaningful and relevant.

Middle School students enjoy a programme specifically designed for the developmental and educational needs of adolescents. Features of Middle School teaching and learning include:

- The different social and learning needs of boys and girls.
- Student-centred learning, allowing each child to achieve their highest potential by focusing on individual strengths and areas of need.
- Encouragement for each student to learn at their own pace.
- High-level, hands-on learning.
- Consideration of student interests in the design of learning programmes.

Mr Adam Scott | Head of Middle School
Years Ten to Twelve

Senior School at Great Southern Grammar aims to provide a challenging, stimulating and nurturing educational environment for students in Years Ten to Twelve. It is our expectation and objective that every student realises their own individual potential in whatever field of endeavour they pursue.

To that end, Great Southern Grammar offers a broad and extensive curriculum, supported by a strong Pastoral Care system and a wide range of co-curricular activities.

We encourage full and whole-hearted participation in the school’s activities and programmes. We hope that students take advantage of the many opportunities afforded by Great Southern Grammar and that they develop into well-rounded, versatile adults who expect high standards of themselves, and who try to do their best at whatever they are doing.

The core values of the School — respect, tolerance, compassion and integrity — are emphasised and demonstrated in all facets of Senior School. We encourage responsible, thoughtful and considered behaviour where the rights of others to feel safe and secure at school is paramount.

As students progress through Senior School they develop personal and academic confidence and independence. Supporting this growth in our students is a caring and dedicated professional teaching staff. Oversight of each student’s progress is the responsibility of their Head of House who coordinates a support team of pastoral staff.

Educating students at Great Southern Grammar is a huge privilege and responsibility. We work closely with parents to ensure that the best outcomes are achieved for all students. We look forward to sharing productive and richly fulfilling years with them.

Mr Mark Bonnin | Head of Senior School
Middle School Pastoral Care
A strong Homeroom-based pastoral care system is the backbone of the Middle School, providing students with the necessary support to grow into well-rounded, happy and secure young adults.

Each student in Middle School is a member of a Homeroom class in which they spend most of their academic time. Each class is headed by a Homeroom teacher who takes primary responsibility for each student’s academic and social wellbeing.

Each year group is supported by a Head of Year. In Year Seven, students are taught by their Homeroom teacher for some of their subjects; in Years Eight and Nine, for at least one subject. In addition, there are dedicated pastoral care periods that students spend with their Homeroom or their House. This allows for a gradual transition between the traditional primary school one-teacher model and the Senior School system, where students generally have a different teacher for each subject.

If you have academic or pastoral concerns or queries, please contact your child’s Homeroom teacher or subject teacher through the homework diary or via email. Subsequently, parents can contact Middle School Student Services or the Head of Year to request an interview.

Senior School Pastoral Care
In Senior School, the House-based pastoral care system is developed further and becomes the primary pastoral care grouping, building on students’ strong identification with their House and supporting their development into mature and increasingly independent young adults. Each student belongs to a group of students from the same House, supported by a House tutor.

All matters of student welfare, including academic concerns and subject selection, should be discussed firstly with your child’s Head of House, by telephone, email or by arranged appointments. The Head of House may well direct you to the subject teacher for discussion. Opportunities to speak formally with your child’s subject teacher are provided through regular, scheduled parent/teacher meetings.

Subject changes are the responsibility of the Director of Teaching and Learning who can also be contacted for general enquiries on tertiary entry, TAFE and related matters.

Information regarding workplace learning, work experience, school-based apprenticeships, Try-Tech and VET courses is available from the VET/Careers Coordinator.
Behaviour Management and Peer Relations

Students have rights and responsibilities that make the School a harmonious and effective working environment for all. Teachers have effective and consistent classroom management procedures and systems in place. If an issue cannot be resolved within the classroom, further steps will be taken and other staff may be involved, including the Head of House, the Head of Sub-School, the Deputy Principal or the Principal.

GSG aims to encourage pro-social and eliminate anti-social behaviour in the School. Instances of anti-social behaviour, including bullying, will be dealt with seriously and consequences may include suspension or discontinued enrolment. Parents will be informed of serious infringements of the rights of others or refusal to comply with the rules and expectations of the School. Details of the Student Code of Behaviour and anti-bullying policies are available on the Pastoral Care page of the GSG website.
School Times
Students arrive for the day from 8.30am. Prior to this, the School does not provide adult supervision and duty of care, requiring students not to be left unaccompanied before this time. It is very important that students are ready to start their lessons when the first bell sounds at 8.40am. Individual student timetables are provided to each student on the first day of school. Students arriving later than normal start times must sign in at Student Services before attending class.

Absence from School
When a student is ill and unable to attend school, please notify the School by telephone on one of the following phone numbers, or email absentees@gsg.wa.edu.au before 9.00am:
- Middle School Student Services: Miss Claire St Jack 9844 0350
- Senior School Student Services: Mrs Nyree Mackenzie 9844 0309
Students who will be absent for part of the school day need a note in their diary alerting staff to the absence, preferably the day prior to the appointment. Students are not permitted to leave unless contact has been made by the parent. At the appropriate time, the student should first see the class teacher then sign out electronically at Student Services. On their return, students must sign in electronically.

No student should ever leave the school grounds without specific permission.

If you are concerned about your child missing school work due to absence, please contact the Head of Year (Middle School) or Head of House (Senior School). Do not be too anxious about your child falling behind in Years Seven to Nine as we have flexibility to provide students with time and assistance to catch up. Extensions to deadlines can usually be negotiated, and it is considered preferable for a sick child to have a period of complete rest. In Years Ten to Twelve, absence from school is addressed in the Year Eleven/Twelve Assessment Policy.

Extended Absences
A letter of request to the Principal should be written for any foreseeable absence of significant duration. Family holidays should be scheduled wherever possible to coincide with school holiday periods.

Medication, Illness and Injury
Great Southern Grammar has a School Nurse on campus from 8.00am to 4.00pm Monday to Friday to attend to the health needs of students. When children are sick at school, they will be seen in most cases by the School Nurse and parents will be contacted if the child is too ill to remain at school. In cases of sickness or injury, first line management will be attended to prior to contacting the parent or emergency contact.
Although all efforts will be made to make these contacts, if the School is unable to do so it will act on the parent’s behalf and make necessary arrangements. Thus it is vital that if a student’s medical details, circumstances or contact details change, the School is notified immediately to ensure the most current information is available.

See also Medication Administration Policy on page 52 of this handbook.

Parent Communication

Communication with parents on a whole school basis occurs through the weekly School e-newsletter, *The Anchor*, the School website (gsg.wa.edu.au), our term publication, *The Griffin*, and the yearbook *The Semaphore*.

Important information is also sent to parents by email so it is essential that the School be advised of any changes to parent email address details. On occasions, students may be given hard-copy notes to take home. If you find you are not receiving information, please contact your child’s Homeroom teacher.

Student Diary

All students receive a GSG Student Diary. The diary is an important time-management tool and provides an essential communication link between home and school. Students should bring their diary to all classes. Students should record details of assignments, set homework and reading completed each night. Parents are asked to read the diaries regularly and make a small comment and sign each week. Parents should use the diary for written communications to teaching staff, including notices of absence or personal issues. It is the student’s responsibility to bring to the attention of staff any note made by parents to the School. If a teacher makes a written comment please sign to show you have sighted it and/or spoken to your child regarding the matter. Please note that replacement diaries incur a charge.

Personal Items

All clothing, books and other personal items must be clearly marked with the owner’s name. Students are responsible for the care and safety of their personal belongings.

Minimal money should be brought to school and should be restricted to bus fares. All items brought to school are at a student’s own risk. Skateboards, roller blades, electronic games or personal electronic devices are generally not permitted at school. These items are not to be brought into class although they may be permitted for Music and Art students. These decisions will be made on a case-by-case basis.
Lunch Orders
Students may order lunch from the School Canteen. We offer a secure and convenient online lunch ordering system. Visit the Flexischools website at flexischools.com.au to set up an account and place lunch orders. Orders can be placed at any time before 9.30am on the day of the order. The system also allows you to place orders for future dates and set up regular recurring orders. Middle and Senior School students have access to a computer at school if they are unable to order their lunch from home.

Lunch orders are delivered to the sub-school at lunch time. Late lunch orders are not accepted, however, students will receive a basic lunch of a sandwich.

Great Southern Grammar promotes a healthy eating policy and parents are requested to restrict sweet and/or fatty snack foods in their children’s lunches. Carbonated soft drinks are not permitted at school.

Text Books
Texts used at Great Southern Grammar are generally supplied by the School. Good care should be taken of these books as they are returned to the School at the end of the year. Senior School Literature and English students are required to purchase copies of text books for personal annotation. Lists of personal stationery requirements are available on the school website.

Library
The Library is open from 8.30am to 4.30pm Monday to Thursday and 8.30am to 4.00pm on Friday. Students are responsible for any resources borrowed from the School. Students are billed for replacement of lost or damaged books or equipment.

Damage to Property
If a student carelessly or deliberately causes damage to property of the School or others, the cost of repair or replacement of the item is billed to parent’s school account.

Bus Transport
GSG uses Love’s Bus Service to provide bus transport to and from school. Any questions regarding bus timetables and tickets should be directed to Love’s Bus Services on (08) 9841 1211. For information regarding Transport Assistance, or to make an application, visit the School Bus Service website at www.schoolbuses.wa.gov.au.

Students Driving to School
Students who have their driver’s licence and wish to drive to school are to complete a Driving Permission Form, available from the Head of Senior School or Senior School Student Services. Students require permission to carry other GSG students as passengers, from both their parents and their passengers’ parents. Students are to park in the designated student car park. The School does not accept responsibility for any damage, loss or inconvenience involving the use of student motor vehicles.
Sun Protection
Students are responsible for their own sunscreen protection and are required to wear a school sports hat during outside PE and sport activities. It is recommended that every student have personal sunscreen as part of their PE kit.

Parental Involvement
Great Southern Grammar encourages parental involvement. Adolescent students, while being perhaps less encouraging of their parents’ involvement than younger children, do appreciate and benefit greatly from parental interest in their school lives. We encourage you to maintain contact with your child’s Homeroom teacher or Head of House to ensure clear lines of communication between home and school. Other suggestions for your involvement include:

- Attending school functions, including the ANZAC Day March, Foundation Day, Kingfisher Creative Arts Festival and Kingfisher Fair;
- Assisting with managing or coaching of sporting teams (please contact the Director of Sport);
- Helping supervise cocurricular activities;
- Assisting with excursions and camps where appropriate;
- Sharing your skills and talents (contact your child’s Homeroom teacher or the Head of Sub-school for possibilities);
- Joining the Parents’ and Friends’ Association.

Please let us know if you are keen to be involved: we may just have something for you!

Parents are advised to read with their child the GSG Uniform Rules, as breaches of the code are not accepted. Please help us to encourage students to uphold the highest standards in their dress by ensuring that they leave for school looking neat and dressed in accordance with the Uniform Rules. For consistency, uniform items must be purchased through the School Uniform Shop, unless otherwise stated.
Uniform Regulations

Students show pride in their uniform and dress as a mark of respect for self and the School. The community judges the School, in part, by the way in which individuals from the School are presented; therefore, they should take care to dress and act appropriately (eg: shirt tucked in and buttoned to the top).

1. The school uniform should be worn correctly at all times. This means that students may not mix items of sport uniform and the formal uniform.

2. Formal uniform, worn every day unless otherwise instructed includes, for boys, long or short trousers, navy socks and blazer. Formal uniform for girls includes skirt and tights or white socks, or long trousers with navy socks and blazer.

3. Presentation uniform for formal occasions requires covered legs. Boys must wear trousers and girls must wear trousers with navy socks or tights with their skirt. Felt hats are worn on instruction.

4. Students must wear their sport hats when outside during Terms One and Four.

5. In Middle School the sport uniform can be worn to and from school on days when students have Physical Education and Sport.

6. In Senior School, on days when subjects requiring sports uniform are scheduled, students must wear their formal uniform to and from school and change into their sport uniform at school (unless directed by the School Executive or the Director of Sport for occasions such as sport carnivals).

7. All students are expected to wear their House shirt for House sport activities.

8. For participation in aquatic activities, students are required to wear GSG racing bathers and/or school sport shorts. Sun/swim shirts and rash vests should be navy blue or black. Board shorts and other casual clothes are not acceptable. Sunscreen must be worn for outdoor activities.

9. In cold and wet weather, students are to wear the GSG waterproof jacket. No other outer garment is acceptable. Only school scarves are permitted.

10. Jewellery is limited to a watch. Students wearing rings, bracelets/bangles, ankle adornments or necklaces to school will be asked to remove them and items will be taken to the Student Services office for safe keeping until the end of the school term. Students are permitted pierced ears (no pierced noses, eyebrows, tongues) with plain silver or gold, sleeper or stud earrings and one earring per earlobe.

11. Students’ hair must be neat and conservative, ranging in length from a No. 2 haircut to whatever length a student wishes, providing that, once the length extends below the collar, it is tied up or back in a neat manner, and does not interfere with the wearing of the school hat. Students may dye their hair, providing it is a natural hair colour and consistently dyed so that all the hair is the same
colour. Shaved heads, mullets, rats’ tails, unkempt hairstyles, top knots and hair braided with beads or ribbons are not permitted. If a fringe is worn, it must be above the eyebrows. Boys’ fringes may not be pinned back. If a boy intends to grow a ponytail, permission must be sought from the Head of Sub School and a discussion held with the student’s parents or guardians. The Head of Sub School has the final say on whether a student’s hairstyle is appropriate.

12. Hair Accessories:
   ■ Ribbons, scrunchies and Alice bands (no wider than 4cm) are to be in the colours of navy, bottle green, red, white or the school tartan.
   ■ Hair elastics and clips are to be navy, bottle green, black or brown. Decorative hair clips are not permitted.

13. Boys are to be clean shaven at all times (sideburns must not extend more than 2cm below the top of the ear).

14. No make-up, including lip-gloss, glitter or coloured nail polish, is to be worn.

15. The minimum length of hemlines on girls’ skirts is to be level with a line no more than 5cm above the crease at the rear of the knee when the student is standing upright. Bras should be skin tone or white, not black or bright colours that can be seen through the white shirt.

16. Shoes are to be all black in a plain college style, lace-up and polishable with no coloured laces or stitching, heels no higher than 3cm. Boots are not permitted. Sport shoes are to be predominantly white. All-black sport shoes or casual shoes are not permitted.
ICT Use

All students must sign and abide by the contents of the school’s Information and Communication Technology (ICT) Use Agreement. The following is a summary of some of the important points contained in the ICT Use Agreement:

1. Respect the rights of others at all times.
2. Do not use technology to menace or harass another person.
3. Games are **not permitted**.
4. Only software authorised by the school may be used.
5. Do not knowingly spread computer viruses.
6. Do not damage hardware or software. If you see any damaged equipment or anyone carrying out damage, report it to your teacher **immediately**.
7. Personal details are never to be entered over the school Internet.
8. Do not break copyright laws.
9. Digital music and movie files are not to be stored on the network unless the files are copyright free.
10. Use the computers responsibly. All of your activities can be monitored. Finally, keep a backup of your data – **Your Work, Your Responsibility**.

**DVD/Video Classification Policy**

Non-print texts such as DVD, film and TV are valuable resources and teachers are encouraged to make use of them in their teaching programmes. It is necessary for teachers to make decisions about what to show students based not only on their professional judgment, but also on parental or guardian advice under the terms of the Video Tapes Classification and Control Act (1987).

Video classifications attempt to strike a balance between the right to freedom of expression, the availability of video material and the responsibility to society as a whole. Teachers are expected to display professionalism in their decision about students in their care. Teachers and administrators need to be aware of community sensibilities whilst providing the best possible opportunities for student learning.

The following is a summary of Film Classifications currently enforced in Australia, and the circumstances under which films of various classifications may be used in Western Australian schools:

**(G) General (Suitable for all ages)**

Parents or guardians should have complete confidence that their children can view a DVD/video classified at this level. However, teachers must view the DVD/video to
ascertain its suitability for the audience for whom it is intended. If there is any doubt about its suitability, a teacher should not use the DVD/video unless or until such doubt is removed. Parents or guardians may need to be informed, or their permission gained, before the DVD/video is shown.

(PG) Parental Guidance (Parental Guidance required for students under 15 years of age)
If students are under the age of 15, then parents or guardians must be informed and their permission provided before the video is used.
If there is any doubt in a teacher’s mind, they should inform the parents or guardians of students under the age of 15 of their intention to show a video with this classification.

(M) Mature (Recommended for mature audiences 15 years and over)
If all educational considerations have been made and it is deemed necessary to use an M rated DVD or video for students under 15 years (even an excerpt), parental or guardian permission must be received. Advice as to the educational value and benefits of viewing the video must be included as permission is sought.
Teachers should inform parents or guardians of students over 15 years of their intention to use a DVD/video with this classification.

(MA15+) Mature accompanied (Restrictions apply to persons under the age of 15)
The MA classification is enforceable by law.
MA classified DVDs or videotapes must not be shown under any circumstances to children under 15 years of age.
Parental or guardian permission must be gained and allowances made for withdrawal, before showing a video with an MA classification to students over 15 years of age.

(R18+) Restricted (Restricted to adults 18 years and over)
The R classification is enforceable by law.
R rated films cannot be shown in whole or in part in Western Australian schools or colleges except where all persons are 18 years or older.
Irrespective of the classification, parents and guardians have the right to withdraw their child from a viewing and that decision must be adhered to.
The school’s Video Classification Policy is available in full on the school website at gsg.wa.edu.au
Medication Administration Policy

Great Southern Grammar holds a current Poisons Licence which permits the purchase, storage and administration of Schedule Two and Three medications (therapeutic substances that can be purchased over the counter at a pharmacy). The licence is displayed in the Senior School sick bay.

This Medication Administration Policy has been formulated to reflect legislative and best practice requirements. It is recognised that:

- Some students require long term medication for the management of chronic medical conditions.
- Short term prescribed medication may be required for the management of acute illness or infection.
- Medications are to be stored in accordance with the Poisons Act, Department of Health and manufacturer’s recommendations.
- The quantities of medication within the School need to be minimised.
- Parental consent to administer medication is required.
- All medication, including naturopathic and complementary medicines, given is to be documented on the student’s health record.

**Short Term Medication**

Students requiring short term medication may bring the required dose to school each day to maintain therapeutic compliance. Administration details are to be provided in writing by the parent and documented on the Prescribed Medication Record.

The student and medication are to be presented to Student Services. The medication must be in its original container with the prescription label and details, including name, drug, dosage, frequency and expiry date, clearly marked. Students are not to self-administer medications.

**Long Term Medication**

Students requiring long term prescribed medication to be dispensed by the School Nurse are to have a *Prescribed Medication Record – Long Term* completed by the parent/guardian or Medical Practitioner. Medication is to be forwarded to the School in its original container with the prescription label and details, including name, drug, dosage, frequency and expiry date, clearly marked.

**Storage of Medication**

No medications, with the exception of asthma puffers and epipens, are to be kept on the child, in school bags or desks unless approved by the School. All Schedule Two and Three medication at the School is purchased through a pharmacy. All medication is kept under locked conditions or according to manufacturer’s recommendations (eg refrigerated).
Infectious Diseases
When a child is suffering an illness that can be spread to others (an infectious disease) they must be cared for at home until the infection is completely resolved. Similarly, children found to have head lice will be sent home and not permitted to return until appropriate treatment has been attended.

Dental and Eye Care
Spencer Park Dental Clinic provides dental care checks-ups for all students. Eye and ear testing is performed by the School Nurse. Referrals to specialists such as orthodontists, ophthalmologists and audiologists are undertaken after consultation with the student’s parents.

Curriculum at Great Southern Grammar
Middle School
In Middle School, students study core subjects, including English, Mathematics, Science and Society & Environment. As students progress through Middle School, the curriculum widens and they have the opportunity to experience a number of electives in the practical and creative arts, language and sport. Details of Year Eight and Nine electives are available on the school’s website.

Senior School
GSG offers a broad academic programme in Senior School, catering for a variety of post-school pathways such as university, TAFE, further training and employment. Year Ten students study the core subjects of English, Mathematics, Science and Society & Environment, along with two electives, as well as Christian Studies, Health and Physical Education, weekly assemblies and pastoral periods. One week in Year Ten is given to Work Experience, where students find a work placement to get a feel for a career. All Year Ten students are also expected to undertake some form of community service. Activities are offered by the School during the year but students may organise their own.

Year Eleven and Twelve students choose courses of study appropriate to their post-school aspirations and interests, while also being engaged in Christian Studies and Sport. Workplace Learning is an option offered for students to obtain Certificates I or II in several disciplines while still at school. Details of the range of Courses of Study and Vocational Education programmes offered by the School are found in the Course Selection Handbook, available on the School website.

Sport
Physical Education and Sport are an integral part of the School’s educational programme. Active participation provides not only for the physical development of individuals but also for intellectual, social and character development. Our programme
aims to develop school spirit, sportsmanship, self-discipline and the adoption of active and healthy life skills.

All Middle School students participate in two periods of sport each week. Through participation in a broad range of team games and individual performance activities, students develop physical, self-management and interpersonal skills needed for confident participation in sport and recreational activities.

In Senior School, an interhouse competition involving various sports runs for part of each semester. Each term, sporting events such as training for Country Week interchanges with other non-sporting programmes.

**House Sport**

House sport is an integral part of the school calendar. Interhouse swimming, athletics and cross country carnivals are held annually, as well as regular House competitions in Summer and Winter sports. All students are expected to participate in House activities and competitions.

**Exemption from Participation**

All students are expected to participate to the best of their ability. Active participation ranges from active play and performance, to umpiring, scoring and responsibility for teams and equipment. If a child is unable to actively participate in sport, parents are requested to provide a dated letter explaining the limits of the child’s participation. Students will then be given duties that are within their capabilities. Please do not be talked into providing excuses for non-participation except where it is absolutely impossible for your child to participate in any way.

**Homework Policy and Guidelines**

Homework plays a vital role in education. It provides a valuable opportunity for parents to show their support and interest in school life and is an important link between home and school. Establishing sound and positive attitudes towards homework and study during Middle and Senior School is important for success both in and beyond school years.

Homework helps the student to learn about:

- Following directions
- Working independently
- Following a task through from beginning to end
- Managing available time wisely and meeting deadlines
- Balancing all responsibilities e.g. homework, music practice, sport commitments etc.
- Being punctual and responsible with tasks
- Concentrating on the task at hand
■ Devoting the effort needed to work to potential
■ Consolidating learned concepts.

Teachers keep records of homework set, of the standard achieved academically and in effort and presentation, and whether the work was completed and submitted punctually. In Years Seven to Ten, this is part of the criteria taken into account for Academic Merit and Endeavour awards. Individual teachers have different strategies to manage student completion of homework and parents are encouraged to ask if they have any queries. In Years Eleven and Twelve, sanctions apply for late homework and assignments, as required by the Curriculum Council. Details of the Senior School Assessment Policy are set out in documentation given to students at the beginning of the academic year.

As students progress through the school, there is an increasing emphasis on independent work in the form of projects and assignments. It also becomes increasingly helpful for students to make notes and mind maps for later revision.

Suggested homework and study times for each year level are as follows:

■ Year Seven to Nine: 45 to 90 minutes three to four times per week
■ Year Ten: 100 minutes five times per week
■ Year Eleven: 120 to 150 minutes five times per week
■ Year Twelve: WACE Stage Two or Three courses — 20 hours per week; Wholly School Assessed programme — 12 hours per week

In Middle School, teachers will attempt not to give homework over weekends and school holidays, the exception being where students need to catch up on work and occasional major assessment items.

Homework and Parents’ Role

There are several things parents can do to give their children the best possible opportunity to succeed with homework:

■ Check your child’s Student Diary regularly and sign it to show you have read it.
■ Provide a quiet, well lit place to work and all necessary supplies (e.g. stationery and a dictionary) and ensure these things are respected.
■ Assist your child to plan his/her time so all tasks are completed, e.g. music practice, sport training, homework.
■ Establish with your child that homework is a priority and support this conviction.
■ Make sure your child realises that you expect the homework to be completed even if you are not home to supervise.
■ Encourage your child to work independently by giving assistance only after they have made a real effort to do the work alone.
Provide positive assistance if your child is experiencing difficulties, but do not force the child to continue if they are distressed or confused.

Contact the teacher if your child experiences any problem with the set homework.

Remember that learning does not always proceed smoothly and at a constant rate so avoid being overcritical or impatient.

Provide positive support and praise when the homework is completed.

Cocurricular Programme

The school’s curriculum reaches beyond the academic programme and we provide extensive co-curricular opportunities for students to enjoy and succeed in a number of areas. Music, Drama and Creative Writing, as well as the Chess programme, Dive club, Speech and Debating and a wide range of sports are offered throughout the year.

Academic Support

Academic Support is provided as a service to assist students in Middle and Senior Schools to consolidate learning and understanding. After-school sessions are run by specialist staff on Mondays, Wednesdays and Thursdays and students are encouraged to be proactive participants in these sessions. The Academic Support schedule is available on the school website.

Drama

The Drama Department at Great Southern Grammar is dedicated to encouraging student participation in Drama and ensuring that all students have a thorough theatrical experience.

All students in Years Seven to Twelve have the opportunity to participate in the schools’ biennial whole school production. These productions are presented at the Albany Entertainment Centre in March every two years. Productions to date include *The Wiz*, *Footloose*, and *Oliver*. These productions are a wonderful experience for all students involved either in the cast, the orchestra or band, or backstage as a member of the crew to perform in a large, professional venue in three shows over two days to sell-out crowds.

In Senior School, Drama students recently presented major productions, original solo pieces and monologues.
Cocurricular Music
Great Southern Grammar’s comprehensive and vibrant Music programme aims to provide a stimulating and exciting musical environment for students at all levels, both in and out of the classroom. A wide range of musical opportunities are available for students from Year One to Year Twelve.

Individual lessons
Students have the opportunity to learn a wide range of instruments from one of our experienced instrumental teachers. Individual lessons are 30 minutes in duration and are held during the school day.

Ensembles at GSG
Many ensembles are offered to students to cater for all levels of musical development, age and taste in musical styles. GSG has a Jazz Band, Concert Band, Foundation Band, Senior Strings, Jazz Ensemble, Pipe Band, Guitar Ensemble and a Senior Vocal Ensemble for Middle and Senior School students. Activities for ensembles include annual camps, tours within Western Australia and performance and learning opportunities throughout the year. As part of the unique GSG Pipe Band, the School offers students tuition on the bagpipes and marching drums. The Pipe Band is a distinctive band that features at all formal school occasions and is often invited to perform at formal events for the City of Albany.

Contemporary Music Programme
Great Southern Grammar has an active contemporary music programme that develops from the General Music elective in Middle and Senior School. A number of student bands perform regularly at lunchtime concerts and other concerts throughout the year. For more information, please contact the Music Office on 9844 0327 or email music@gsg.wa.edu.au.

Cocurricular Sport
GSG offers a wide range of sporting activities to cater for the varied interests of students. Opportunities exist to join school teams and participate in local, regional and metropolitan competitions. Students are expected to participate in a variety of sports, train and play enthusiastically and demonstrate school spirit through support of teams. All Middle School students are encouraged to play for a school team in a minimum of one sport per year. Registration fees for participation in a school sport team are included in school fees.

In general, all sporting teams have one training session per week (mid-week) and one game per week. Games can be played on various days depending on the particular association. When a student signs up for a sport they must commit to playing for the entire season.
All students must attend all practice sessions, punctually and properly dressed. A student may only be excused from training for good reason, with permission from the coach sought prior to the session. If a student is to be absent from a scheduled game, the coach must be given adequate notice and the opportunity to cover the team member’s absence. Players should consider the effect that their absence may have on teamwork and performance of their team.

All school teams require coaches and team managers. Willing and interested parents are asked to contact the Director of Sport.

Sports currently on offer through the School include:
- **Summer**: Cricket, Basketball, Swimming, Tennis, Rowing, Triathlon, Equestrian, Touch Rugby.
- **Winter**: AFL, Hockey, Soccer, Netball, Cross Country, Athletics, Volleyball.

**Project Beyond**

Open your eyes to the world around you.

Exchanges are part of the Great Southern Grammar philosophy and are a component of Project Beyond, including cultural and enrichment programmes such as Outward Bound, Singapore and Malaysia sporting tours, the Nichinan exchange programme, Europe trip, Tjuntjuntjara cultural exchange and Cambodia Leavers’ tours. These exchanges occur at two levels: international and regional.

Middle School exchanges occur in Years Eight to Ten and are two-week reciprocal exchanges with other schools in the Australasian region.

International exchanges usually occur in Years Ten or Eleven. Exchanges vary in length from six weeks to a full term, depending on individual circumstances. Exchanges are negotiated between GSG and selected host schools in Japan and are reciprocal, so no tuition fees are exchanged and the students travel on tourist visa. Exchange students’ families arrange their travel.

There is no cost involved other than the travel expenses and the reciprocal hosting. Wherever possible, the aim is to accommodate the student’s first choice, however, flexibility is required. Some schools do require a deposit to cover additional items such as camps or instrumental tuition not covered by tuition fees. The amount varies depending on the school. Unused funds are returned at the end of the exchange.

The arrangement of exchanges can be done at any time, although it is advisable to look at a 12-month preparation time. More information on exchanges is available from the Deputy Principal.
Camps and Expeditions

The Camps and Outdoor Expedition programme at Great Southern Grammar is a mandatory element of the curriculum and provides learning experiences beyond the classroom for students to get to know their abilities and opportunities to extend them.

All students take part in a sequential programme from Year Seven to Ten. Each expedition has a specific personal development focus and graduated level of physical, mental and social challenge set to develop the qualities of resilience, self-reliance, self-discovery, leadership, service and teamwork.

Operating in varied outdoor environments and participating in expedition and adventurous activities provides students with opportunities to:

- Develop an appreciation of Australia’s varied natural environments;
- Develop environmentally sensitive camping and expedition skills;
- Extend their learning environment beyond the classroom;
- Experience personal challenge and growth; and
- Develop greater understanding of interdependence with others.

Year groups attend camps and expeditions in a variety of settings in the Great Southern region of Western Australia. In Years Seven and Eight, camps are conducted in year groups, with some activities occurring in smaller groups, and are supervised by GSG teaching staff with support from parents. In Years Nine and Ten, students operate in small groups and are accompanied by a GSG staff member and a professional instructor from Outward Bound.

Outdoor Expedition Programme Participation

Enrolment in the School is subject to agreement to participate in all aspects of the curriculum, including the Outdoor Expedition Programme. Camp dates are planned to fit into a busy school programme and are publicised in the school calendar to ensure all students attend.

Students with special needs or injury are expected to participate to the best of their ability. Parents with concerns are encouraged to contact the Outdoor Expedition Coordinator to discuss how the course can be modified to ensure inclusion of their child.

All participants complete a thorough and detailed medical form which allows accompanying staff and Outward Bound personnel to be prepared for any special conditions or requirements.
### Outdoor Expedition Programme Outline

<table>
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<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Year Seven</strong></td>
<td>Students participate in two to three-day base camp oriented programmes with a focus on environmental education, self-reliance and social responsibility. Initiative games and short expeditions provide physical and social challenges and opportunities to develop environmentally sensitive camping and navigation skills.</td>
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<tr>
<td><strong>Year Eight</strong></td>
<td>Students take part in a programme of camp adventure activities with a focus on self-confidence, social skills, service and environmental responsibility. Students develop and rely on navigation skills to complete extended day hiking expeditions.</td>
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<tr>
<td><strong>Year Nine</strong></td>
<td>Participation in this challenging five-day Outward Bound rafting expedition provides physical and mental challenges to develop greater understanding of interdependence within a group. Students put into practice navigation, expedition and minimal impact camping skills in a bush setting and undertake personal challenges presented by a high ropes course.</td>
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<tr>
<td><strong>Year Ten</strong></td>
<td>As an extension of previous Outward Bound experiences, this five-day expedition presents students with the opportunity to develop the concepts of self-reliance and interdependence. Under the guidance of the Outward Bound instructor and teacher, groups refine navigation skills, plan and prepare for this challenging extended expedition. Preparation includes the challenge of the high ropes course and initiative activities. Students then independently undertake their expedition in the company of a group instructor and teacher.</td>
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GSG Fast Facts

- GSG opened in 1999 and is an independent, Christian, coeducational, residential and day school for students K-12.
- GSG’s mission is to provide the young people of the region and beyond with a world-class school incorporating a liberal education, the Christian faith and a maritime heritage.
- The School's motto is Wisdom and Knowledge. Our goal is to impart the life skills young people require to participate in the community, as well as achieve academically.
- GSG provides a balanced approach to academic, sporting and cultural excellence and encourages positive community spirit.
- Students of GSG are supported in their learning by specialists in learning support and gifted education.
- GSG boasts a comprehensive sports programme and is considered to be the leading provider of music education in the Great Southern region.
- Boarding students and families are supported by a committed, well qualified and caring staff in houses with the feel of large family homes.
- Over 820 students enrolled.
- Employing over 170 staff.

For more information, please visit Great Southern Grammar online at gsg.wa.edu.au.

The information provided in the GSG Parent Handbook is correct at the time of printing. However, the School operates in a dynamic environment and changes to routines and procedures occur during the school year. We endeavour to keep the School community informed about what is happening at the School and we encourage you to read the weekly Anchor newsletter and to visit the GSG website at gsg.wa.edu.au to keep up to date with the latest information.