

BRIGHTON JUNIOR SCHOOL **PREP TO YEAR 6**

Parent Handbook



FIRBANK
GRAMMAR

Updated March 2023

CONTENTS

Message From The Principal	3
6-5-4 Strategic Intent	4
Relationship & Engagement Commitment	9
International Baccalaureate (IB)	10
Curriculum Overview	12
Curriculum the Arts: Visual	13
Curriculum the Arts: Music	14
Curriculum English	15
Curriculum Health & Physical Education	16
Curriculum Outdoor Education	17
Compass Award	17
Curriculum Humanities	18
Library	19
Religious Education	19
Curriculum Mathematics	20
Curriculum Science	21
Destination Imagination	22
Curriculum Technologies	22
Leadership	23
Student Support	24
Wellbeing	24
Communication	25
Parent Community	27
Reporting and Assessment	28
General Information	29



MESSAGE FROM THE HEAD OF CAMPUS

It is my pleasure to welcome you to the Firbank Grammar Brighton Junior School, known as Turner House.

We value our partnership with families as we work together to guide and support students through this exciting and important part of their school journey.

The purpose of this handbook is to provide you with an opportunity to learn about our school and the values and philosophies that are embedded into our school environment.

At Turner House we develop the natural curiosity and thinking skills of students from ELC3 to Year 6 in a caring and inclusive environment. Specialist teachers, high academic standards and a diverse range of cocurricular activities help our students build confidence and a love of learning. Our learning, personal development, student leadership and wellbeing programs create opportunities to nurture resilient and optimistic learners.

As an authorised International Baccalaureate World School we share the belief that education can help to build a better and more peaceful world. Our aim is to support students to make meaningful connections with others and to view themselves as active contributors to the strength and success of the community.

Our handbook outlines some of the practical considerations related to the day to day operations of the school, however our staff are always here to help. Please feel free to contact the school at any time if you have any questions, concerns or ideas.

We hope you enjoy being part of the Turner House community.

Melanie Smith
Head of Campus



The background of the entire page is a photograph of a brick wall. In the upper left corner, there is a large, embossed crest. The crest is shield-shaped and divided into four quadrants. The top-left quadrant contains a cross, the top-right a face, the bottom-left a cross, and the bottom-right a cross. Below the shield is a banner with the Latin motto 'VINCIT QUI SE VINCIT'.

ONE CONQUERS WHO CONQUERS ONESELF

Our vision is for Firbank students to embody our motto, conquering themselves, their challenges and embracing possibilities.

Our purpose is for Firbank to provide more than exceptional education.

We care about our students and offer a breadth of experiences, knowledge and skills that equip them to be continuous 'conquerors of learning' and ready for life.

Our Four Pillars

The foundations upon which everything we do is built.



STUDENT ACHIEVEMENT

Firbank provides an inspiring, balanced and progressive learning experience which enables students to meet their potential.



WELLBEING

We know, value and care for our students; Wellbeing is at the heart of everything we do.



STRONG COMMUNITY

The Firbank family is a highly engaged community with a culture of inclusion, empathy and action.



SUSTAINABILITY

We manage our School in a responsible manner to ensure a sustainable future.

Our Values

The ethical and moral values we hold and instil in our students.

COMPASSION

We will act on our feelings of empathy and show kindness and forgiveness.

COURAGE

We will show strength of character. We are committed to speak and act from our hearts. We are brave.

INTEGRITY

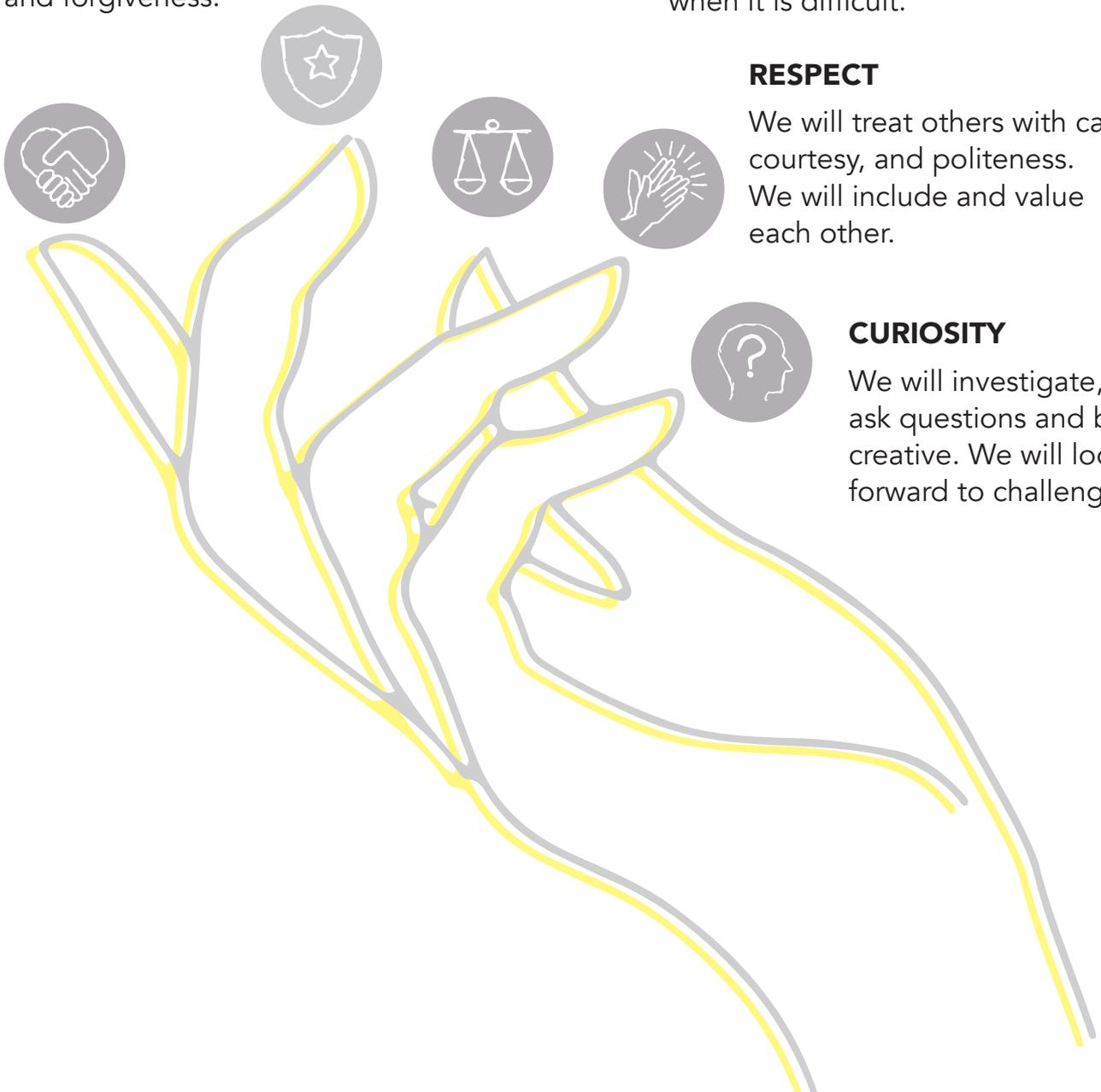
We will practise our values and do what we know is right, even when it is difficult.

RESPECT

We will treat others with care, courtesy, and politeness. We will include and value each other.

CURIOSITY

We will investigate, ask questions and be creative. We will look forward to challenge.



Our Domains

The skills and attributes that are essential to success in life.



RELATIONSHIPS

Firbank students develop strong relationships in any environment. They're taught the skills to build networks that will support them, open doors to new possibilities and provide them with a sense of belonging.



CONSIDERATION

Kindness and consideration are woven into the fabric of life at Firbank. Students are made aware of the world around them. They are encouraged to think beyond themselves and to promote positive change.



RESILIENCE

Challenge is ingrained in Firbank's curricular and co-curricular activities. Resilience is developed and cultivated. Firbank students are taught to be capable, mentally strong and independent.



CONFIDENCE

At Firbank, promoting a sense of self-worth and inner strength creates confidence in our students: confidence in themselves and their abilities and confidence to develop and express their point of view.



PASSION

Firbank students are supported to find and follow their passion. They are encouraged to have determination and purpose in their actions and to celebrate their accomplishments.



ADAPTABILITY

Firbank students are encouraged to embrace and adapt to new and challenging situations. This enables them to be successful and at the forefront in a rapidly changing world.



Our Principles

How we do things at Firbank to achieve our vision.



MIND FRAME

Choosing an attitude which is positive and respectful.



COLLABORATION

Intentional dialogue and connection through resourceful relationships based on trust.



DESIGN & PLAN

Deliberate design that is data informed and agile, enabling students to thrive.



FEEDBACK

Effective and timely communication giving learners hope and understanding in their successful progression.



IMPACT & JOY

Creating joyful learning environments that provide rigorous and deep level learning experiences for all.



ACTION KINDNESS

Choosing to be kind to ourselves and others to create an affirming environment.



BE THERE

Actively focus on the moment and each other.

RELATIONSHIP & ENGAGEMENT COMMITMENT

Firbank's relationship and engagement commitment is underpinned by our five Values and is the expression of our Vision and Purpose. Through a culture of care and support that fosters resilient relationships, we can be our best. We work in partnership with members of our community and we are committed to ensure that all relationships embody trust, forgiveness, integrity, hope and compassion.

Our Responsibility

It is our collective responsibility to model the behaviours we wish for our community. We are committed to being educative rather than punitive when working through a challenge.

We will:

- Have strong, respectful relationships
- Act with kindness and consideration
- Practise resilience
- Foster self-worth and self-compassion
- Encourage passion, determination and curiosity
- Support adaptability
- Support the policies that exist to protect children, as the safety and wellbeing of students and our community sits at the heart of Firbank

Our Communication

Kind and resilient relationships are fostered through sharing our thoughts, feelings and ideas in a respectful way.

We will:

- Communicate with care and courtesy
- Respect the ethical, moral and legal rights of all members of our community
- Apply this to all forms of communication: verbal, written and online

Our Relationships

A culture of care and support enables students to feel safe, take responsibility and learn from their mistakes.

We will:

- Use relationship reparation to work through challenge, conflict and disagreement. It begins with forgiveness, builds trust, encourages integrity, shows care and fosters positive relationships
- Be reflective and listen to each other
- Accept the impact of our behaviour
- Apologise and forgive
- Be accountable and take action to repair relationships

INTERNATIONAL BACCALAUREATE (IB)

The Junior School, Brighton Campus, is an authorised International Baccalaureate World School.

The IB Primary Years Programme (PYP) nurtures and develops young students as caring, active participants in a lifelong journey of learning.

Future Focused

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It reflects the best of educational research, thought leadership and experience derived from IB World Schools.

The PYP has evolved to become a world leader in future-focused education. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.

The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritises people and their relationships to build a strong learning community.

Self-Regulated Learners

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB learner profile to make a difference in their own lives, their communities and beyond.

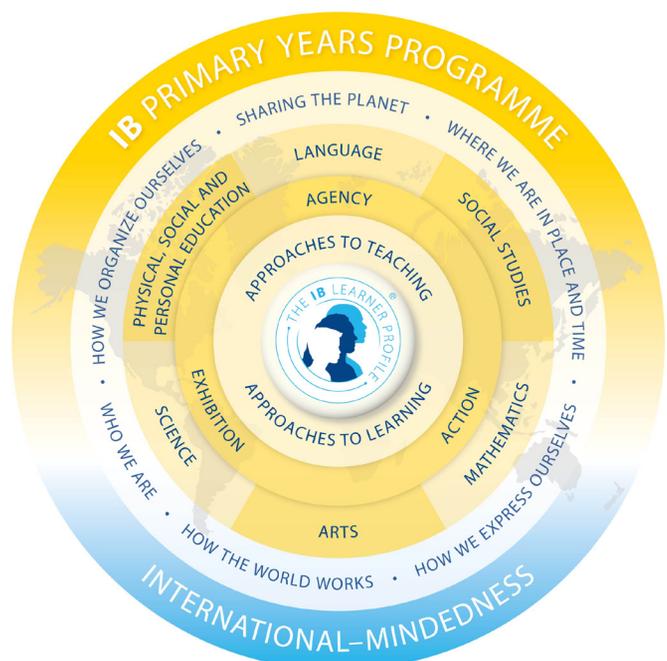
The PYP focuses on the development of the whole child as an inquirer, both in school and in the world beyond. The PYP offers a transformative experience for students, teachers and whole school communities and delivers excellent outcomes by providing an education that is engaging, relevant, challenging and significant.

PYP learners know how to take ownership of their learning, collaborating with teachers to deepen understanding and increase their confidence and self-motivation. Through actively engaging in integrated ongoing assessment, they become effective, self-regulated learners who can act on constructive feedback.

Transdisciplinary Themes

Guided by six transdisciplinary themes of global significance, students broaden their learning by developing their conceptual understandings, strengthening their knowledge and skills across, between and beyond subject areas.

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet



IB Mission Statement

The International Baccalaureate Organisation (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



CURRICULUM OVERVIEW

The curriculum in the Junior School is designed to provide a foundation for future learning. The curriculum encompasses the framework of the IB PYP and is aligned with the Victorian Early Years Learning and Development Framework and the Victorian Curriculum. Firbank's programs are designed to tap into the natural curiosity of all students while encouraging them to be thinkers, communicators and responsible citizens within the community.

Turner House Early Learning Centre (ELC)

At Turner House, we are proud to have a strong ELC program, giving children a solid foundation for when they begin Prep. Standard Day and Long Day enrolment options give flexibility to suit various children and family situations. Programs during school holidays are also available.

The Victorian Early Years Learning and Development Framework (VEYLDF) describes five outcomes for children from birth to eight years. The outcomes are directly linked to the Victorian Curriculum to support the continuity of learning and a smooth transition throughout the early childhood period.

- **Outcome 1:** Children have a strong sense of identity
- **Outcome 2:** Children are connected with and contribute to their world
- **Outcome 3:** Children have a strong sense of wellbeing
- **Outcome 4:** Children are confident and involved learners
- **Outcome 5:** Children are effective communicators

Specialist programs give young students a base knowledge of music, physical education, library studies and Chinese. Students also participate in the Perceptual Motor Program (PMP), learn alongside the ELC Atelierista, and engage with the Prep students during Turner House Conqueror's Program.

Turner House Prep-Year 6

Our rigorous international program places emphasis on a balance of guided inquiry and personalised learning approaches in conjunction with explicit instruction. Content descriptions and achievement standards are determined by the guidelines of the Victorian Curriculum. The Victorian Curriculum includes both knowledge and skills, defined by learning areas and capabilities.

LEARNING AREAS

- The Arts
- English
- Health and Physical Education
- Humanities (Civics and Citizenship, Economics and Business, Geography, History)
- Languages (Chinese)
- Mathematics
- Science
- Technologies

CAPABILITIES

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

CURRICULUM

THE ARTS: VISUAL

ELC Atelierista

Our Atelierista is based in our ELC two days per week and is responsible for setting up art-based provocations and working with small groups of children on a long-term project. The role of the Atelierista is to complement classroom learning by provoking creativity and discovery through the intentional exploration of carefully selected materials.

Prep-Year 6

All Prep-Year 6 students participate in weekly Visual Arts classes facilitated by a specialist teacher. The Visual Arts Program follows the Victorian Curriculum guidelines, grounded in the belief that the visual arts can engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Within the program, students are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork.

Students begin to appreciate the depth and breadth of the field by experiencing visual arts created by diverse artists—locally and globally, now and in the past. Studying the visual arts helps students develop their understanding of global culture and their responsibilities as global citizens.

During Term 4, students have the opportunity to showcase the skills they have gained from the Visual Arts program at the Annual Art Show.



CURRICULUM

THE ARTS: MUSIC

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way. Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Students in ELC-Year 6 participate in weekly music lessons, facilitated by a specialist teacher.

During the year, there are numerous opportunities for the students to perform as individuals and as a member of a group. These include:

- Choir
- House Choral Concert
- Choral Concert at St Andrew's Church
- Easter Service
- Orchestra
- Turner House Combo
- Nativity
- Graduation
- Presentation Night
- Grandparent's Day
- Annual Art Show

Each year, several students are selected to join various Senior School bands and ensembles. Students in Year 5 and 6 are also involved in the production of a school musical, performed in Term 2 each year.

Junior Instrument Program (J.I.P)

Students in Years 3-5 select a string instrument to learn as part of the Junior Instrumental Program. Students are supported to develop their skills in weekly small group sessions. These sessions are held in the rehearsal spaces within the Senior School Music Precinct.

Private Tuition

Private tuition is offered in a wide range of orchestral and band instruments, including orchestral percussion, drums, guitar, piano and vocals. These lessons are scheduled during school time on a rotating cycle each week.

CURRICULUM ENGLISH

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

At Firbank, we teach English both explicitly within literacy sessions and through authentic contexts integrated across all curriculum areas. Our approaches are research based and acknowledge the language profile of individuals and build on previous learning in ways that are positive and productive to produce confident communicators.

English as an Additional Language (EAL)

The EAL teacher works collaboratively with class teachers to support students who do not speak English as their first language. Targeting the needs of individual students, the EAL teacher provides support and instruction both in classrooms and in small group and individual sessions.

Through the EAL curriculum pathways, students develop English language competence in the modes of Speaking and Listening, Reading and Viewing, and Writing. Students are provided with a range of opportunities to expand their linguistic repertoires and one of the main ways to do this is through critical engagement with print and digital texts, including visual, multimodal and interactive texts. The study of various texts supports the development of communicative skills, linguistic knowledge and cultural understandings.

Languages (Chinese)

The study of a second language demonstrates the high value Turner House places on intercultural literacy and second language proficiency. Chinese (Mandarin) is offered as part of the core curriculum from ELC3 to Year 6. Learning a language enables students to see diversity as a regular part of society.

The study of languages and cultures is valued as a unique and integral part of the curriculum, enriching personal development and helping to facilitate international mindedness.

At Turner House we offer a Pathways Program to support appropriate language development for Background Language Learners as well as Second Language Learners. Students attend weekly lessons facilitated by specialist staff.

CURRICULUM HEALTH & PHYSICAL EDUCATION

Perceptual Motor Program (PMP)

Students in ELC and Prep participate in weekly PMP sessions. Within these sessions, students rotate through a variety of activities designed to improve eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills. Perceptual motor development connects a child's perceptual or sensory skills (the brain) to their motor skills (the body) so they can perform a variety of movements and confidently interact with their environment. Perceptual motor development involves brain functions necessary to plan and make decisions from simple to more complex. PMP is facilitated by our Physical Education staff, in collaboration with classroom teachers.

Prep-Year 6

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, as well as build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Students in Prep-Year 6 participate in weekly Physical Education (PE) sessions and fortnightly Health sessions.

Sport

In addition to PE, students in Year 3-5 participate in a weekly House Sport competition. Students in Year 6 participate in a weekly inter-school competition. Within the sport program students have the opportunity to apply movement concepts and strategies to different sports as well as explore rules, fair play and inclusive participation.

SPORT CARNIVALS

Each year, students participate in junior (ELC-Year 2) and senior (Year 3-6) carnivals. The junior carnivals provide an opportunity for students to showcase their developing skills in a fun environment. The senior carnivals include swimming, diving, athletics and cross country. These opportunities encourage participation whilst also providing pathways through to elite level competition.

RUN CLUB

Students in Years 2-6 are invited to join Run Club, which is held at 7.30 a.m. each Thursday morning.

SWIMMING, NETBALL AND TENNIS

Many Junior School students choose to become involved in the swimming, netball and tennis programs, which offer pathways for beginners through to experienced participants.

SNOWSPORTS

Each year, interested students are invited to trial for the Victorian Interschool Snowsports Championships.

CURRICULUM

OUTDOOR EDUCATION

Personal growth and development can take place in many ways. Our carefully planned, sequential Camp Program, which takes place from Years 2-6, facilitates and encourages self-reliance, teamwork, leadership, initiative and responsibility through the challenges of experiential learning and new adventures.

Working as a team member develops an enhanced value of self and others. We offer a range of individual challenges and opportunities that allow students to take measured personal risks in a framework of

developmentally appropriate ways. The supportive spirit of the Camp Program often sees students achieve personal goals beyond what they could have imagined.

- **Year 2:** Overnight stay at Scienceworks
- **Years 3 and 4:** Three-day, two-night camp at Waratah Bay Beach
- **Year 5:** Three-day, two-night camp at Camp Rumbug (Wilson's Promontory)
- **Year 6:** Four-day, three-night Canberra study tour

COMPASS

AWARD

The Compass Award is an introduction to the rigorous Duke of Edinburgh International Award. It is designed to challenge students to learn new skills, develop initiative and commitment and become more responsible, resilient and motivated young people. The students set and work towards goals in four core areas: physical activities, hobbies and skills, volunteering and adventurous explorations. They monitor and record their achievements and gather evidence and mentoring advice useful for meeting their targets. Although this is a voluntary opportunity at Turner House, over 80% of students work toward earning their Compass Award in Years 5 and 6.

CURRICULUM HUMANITIES

Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges, including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate

democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

The Humanities are taught within the context of units of inquiry aligned to the six PYP Transdisciplinary Themes.



LIBRARY

The library is the hub of the school with resources for students, teachers and parents to use. The Library Resource Centre is well supplied with the latest literature for students aged 3-12 and includes books in other languages spoken in our community, including Chinese, Japanese, German and Spanish. The Library Resource Centre is also a computer laboratory with desktop computers available for student use. Students visit the library regularly and you are welcome to accompany your child in the library before or after school. Borrowing and returning of books can take place if the library teacher is available. Books are borrowed for two weeks and if your child has not completed the book, the period can be extended.

Book Week

Every year, the CBCA (Children's Book Council of Australia) brings children and books together across Australia through Book Week. During this special week, we celebrate books and Australian children's authors and illustrators. Shortlisted books are shared with students in Library sessions. We celebrate the theme for Book Week at a special Book Week Assembly where staff and students dress in costumes aligned with the theme.

RELIGIOUS EDUCATION

Religion is an essential characteristic of many societies and religious knowledge is fundamental to understanding of self, others, the world and God.

Religious Education promotes an understanding of story, ethics, ritual and symbol that have shaped humanity from the earliest time. Religious Education invites students to appreciate the value of faith and to respect the various faiths and world views that permeate Australia's diverse society. Respect for all religious traditions is an important value underpinning the program.



CURRICULUM MATHEMATICS

Students at Turner House are taught to view mathematics as a global language through which we make sense of the world. The teaching of mathematics reflects the stages a learner goes through when developing understanding: constructing meaning, transferring meaning into symbols and applying with understanding.

Our Mathematics program follows the Victorian Curriculum, which focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills.

These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to efficiently make informed decisions and solve problems. The Mathematics curriculum provides students with a carefully paced, in-depth study of critical skills and concepts.

Mathematics at Turner House aims to ensure that students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and can pose and solve problems in number and algebra, measurement and geometry, and statistics and probability
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

Maths Games

In Year 4, the Maths Games program is designed to provide high-achieving students with an opportunity to learn and develop valuable maths problem-solving skills while offering enjoyment and an appreciation of maths. The primary aim is to prepare high-achieving Year 4 students for future entry into Maths Olympiad competitions.

Maths Olympiad

The Maths Olympiad is a more challenging competition for high-achieving maths students. It allows teams and individuals to put their talent to the test and compete against other schools and students across Australia and New Zealand. The Maths Olympiad competition is aimed at Year 5 and 6 students with an excellent understanding of mathematics and builds on the problem-solving skills developed through Maths Games.

Maths Talent Quest

The Maths Talent Quest is an open-ended mathematical investigation where students identify a maths problem or concept in the real world, selecting their own topic. Students gain information, collect data and analyse results. Entries can be completed as an individual, group or class. All students in Prep to Year 6 are invited to participate.

CURRICULUM SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society and its applications in our lives.

The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

At Turner House, Science is taught explicitly and embedded within transdisciplinary units of inquiry.

Science Talent Search

The Science Talent Search is an annual, science-based competition open to all primary and secondary students in Victoria, Australia. Science Talent Search fits closely with the Victorian Curriculum philosophy of teaching and learning. Each year there is an allocated theme to focus entries on. There are various sections that students can enter, such as creating an invention, conducting research or creating posters, videos and photography. Students present their entry to a panel of judges, and awards are allocated based on the judging criteria.



DESTINATION IMAGINATION

Destination Imagination is an international, project-based program that encourages innovation, teamwork and creative problem solving. Students work in collaborative teams to solve both short-term and long-term challenges. Students choose one of seven different open-ended challenges in the fields of Science, Technology, Engineering, Mathematics and Service Learning. Students work together in teams over several months to plan, create and present their solution at a tournament. Teams are also

required to participate in Instant Challenges, where they are given limited time and resources to present solutions.

Within the program, students learn patience, flexibility, persistence, ethics, respect for others and their ideas and the collaborative problem-solving process. All students in Year 4-6 have the opportunity to participate in the program.

CURRICULUM TECHNOLOGIES

Technologies provides a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.

In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions. In Digital Technologies, students use computational thinking and information systems to analyse, design and develop digital solutions.

All Prep-Year 6 students participate in weekly Digital Technologies lessons, facilitated by a specialist teacher.

Classrooms are equipped with a bank of desktop computers and/or laptop computers, interactive boards and wireless network access. Students in Prep to Year 3 have access to class sets of iPads as part of their learning, whilst students in Years 4 to 6 participate in our 1:1 student-owned iPad program. Students are also provided with a school-based email address from Year 3. A computer lab is also available for student use in the Library Resource Centre.

Through digital technology sessions and a focus on appropriate research skills, students are guided to develop a responsible digital footprint. They learn skills in how to navigate the ever-changing digital landscape in order to critically discern authentic details from the overwhelming amount of information available. An expert eLearning Coach works alongside teachers and students to embed technology competencies and integrate the use of various software.

LEADERSHIP

Our approach to leadership is centred around leading self, others and the community.

Turner House Conquerors

The Turner House Conqueror's Program is designed to inspire student leaders to create a culture of ownership, collaboration and community. The focus areas for each phase of the program have been selected to provide a developmentally appropriate pathway for students to apply curriculum knowledge, whilst demonstrating and developing the skills and attributes of the six Firbank Domains - Relationships, Consideration, Resilience, Confidence, Passion and Adaptability.

ELC3 students focus on what it means to be a member of a community.

ELC4 and Prep students combine to explore their connection to the natural world. The students visit the Jetty Road foreshore environment in Sandringham regularly, responding to the natural environment with care, respect, creativity, thought and action.

In Year 1 and 2, the students focus on the concept of innovation and the development of STEM skills, identifying and solving problems using digital technologies.

Within the Year 3 and 4 Conqueror's Program, students maintain the Turner House Environmental Organisation, taking responsibility for leading sustainability initiatives within the school. They create a variety of sustainable products (beeswax wraps, handmade toys from recycled materials, feijoa jam) that they sell to the community each week, in addition to the vegetables and herbs that they have grown. The students also proudly take responsibility for marketing, finance, and education.

The Year 5 and 6 students, within their Service Leadership teams, facilitate a variety of initiatives, including Tournament of Books, Art Club, Festival of Drama and Greek Club. They also lead the school celebration of events such as Harmony Day and Reconciliation Week.

Positions of Responsibility

Year 6 students may choose to apply for a range of leadership positions and are required to have an interview with the Head of Campus. There are two School Captains appointed and two House Captains selected per House. Year 6 students also have an opportunity to lead a service team (Library, Digital Technology, Visual Art, Music, Drama, International, Sustainability, Wellbeing).

Junior School Council

Each class in Years 3-6 elects a representative to join the Junior School Council to be the voice of all the students when planning and organising campus events in collaboration with the Head of Campus and the Campus Leadership Team. The Junior School Council meets each week during the Conqueror's Program.

Buddies

The opportunity to connect and collaborate with students from other year levels provides additional leadership experience. Our Buddy Program is well established, with classes regularly connecting each term.

- ELC3, Year 2 & Year 6
- ELC4 and Year 3
- Prep and Year 4
- Year 1 and Year 5

Compass Award

The Compass Award is an optional introduction to the rigorous Duke of Edinburgh International Award. It is designed to challenge students to learn new skills, develop initiative and commitment and become more responsible, resilient and motivated young people. The students set and work towards goals in four core areas: physical activities, hobbies and skills, volunteering and adventurous explorations. They monitor and record their achievements and gather evidence and mentoring advice useful for meeting their targets.

STUDENT SUPPORT

Turner House Student Services comprise a school psychologist, learning strategies specialist teachers and learning support assistants (LSAs). Classroom teachers support all learners through the use of quality differentiated teaching practice. Student Services support teachers in an advisory role. Depending on the level of differentiation required, learning strategies specialist teachers may provide targeted intervention to eligible students via small groups or one-on-one instruction.

Additional classroom support is allocated where students have a diagnosis of a learning or developmental challenge. This support usually comes from an LSA who works alongside the teacher to assist as directed. Student Services work closely with parents and classroom teachers via the Student Support Group (SSG). Meetings establish and monitor learning goals via Individual Learning Plans (ILPs) that target the areas of need for individual students.

WELLBEING

Turner House is committed to providing a safe and nurturing learning environment that recognises and caters for the diverse academic, artistic, cultural, health and pastoral needs of students. Our aim is that students from our School will make positive choices and be self-disciplined, resilient, confident, creative, passionate and compassionate individuals who care for each other.

At Turner House, every class, with their teachers, develops an Essential Agreement that guides the behaviours and attitudes expected of each student. The Essential Agreement sits at the heart of what we do and embeds the Learner Profile Attributes and School values. It helps to sustain a positive and safe learning environment in our Junior School, promoting the wellbeing of all.

We have a part-time school psychologist who is able to work with students, teachers and families. Should you have any concerns regarding your daughter, in the first instance, you should contact your daughter's classroom teacher.

COMMUNICATION

Communication between parents and the School is essential. Each student is supported by many people within the Junior School, including teachers, support staff and student mentors. The classroom teacher plays a significant role and is the main contact for enquiries on a day-to-day basis. All classroom and specialist teachers are available for appointments during the term. The most efficient way of contacting each teacher is via email. Teacher emails can be accessed through the class blogs. We encourage parents to communicate frequently with teachers.

Firefly – Learning Management System

Firefly (firbank.fireflycloud.net.au) is our Learning Management System and is used to showcase student learning through the year level blogs. Each year level has a blog which is published online and includes details of what is happening in class, resources for parents and updated information regarding events relevant to your daughter. A list of all Junior School teachers and their email addresses can also be found on Firefly.

APP

Please ensure you download the Firbank App. Search for Firbank Grammar School on the Apple App Store or Google Play to download the Firbank Grammar School App. The App is an aggregate communications tool that is designed to connect at a whole-school level, campus level and, where appropriate, year level. The App does not alter your 1:1 or class-level communication. Through the App, you will receive letters, latest updates, alerts and the weekly School newsletter. The School calendar is on the App and this can be synched directly with your calendar/iCal. To ensure the continued safety of our students, our App requires you to use your OneLogin School sign in to access any data. This is the same login that you use as a parent to access the Firbank Parent Portal. Most importantly, please ensure you visit firbank.vic.edu.au for instructions on how to manage your subscriptions. We recommend that you select only the information that is relevant to you. You can, of course, change your subscriptions at any time. Please note that you will need to sign in and manage subscription preferences on each device if

you download the App to more than one device such as an iPad and iPhone. Subscription preferences need to be set up on each device initially when you first download the App.

Consent2Go (C2G)

Consent2Go is a system that is used by the School to:

- Provide a portal for parents/guardians to give and update contact and medical information about their child.
- Provide teachers with a system to plan and manage risks involved with excursions and incursions.
- Provide a way for parents to easily give/decline permission for students to attend events throughout the year.

Parents will receive a welcome email from Firbank Grammar School upon enrolment, which will request parents/guardians provide current health information, emergency contacts, medical information – including asthma and allergies – and notes/care instructions which relate to the student. Should you have any questions about this, please contact the Junior School Reception. No student is permitted to go on an excursion or camp unless C2G has been completed and permission has been given by a parent/guardian.

Parent Help Desk

The Firbank Parent Help Desk is the first point of call for any general parent enquiries – whatever you need help with, across all our campuses. The Parent Help Desk is designed to assist with requests and solve problems, whether they are big or small. The Parent Help Desk can be contacted via email parenthelpdesk@firbank.vic.edu.au or alternatively you can call the Parent Help Desk via the Junior School reception on 9591 5141.

Parent Portal

New parents are sent a link via text message once enrolment is confirmed. This link provides details for logging on to the Parent Portal and includes a step-by-step process to help finalise portal access. Through this Portal, you are able to access your daughter's current and past school reports, your financial statements, information regarding absences and medical information as well as being able to book parent/teacher interviews and update your records online.

Newsletters

Regular updates are sent by the Head of Campus via email and on the School App. Whole School newsletters (eNews) are emailed to parents fortnightly on a Friday and published on the School App.



PARENT COMMUNITY

There are many different opportunities throughout the year for parents to be involved in children's learning. To participate in the classroom or on excursions, parents must have a Working With Children Check (WWCC).

During the year, we hold Parent Helper Workshops on a variety of topics. We encourage parents and helpers to come along to these sessions to gain some insights on how they can contribute to the teaching and learning program at Turner House. These workshops are advertised in the newsletter and on the Turner House blog.

Parents are also encouraged to share their expertise with us. An important aspect of the Primary Years Programme (PYP) is to connect learning to adult life to give it meaning. By sharing what you do and what you know with the students, it helps us to make those connections. We encourage parents to look at the Programme of Inquiry (POI) and if your work is in any way connected, let the school know and we would be happy to have you present to the group or be contactable via email, should the students need to ask an expert.

Parents' Association of Turner House (PATH)

The Parents' Association of Turner House (PATH) is the parent group for the Junior School, Brighton Campus. PATH holds a range of events throughout the year, including morning teas, welcome events, Mother's Day and Father's Day activities, end of term pizza lunch and more. All parents are welcome to attend meetings and assist with the events. PATH meetings are held on the first Thursday of each month at 9.00 a.m. at the Senior School Cafeteria.

Through the Class Representatives, PATH takes pride in welcoming new parents. Our annual community events have all been very successful in both friend-raising and fundraising. PATH is able to contribute towards items to enhance the students' experiences in School activities and at special events.

International Parent Support Group

The International Parent Support Group connects with families across all three campuses of Firbank Grammar School. This group meets regularly and hosts activities such as coffee mornings, book club and walking groups.

REPORTING AND ASSESSMENT

Assessment is ongoing and integrated in the teaching and learning cycle and involves a variety of diagnostic, formative and summative assessments.

Reporting on learning involves communicating what students know, understand and can do.

Reporting is underpinned by Firkbank Grammar's core values and involves students, teachers and families as partners.

TERM 1: WEEK 1 – PARENT INFORMATION EVENING

The Head of Campus provides an overview of learning throughout the year and teachers share specific information about the curriculum and routines of the classroom.

TERM 1: WEEK 2/3 – PARENT/TEACHER EXCHANGE

Parents have the opportunity to let the teacher know of any background information that may have bearing on their child's learning.

TERM 1: FINAL WEEK – PARENT/TEACHER INTERVIEWS

Student achievement and progress is communicated with families.

TERM 2: FINAL WEEK – SCHOOL WRITTEN REPORTS

Written reports provide a summary of achievement throughout Semester 1. They are available online at the end of Term 2 via the Parent Portal.

TERM 2: STUDENT PORTFOLIOS

Portfolios are evidence of student learning developed throughout the semester.

Prep-Year 2: Portfolios are sent home at the end of Term 2 for sharing and returned to school in Term 3 for continued use throughout the year.

Years 3-6: Digital portfolios are ongoing and accessible to families through Firefly.

TERM 3: FINAL WEEK – STUDENT CONFERENCE

Student conferences provide students with the opportunity to share their learning experiences in the classroom setting. This is a highly organised, planned and rehearsed process, where the students discuss and demonstrate their individual learning strengths, needs, successes and challenges. The conferences give students an opportunity to reflect on their progress.

TERM 4: FINAL WEEK – SCHOOL WRITTEN REPORTS

These are available online at the end of Term 4.

TERM 4: FINAL WEEK – STUDENT PORTFOLIOS

A collection of samples of student work, developed through the year and sent home at the end of the school year, for students and families to keep.

GENERAL INFORMATION

ASSEMBLY

Assemblies provide a valuable opportunity for the Junior School to celebrate as a whole community. Assemblies also provide excellent opportunities for student leadership. During Assembly, students showcase their learning, present items of interest and take part in musical or dramatic presentations.

Assemblies are held each Monday at 2.45 p.m. in the SMAART Centre. Parents and friends are welcome to attend.

ANAPHYLAXIS

We have a number of students in our School community with anaphylaxis to various allergens. Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. Common allergens can be found in food products (nuts, dairy, fish and shellfish, wheat, soy, various fruits), latex and insect venom. Firbank Grammar School cannot reasonably ensure that the School is an allergen-free environment, and we educate our students and School community accordingly. We manage the risk of anaphylaxis as so:

- We respectfully request that students and parents are mindful of anaphylaxis when sending food to school.
- We do not provide/sell any nuts or nut products at the School canteen or for special events.
- We ensure any foods served at the School have appropriate signage and communication to the School community.
- We train all staff on first aid, anaphylaxis and the use of auto injector devices annually.
- We have auto injector devices for general use around the School and in first aid kits for off-site activities.

Individuals with anaphylaxis are required to carry their own device at all times. Our Health Centre and other relevant staff work with families to develop Individual Anaphylaxis Management Plans annually and for any camps. Please ensure any relevant medical information about your child is entered into Consent2Go. For further information, please refer to our School Anaphylaxis Management Policy on our website or contact our Health Centre.

ASTHMA

We have a number of students at Firbank Grammar School with asthma. All our staff at Firbank Grammar School are trained in first aid. If a student has asthma, details of their condition must be provided by parents in Consent2Go. For further information about asthma, please refer to the Asthma Policy on our website.

ATTENDANCE

Students are required to attend all classes and all official activities and School functions.

Students should arrive at school prior to 8.50 a.m. The playground is supervised from 8.15 a.m. each day. If a student is going to be absent from school, or late to school, please notify the School ASAP. This can be done by:

- Calling the absentee line 9591 5198 (the absentee line is a 24-hour voicemail message, so may be called at any time)
- Call Junior School Reception on 9591 5141
- Email absentees@firbank.vic.edu.au
- Via the Firbank App

If a student is absent for two or more consecutive days, please contact the classroom teacher. If extended leave is required, please discuss this with the classroom teacher. Written permission for extended leave is required from the Head of Campus, Mrs Melanie Smith.

BIRTHDAYS

Parents sometimes like to send along a small individual treat to help celebrate this special day with the class. Please contact your child's teacher at least two days prior to the event to ensure the needs of all children are met.

CAFETERIA

The cafeteria is located at Senior School and is open every day. To order lunch, log in to www.flexischools.com and register your account. Lunch is delivered to the playground eating area each day. Breakfast can also be ordered for those students participating in before-school sport. The cafeteria is not available for snacks at recess time.

CALENDAR

Important school events can be found on the School website or the Firbank App.

CHILD PROTECTION

Firbank Grammar School takes the safety and wellbeing of our students very seriously. Please refer to our School website for our policies on:

- Child Protection and Safety
- Child Safety Code of Conduct
- Mandatory Reporting
- Working With Children

CLUB TURNER BEFORE AND AFTER SCHOOL PROGRAM

Club Turner is our Junior School's before and after school club, opening at 7.00 a.m. and closing at 6.00 p.m. daily. Designed with input from the students, it provides a caring and fun environment for students in Prep to Year 6. Activities include dance, coding, craft, drama, swimming, circus skills, yoga and much more.

EXCURSIONS/INCURSIONS

Excursions and incursions are planned when the teachers see opportunities for connections to the curriculum. Parents are required to enter all relevant, up to date medical and emergency information onto Consent2Go. Consent2Go will be used to inform you of any upcoming excursions and allows you to give your permission in a quick and efficient way. When on excursions, all teachers have access to the emergency information you have provided.

All parents and helpers are required to have an up to date Working with Children Check.

HEALTH CENTRE - FOR GENERAL HEALTH AND FIRST AID

The Health Centre is located at the Centre for Creative Arts (CCA)

Phone: 9591 5134

Email: healthcentre@firbank.vic.edu.au

School Nurse: Penny Featherstone

Opening hours are 8.30 a.m.-3.30 p.m. Monday-Friday

If students are unwell or require first aid during class-time or during recess or lunchtime, they should ask for permission from the teacher to go to the Junior School Reception. Reception staff are trained to administer first aid and will contact the Health Centre as required. Reception staff, in consultation with the School Nurse, will assess the student and, if they need to go home, they will ring parents or an emergency contact.

HOME LEARNING

Home learning is designed to complement and reinforce the learning that takes place in the classroom. It provides students with an opportunity to become responsible for their own learning and to develop age-appropriate organisational skills. Home learning also supports partnerships with parents by connecting families with the learning of their child. Our classroom programs are differentiated to suit individual needs and therefore home learning requirements may also vary between students.

All students are required to read for a minimum of 15-30 minutes daily. Reading does not necessarily have to be from the books sent by the School. Parents should help their children choose books that are interesting and engaging. The best reading practice at home is through oral reading and sharing, even with older children.

For other home learning tasks, teachers tailor tasks and timings to suit the year level.

HOUSE SYSTEM

At Turner House, all students from Prep to Year 6 are allocated to a House. The four Houses are Brailsford, Hartwell, Ryan and Stephens. The purpose of the House System is to provide opportunities for the students to be involved in a variety of multi-age activities whilst building community and team spirit. Some of the House activities include but are not limited to: athletics, chess, cross country running, diving, netball, performing arts, robotics, singing and swimming.

LOST PROPERTY

Please ensure all items brought to school are clearly named. Lost property is kept in the lost property tub located near the Junior School reception.

SUN CARE

From mid-August to the end of April and days where the UV rating is at 3 or above, all students are required to have a School hat to play outdoors. Firbank has a Sun Smart Policy which means that students without a hat need to stay in a shaded area. It is also advisable to apply sunscreen before school, particularly in the summer months. Sunscreen will be provided for sporting and outdoor activities for reapplication during the day, however, parents are advised to supply specific sunscreen for those children with sensitive skin.

UNIFORM

Please ensure all uniform items are clearly marked with your daughter's first name and surname. Blazers are worn to and from school and for formal gatherings such as assembly and church services. If the predicted temperature is 30 degrees or above, blazers are not required at school. Full uniform should be worn when not on the School grounds.

On a day that has a timetabled Physical Education lesson, students may wear full sports uniform all day, travelling to and from school.

Year 3 to 6 students participating in House events should wear their sports uniform, including their House coloured polo top.

Please ensure that any nail polish or temporary tattoos are removed before coming to school. Plain silver or gold studs and sleepers (earrings) may be worn. For student safety reasons, other jewellery items such as bangles, bracelets and necklaces are not permitted.





FIRBANK
GRAMMAR

51 Outer Crescent, Brighton Vic 3186 • ELC - Year 12 • Girls Campus
45 Royal Avenue, Sandringham Vic 3191 • ELC - Year 6 • Co-educational Campus
firbank.vic.edu.au