



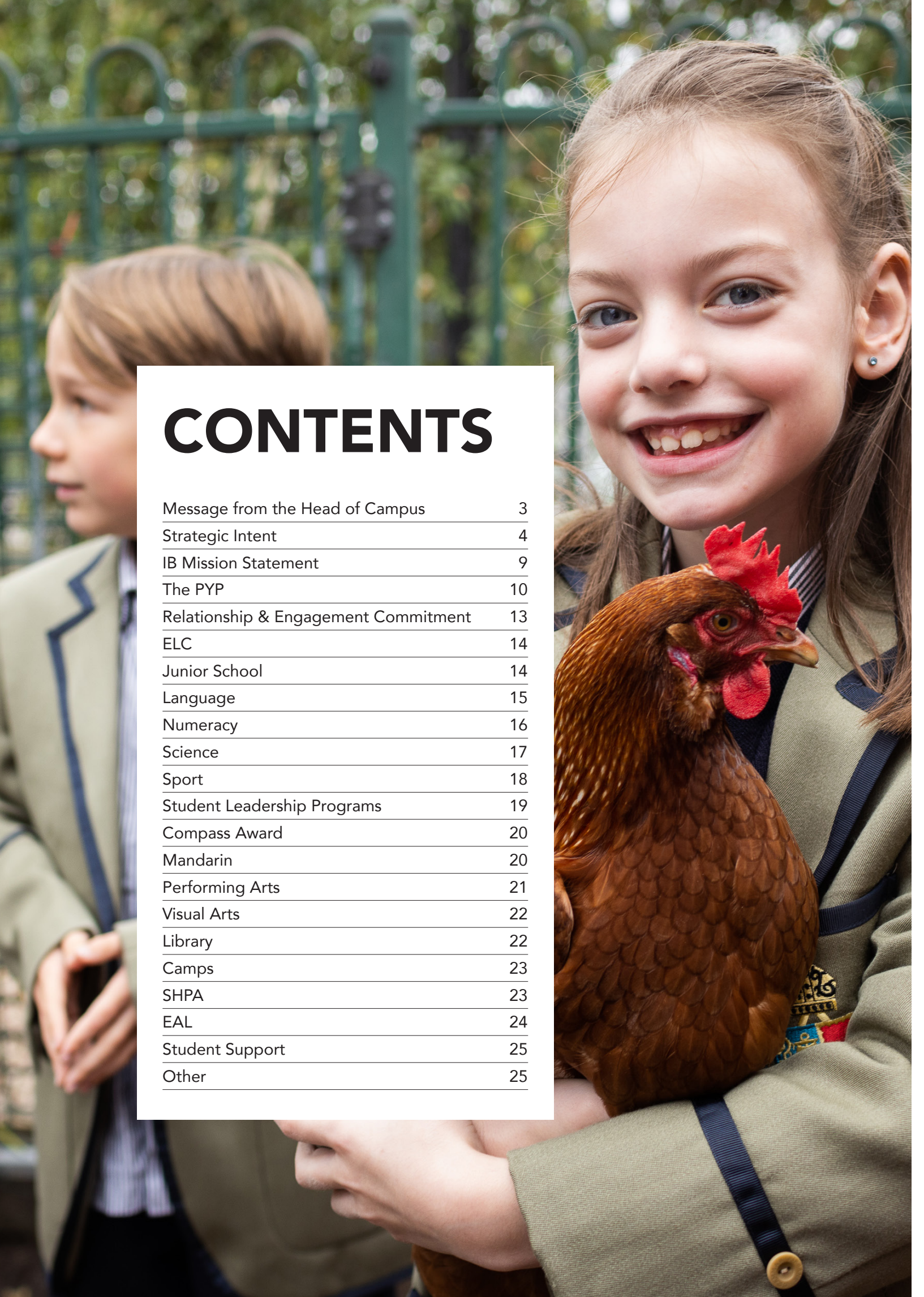
PARENT HANDBOOK PREP TO YEAR 6

SANDRINGHAM JUNIOR SCHOOL



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MESSAGE FROM THE HEAD OF CAMPUS

At Sandringham Campus, we have four key beliefs:

- Every student is important
- Every lesson is critical
- Every encounter is valued
- Every opportunity should be taken

Firbank Grammar School's Sandringham Junior Co-Ed Campus is an International Baccalaureate (IB) World School, preparing and developing global citizens to be ready for life. The curriculum is implemented within the Primary Years Programme (PYP) framework, creating innovative and high-quality learning experiences for all students.

We develop the natural curiosity and thinking skills of boys and girls from ELC 3 to Year 6 in a caring and inclusive environment. Specialist teachers, high academic standards and a diverse range of co-curricular activities help our students build confidence and a love of learning.

The students make the most of the School's outstanding facilities, including our shaded play areas, sports oval, double indoor sports stadium (due for completion mid-2024), Curiosity Centre – including the STEAM (Science, Technology, Engineering, Arts and Multimedia) Centre – music and drama classrooms, coding and robotics classroom and art classroom, as well as the Library Resource Centre in the historic Wool Wool Building.

The students also utilise unique play and learning spaces, including the Nature Playground and the Sustainability Garden.

The students' educational journey encourages them to develop their talents and skills to be lifelong learners.

We pride ourselves on being a family school with Christian values. Parents are encouraged to be involved in the life of the School as a member of SHPA (Sandringham House Parents' Association) and to support their children actively. The teachers and students share a genuine warmth and mutual respect that promote an outstanding learning environment.

We aim to enable all students to contribute to School life and develop a sense of responsibility in their relationships.

We believe it is essential to promote tolerance and understanding of individual differences, other cultures and the diversity of views in the world.

Sandringham Campus provides a high quality co-educational primary education, with all students enjoying the benefits that emerge when boys and girls learn together. Our learning, personal development, wellbeing and student leadership programs help our students to cultivate essential skills for the contemporary world, including social skills, oral communication, problem solving, teamwork and creativity.

By regularly accessing your child's year level blog page (accessible mid 2024 in FLIP), you will be able to see the teaching and learning experiences undertaken across your child's year level.

Brad Nelsen
Head of Campus





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

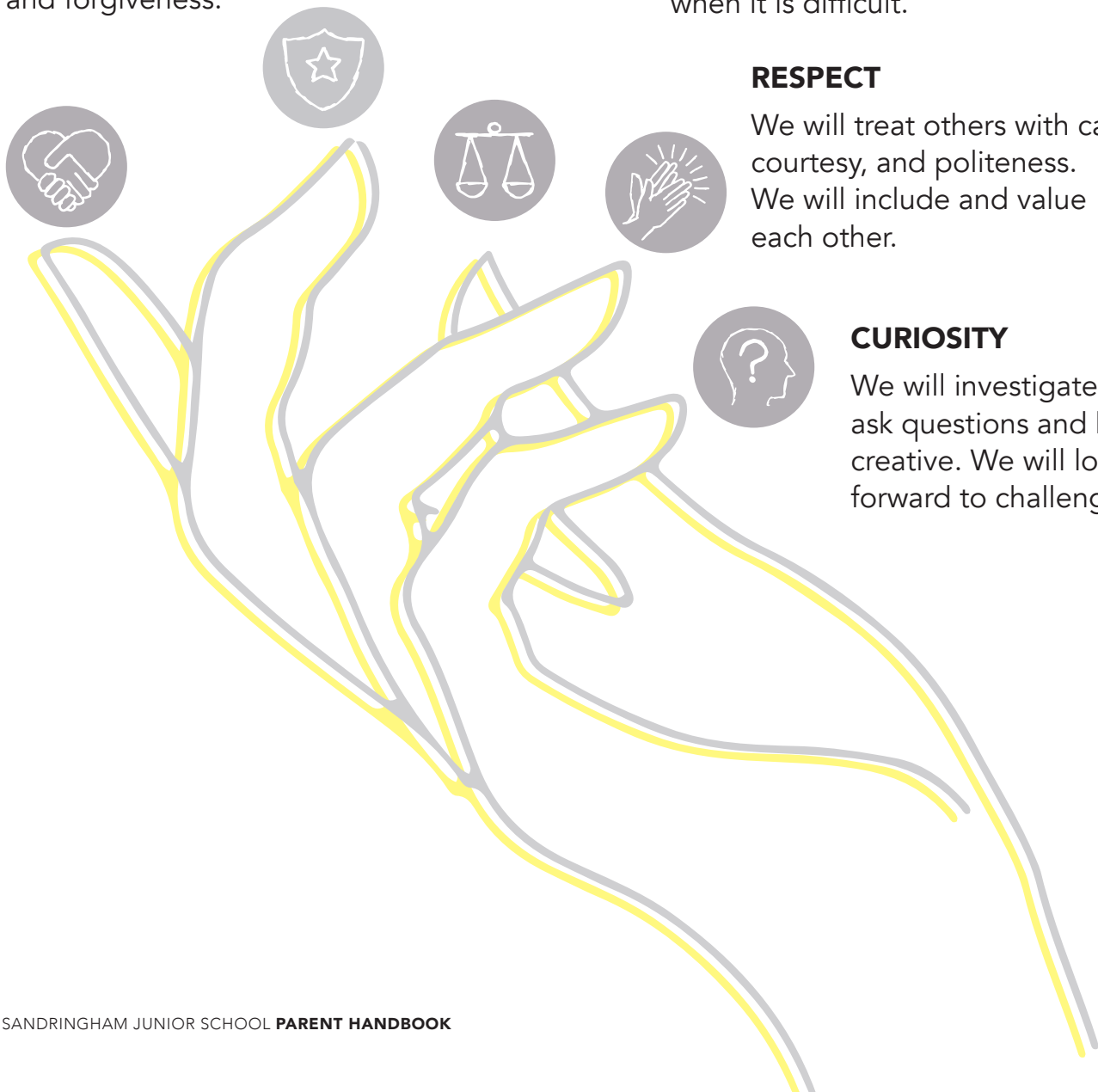
We will practise our values and do what we know is right, even when it is difficult.

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.



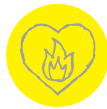
RESILIENCE

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.



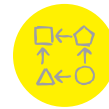
CONFIDENCE

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.



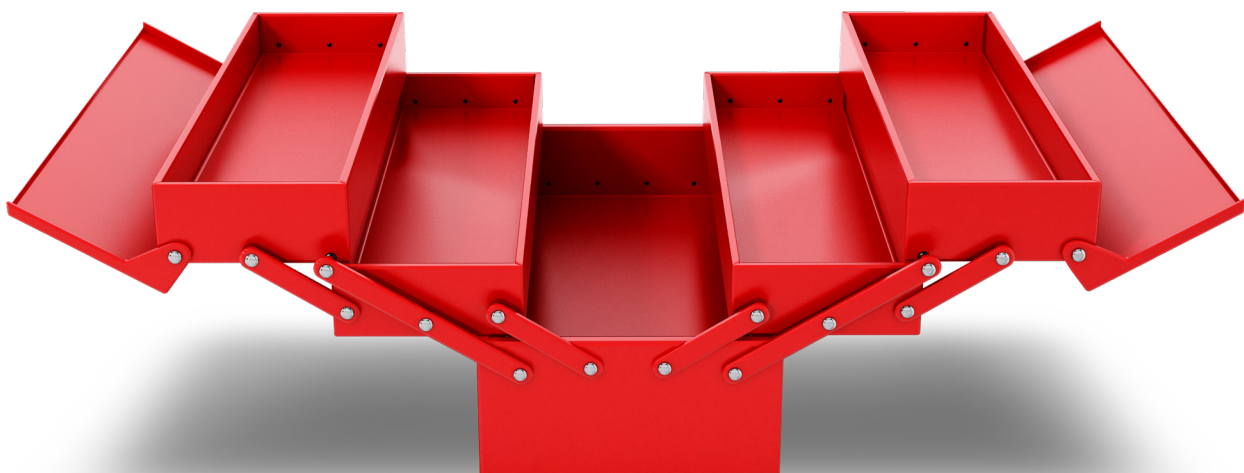
PASSION

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.

IB Mission Statement

By following both the Victorian Curriculum and the curriculum framework designed by the International Baccalaureate, we give our students the best chance of success throughout their schooling years and beyond.

The International Baccalaureate’s mission statement is as follows:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people

who help create a better and more peaceful world through intercultural understanding and respect.

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

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



THE PYP

Firbank Grammar School's Dynamic 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. The curriculum at Sandringham Campus is informed by the International Baccalaureate's Primary Years Programme (IB PYP). Firbank has developed a curriculum that encompasses the framework of the International Baccalaureate PYP and is aligned with the Victorian Curriculum, drawing on international resources and research to provide further detail and rigour.

International Baccalaureate Primary Years Program

The Primary Years Program assists children to become inquirers, both in the classroom and in the broader world. It is transdisciplinary in nature, identifying transferrable concepts, skills, knowledge and attributes through units of inquiry that are significant, relevant, challenging and engaging as well as stand-alone core subject teaching.

Transdisciplinary teaching and learning do not confine learning to traditionally segmented learning areas.

Rather, knowledge and skills are developed, explored and built upon within the context of an inquiry or a central idea. Learning areas are frequently and deliberately brought together to deliver an expansive, supportive and natural learning framework, enabling students to make broader connections and develop conceptual understandings.

Transdisciplinarity

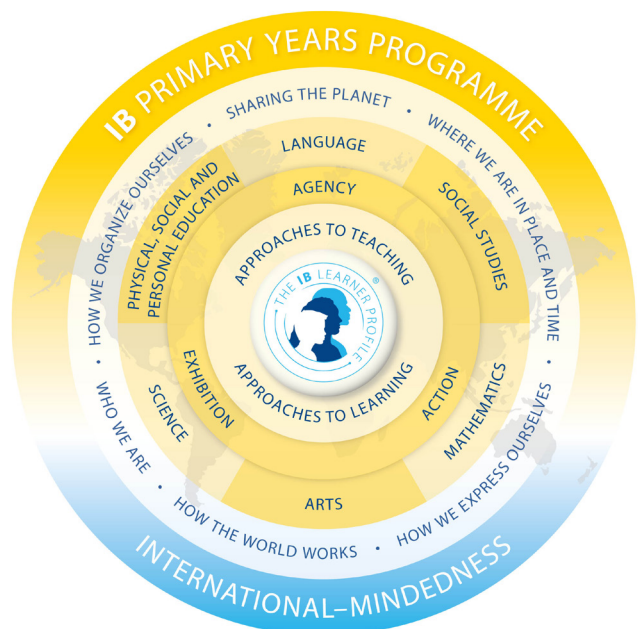
'To be truly educated, a student must also make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life.' (Boyer, 1995)

In the Primary Years Program, learning is planned around six transdisciplinary themes (four transdisciplinary themes in ELC and Prep). These themes have global significance for all students and provide the opportunity to explore the commonalities of the human experience.

The Themes are:

- 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

Sandringham Campus students explore these themes with ever-increasing sophistication each year. Through units of inquiry, teachers meaningfully bring the essential elements of the PYP together as a whole, creating a coherent approach to teaching and learning.



What will my child be learning?

The essential elements of the PYP framework are: concepts, knowledge, approaches to learning (skills) and action.

At Firbank, your child will:

- Develop a deep understanding of important concepts
- Conduct research into knowledge that has local and global significance
- Acquire and practise a range of essential skills
- Be encouraged to develop positive attitudes towards learning, the environment and other people
- Have the opportunity for involvement in responsible action and social service

Features of the PYP

Central to the IB PYP is the Learner Profile – the IB mission statement translated into a set of ten aspirational learning outcomes for the 21st century, providing a long-term vision of education. It is a set of ideals that inspires, motivates and focuses the work we do in developing international mindedness in all members of the learning community.

Agency

We all have agency; the capacity to act intentionally. Recognising and supporting agency across our programs creates a culture of mutual respect, acknowledging the rights and responsibilities of students and the wider learning community. This enables students to take ownership of their learning and teachers of their teaching.

Action

Action draws on inspiration and innovation in the PYP. Firbank encourages students to explore different demonstrations of action as participation, advocacy, social justice, entrepreneurship and lifestyle choices.

The PYP Year 6 Exhibition is a culminating experience that allows students to inquire into a self-selected global issue that is meaningful to them. It is positioned as a powerful demonstration of student agency.

Digital Integration to Enhance Learning

Educational technology, thoughtfully and appropriately applied, enhances the learning experiences of all students. Firbank's teaching staff leverage technology to facilitate high-quality teaching and learning to engage students fully. Today's digitally aware students are shaped by the learning conducted within both the real and digital realms. The School allows students to confidently and safely develop their information and communication technology skills by supporting them to engage with digital learning tools throughout their Junior School education.

Students at Sandringham Campus have access to a variety of new technologies. 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.

In the global environment, technology is enabling significant changes in teaching, learning and equipping students with new skills. Students need proficiency in digital, visual, informational and textual literacy while critical thinking and creative problem solving remain essential in cooperative and collaborative learning environments.

FLIP, Firbank's Learning and Information Platform (set for launch mid-2024), provides students with a dynamic platform from which to access learning resources and effectively collaborate and communicate with teachers, peers and parents.

The availability of new and improved technologies provides increasingly greater opportunities to support more personalised approaches to teaching and learning.

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. Students participate in coding and robotic sessions which embed technology competencies and integrate the use of various software.



RELATIONSHIP & ENGAGEMENT COMMITMENT

The relationship between families and the School begins with a private tour of Sandringham Campus with the Head of Campus. There is an opportunity, once a student is enrolled, to attend a day at school with peers for the following year. In Term 4, a Step-Up Morning is organised for all students to meet their new teacher and spend the morning in their new classroom.

All staff work closely with parents to ensure a positive partnership between families and the School throughout the child's journey. Staff communicate in a timely manner and families are encouraged to contact the School immediately should any concerns arise. Staff communicate with families by email, on the phone, face to face and through FLIP. Parent/Teacher Exchange Meetings take place at the beginning of the year, and there are Parent/Teacher Interviews that take place during the year.

All parents are automatically members of the Sandringham House Parents' Association (SHPA). SHPA's role is to fundraise for special projects and to friend-raise through social activities that may involve parents only or events that involve the students. Examples in previous years include the Welcome Picnic, Kids' Night and the biennial Twilight Fair.



ELC

At Sandringham Campus, 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 family situations, and programs during school holidays are also available.

Specialist programs give young students a base knowledge of music, physical education, library studies and STEM (science, technology, engineering and mathematics). We also have the Perceptual Motor Program to help children develop skills that will see them excel in and out of the classroom.

Bush Kinder is another important program for our ELC students. Our Bush Kinder program is run onsite utilising our Nature Playground which provides a natural space for children to learn and grow, gaining respect for the environment in the process.

ELC children are supported by the Buddies Program, with students from the Junior School taking on Buddy roles. Junior School students are responsible for spending time with ELC children once a week, either reading or playing together. The ELC children and the older students grow and mature together in an engaging and fun way.

JUNIOR SCHOOL

Throughout their years at Firbank Grammar School's Sandringham Junior Co-Ed Campus, students will participate in a wide variety of programs that will increase confidence and the necessary skills to become risk-takers and conquerors of learning.

Our curriculum and environment are built around allowing our students to thrive and become active citizens in shaping the future.

Our curriculum and programs are supported by some of Melbourne's best teachers, who are committed and united in their mission of providing exceptional education to our young learners.

LANGUAGE

At Sandringham Campus, we teach Language (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.

Our Language program follows the Victorian Curriculum, underpinned by the belief that language development helps create imaginative thinkers and ethical and informed citizens.

Language at Sandringham Campus aims to ensure that students:

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

Sounds Write

Students in Prep–Year 3 participate in Sounds Write, a quality first phonics program that provides classroom teachers with a comprehensive system to teach reading, spelling and writing. The Sounds Write approach focuses on three key skills children need to master: blending, segmenting and phoneme manipulation.

Words Their Way

From Year 4, students begin the Words Their Way approach, which continues through to Year 6. Words Their Way is a developmental spelling, phonics and vocabulary program. As students move from one level of word knowledge to the next, they progress through different stages of development: Emergent, Letter Name-Alphabetic Spelling, Within Word Pattern, Syllables and Affixes, and Derivational Relations.

Talk for Writing

Sandringham Campus uses the Talk for Writing approach from ELC to Year 6, enabling children to read and write independently for various audiences and purposes within different subjects.

In Talk for Writing, the process of 'Imitation – Innovation – Invention' is explored. Students learn to orally recite and act out popular stories through listening and reading.

A key feature of Talk for Writing is that children learn to internalise the language structures needed to write through 'talking the text', in addition to close reading. This approach moves from dependence towards independence, with teachers using shared and guided teaching to give children the ability to write creatively and powerfully.

The key phases of the Talk for Writing approach enable children to imitate orally the language they need for a particular text type before reading and analysing it, innovating on it, then writing their own text, incorporating the features identified throughout.

NUMERACY

Students at Sandringham Campus 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 Sandringham Campus 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.

SCIENCE

Science and STEM is a core part of education at Sandringham Campus. By participating in Science and STEM classes, young learners develop technical skills and prepare for a workforce where success results not just from what one knows but what one can do with that knowledge. A strong education in Science and STEM is becoming increasingly recognised as a key driver of opportunity.

Sandringham Campus provides many opportunities for children to have practical and relevant STEM precepts embedded throughout their educational experiences.

Through units of inquiry, students study a variety of science-based content. Sandringham Campus has a Curiosity Centre with facilities to teach STEM concepts, including coding and robotics lessons, food technology, woodwork, 3D printing, audio/visual capabilities and the use of green screen technology.

Garden to Kitchen Program

Students in Year 4 take care of the Sustainability Garden throughout the year. The Garden to Kitchen program involves children learning how to propagate vegetables from our veggie gardens and grow seedlings in the Hot House.

The Garden to Kitchen Program is connected to the unit of inquiry 'Sharing the planet', which helps students to develop conceptual understandings about sustainability and resources. Using produce grown throughout the year, students use the STEM Centre kitchen and learn how to cook various dishes. The program culminates with the end-of-year parent luncheon. Students use produce from the veggie gardens to prepare and cook a meal for the Year 4 parents.

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 from which to focus entries. 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.

Robotics

Year 3 and 4 students build and code their own robots in preparation for the biennial House Robotics Cup, where robots are put to the test by competing in a robotic challenge. The robots follow a course, as programmed by students, with the aim of being the fastest robot to complete the challenge. Students are supported in programming the robots. Students develop problem solving, thinking and coding skills through programming the robots.

Coding

Coding (or programming) is a creative process where students tell a computer or machine how to perform a specific task. It involves writing scripts using computer programming languages. Coding skills are developed by programming various devices and accessing programs such as Ozbots, Spheros, Beebots, Lego Mindstorm EV3 robots and using apps in the upper primary years to design and evaluate programs.

SPORT

Sport at Sandringham Campus promotes both physical and mental wellbeing. Our multiple sports programs are designed to build confidence, teamwork and friendships outside of the classroom. While competitive, sport should also be fun, with teachers ensuring that students enjoy success and accept disappointment.

Opportunities for students to compete range from House sports through to elite-level competitions.

Interschool Sport

Students at Sandringham Campus are given the opportunity to compete in interschool sporting competitions, including at district, divisional, regional, state and national levels. These opportunities exist for sports such as athletics, cross country running, diving, snowsports and swimming (through the Firbank Aquastars).

Bike Education – Years 3–6

Students in Years 3–6 participate in our Bike Ed program in Term 4. We believe that bicycle education and proficiency is an integral part of learning for children.

Aerobics

AeroSchools is an aerobic gymnastics participation program delivered within schools by teachers.

Students from Years 3–6 are invited to participate with the objective of improving their fitness, strength and coordination. Students learn a routine to perform in competitions representing the School and, if successful, they can go on to compete at a national level. Aerobics is open to all interested students and training is one lunchtime per week.

ELC – Year 2 Sports Day

In Term 4, children in ELC–Year 2 take part in a Sports Day on the oval, participating in fun outdoor sports activities that showcase their gross motor skills, learnt throughout the year.

House Activities – Years 3–6

A large part of sport at Sandringham Campus is our House events, which combine physical skill with a competitive element. Inter-House swimming, athletics and cross-country events are some of the year's highlights for all involved.

Swimming

Students from ELC 4–Year 2 participate in swimming lessons at the pool located at the Senior School in Term 4.

STUDENT LEADERSHIP PROGRAMS

Year 3: Junior Mentors

At Sandringham Campus, we believe that the development of strong leadership skills begins in the early years. Students are encouraged to be leaders of self and others within the school community, fostering a sense of pride and responsibility. From Year 3, students are Junior Mentors to ELC students as they begin participating in the Buddy program. Year 3 students spend some time, once a week, reading to, and playing with, their ELC 3 Buddy. Year 3 students develop a sense of leadership, responsibility and care for students younger than them.

Year 4: Environmental Leadership

The Year 4 students are responsible for maintaining and improving the Sustainability Garden. Every week, the students complete a range of activities, including weeding, planting, propagating, pruning, pest management (poison free) and harvesting. Produce from the garden is utilised in the kitchen during cooking sessions to create delicious meals to share.

These sessions give the students a great opportunity to develop social skills (accepting responsibility, respecting others, cooperating, resolving conflict, group-decision making, adopting a variety of group roles), communication skills (listening, speaking, reading, writing, viewing, presenting, non-verbal communication) and self-management skills (gross motor skills, fine motor skills, spatial awareness, organisation, time management, safety, healthy lifestyle, codes of behaviour and informed choices).

Year 5: Eco Warriors

The Year 5 students are responsible for promoting and maintaining effective waste systems throughout the campus and for maintaining the health and wellbeing of our egg-laying chickens in the Chook House. They develop strategies to audit current waste management, develop solutions to reduce waste and promote positive choices the community can make to reduce our environmental impact. Through this leadership role, Year 5 students lead the Campus in developing understandings about global sustainability and positive choices that can affect the environment.

Year 6: EarlyAct Club, in collaboration with the Rotary Club of Sandringham

The Rotary Club of Sandringham facilitates and supports the EarlyAct Club, which students in Year 6 join. Students are divided into either the School Team, Community Team or International Team. The EarlyAct Club meets formally once a fortnight, and each team looks after specific areas, including fundraising and awareness raising, which occur throughout the year. This is a wonderful program for Year 6 students, which more broadly involves them in community and school service.

COMPASS AWARD

YEARS 5 & 6

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 Sandringham Campus, over 80% of students work toward earning their Compass Award in Years 5 and 6.

MANDARIN

The study of a second language demonstrates the high value Sandringham Campus places on intercultural literacy and second language proficiency. Chinese (Mandarin) is offered as part of the core curriculum from Prep 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.

PERFORMING ARTS

The Performing Arts Program supports the PYP belief that the arts are a powerful mode of communication. Through this, students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives.

A specialist Performing Arts teacher facilitates weekly lessons for all classes, focusing on the significant knowledge, understanding and skills unique to each discipline. The lessons also support students to identify and appreciate the commonalities between the arts.

Students in Years 3–5 select a string instrument to learn as part of the Junior Instrumental Program, in which girls and boys are supported to develop their skills in weekly small group sessions.

Private tuition is offered in a wide range of orchestral and band instruments, including orchestral percussion, drums, guitar, piano and vocals.

During the year, there are numerous opportunities for the girls and boys to perform as individuals and as a member of a group.

These include:

- Choirs, with three groups for Prep–Year 2, Years 3–4 and Years 5–6
- House Choral Concert, taking place every second year
- Choral Concert at St Andrew’s Church
- Marimba ensemble
- Ukulele ensemble
- Sinfonia
- African drumming

Sandringham Campus also holds a Prep–Year 6 Musical every second year. All productions are performed at the Senior School’s Centre for Creative Arts.



VISUAL ARTS

All 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, by women and men, and by people of different backgrounds. Studying the visual arts helps students develop their understanding of global culture and their responsibilities as global citizens.

Toward the end of the year, students have the opportunity to showcase the skills they have gained from the Visual Arts program at the annual Art Show.

LIBRARY

Students at Sandringham Campus attend the Library Resource Centre to borrow books, as well as read and listen to the latest publications. 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 and Spanish. The Library Resource Centre is also a computer laboratory with desktop computers available for student use.

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.

Book Fair

Organised through the Sandringham House Parents’ Association (SHPA), the annual Book Fair is one of Sandringham Campus’ core fundraising events. This coincides with Book Week, promoting new authors and literature while supporting a local community bookstore.

CAMPS

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

Year 3: Three-day, two-night camp at Camp Manyung

Year 4: Three-day, two-night camp at Arrabri Lodge

Years 5–6: Canberra Study Tour and Phillip Island, alternating between years (three days, two nights)

SHPA

The Sandringham House Parents' Association (SHPA) holds a range of events throughout the year, including morning teas, welcome events, Mother's and Father's Day activities and more.

All parents are welcome to attend meetings and assist with the events, which are always highly successful in friend-raising and fundraising. Over the years, SHPA has been responsible for major gifts to the School that have significantly enhanced students' experiences.

Other SHPA events include:

- Twilight Fair (held every second year)
- Kids' Night
- Camp Out (held every second year)
- Friend-raising activities
- Parent evenings
- Christmas Luncheon

EAL

(ENGLISH AS ADDITIONAL LANGUAGE)

EAL (English as an Additional Language)

The Sandringham Campus 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 private settings. Through a range of strategies, students are encouraged to develop and consolidate their skills in speaking, reading and writing in English.

International Parent Support Network

Parents of international students are invited to meetings at Sandringham Campus. These meetings are an opportunity for parents to familiarise themselves with different aspects of Sandringham Campus and Firbank, the elements of the EAL curriculum and how they can assist their child in acquiring English at home as well as connecting with families who have also moved to Australia from overseas.

Translation support is offered in Mandarin. An International Parent Support Group across all three Firbank campuses organises regular social activities, including a book club that meets monthly.

STUDENT SUPPORT

Sandringham Campus' Student Services comprise a School Psychologist and Learning Strategies Specialist teacher, as well as several 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 staff may provide targeted intervention to eligible students via small groups or one-on-one instruction.

Reading intervention is available for students in Years 1–2 (via the Sounds Write program) and in Years 3–6 (via Macqlit, an explicit and systematic reading intervention program for small groups of older low-progress readers). This provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

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.

OTHER

Chess Club

Chess Club is run by Chess Kids on Wednesday mornings from 8.00 a.m. – 8.50 a.m. throughout the year.

Before Care, After Care & Vacation Care

Our before care and after care program is run by TeamKids (www.teamkids.com.au) from 7.00 a.m. – 8.50 a.m. and 3.30 p.m. – 6.00 p.m. TeamKids also run our vacation care programs on campus during the school holiday breaks.

TeamKids offers industry-leading staff-to-student ratios of 1:10 (while the industry standard is 1:15), resulting in safer, more engaging and enriching experiences for all students involved. The offered programs are fun, adventurous and fully approved under the National Child Care Subsidy (CCS).





FIRBANK
GRAMMAR

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45 Royal Avenue, Sandringham Vic 3191 • ELC – Year 6 • Co-Educational Campus
firbank.vic.edu.au