Student Handbook 2016
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A MESSAGE FROM OUR PRINCIPAL

At Moama Anglican Grammar School we aim for all students to be positive and confident; we also want them to display a strong sense of purpose which incorporates significant ambition. At the heart of this School lies a belief system that emphasizes respect for others, a sense of duty and a spirit of exploration. Our intention is to help all students achieve their personal best. We offer a very wide range of opportunities so that they can discover and grow their unique talents and abilities. We want students to increasingly take responsibility for their own learning and to develop an understanding of the importance of meeting commitments.

This handbook provides a wealth of information about the school and its processes, policies and practices. It seeks to maintain the tradition of strong co-operation and understanding between parents and the School, crucial to providing the best educational outcomes for students. This handbook should be viewed in combination with the school website, which will highlight key dates, events and special programs.

I trust that you will take time to read the document carefully and please keep it handy as a reference guide. An electronic version of the Student Handbook can be found on our website and on our Student and Parent Portals.

Guy Evans (Principal)
BSc, MEd, MACEL, MACE

OUR MISSION STATEMENT

“We are an Anglican school founded on the ethos and values of the Anglican Church. Our Mission is to provide the knowledge, character development and sense of community which will enable each student to achieve their personal best, in a caring and safe environment.”

OUR MOTTO

Verum et Excellentia (Honour and Excellence), where Honour is respect for oneself, our School and others, and Excellence is to achieve one’s Personal Best.

A MESSAGE FROM OUR CHAPLAIN

At Moama Anglican Grammar School we want everyone to feel welcome. Our Anglican tradition motivates us to create a place where everyone is valued and has the opportunity to excel. Jesus Christ enables us all to flourish in life and discover our true purpose.

Our classrooms are places where truth, beauty and goodness are pursued and celebrated. We believe God informs all of life, and desires us to develop in character and understanding.

Life is about service. We want all of our students to develop characters of service. It is to be modelled by our leaders and practiced by all in the way we speak, the things we celebrate, the purpose of our academic pursuits, our use of creativity and in all things beyond the classroom.

The teachers and staff at Moama Anglican Grammar School are here to serve our students. Together they have the many skills needed to nurture, encourage and challenge students in their schooling journey so they can become people of ‘honour and excellence.’

‘Teacher’ [a teacher of the Law] asked, ‘Which is the greatest commandment in the Law?’ Jesus answered, ‘Love the Lord our God with all your heart, with all your soul, and with all your mind. This is the greatest and most important commandment. The second most important commandment is like it: Love your neighbour as you love yourself.’ Matthew 22:36-39

Tim Bowles
School Chaplain
Information

GENERAL SCHOOL CONTACTS

School Address
2 Kirchofer Street Moama NSW 2731
Postal Address
PO Box 786 Moama NSW 2731
Telephone Enquiry
Main Office – 03 5480 5900
Junior Primary Office – 03 5480 5950
Email – General Enquiry
info@moamagrammar.nsw.edu.au
Website
www.moamagrammar.nsw.edu.au

SENIOR STAFF CONTACTS

All student related enquiries should be directed through the School’s Office or through
the Student Diary/Communication Book to the student’s Classroom Teacher/Tutor. You
will then be directed to the appropriate staff member.

Deputy Principal – Head of Teaching and Learning
TBA

Head of Secondary
Mr Brad Downie

Head of Primary
Mr Nigel Rudge

Head of Curriculum
Mr Michael Weier

Head of Pastoral Care
Mrs Libby Barnes

Head of Teaching and Learning (Primary)
Mrs Melanie Scott

School Chaplain
Mr Tim Bowles

Business Manager
Mrs Jenny Martin

EA to Principal
Mrs Kirsty Eddy

Registrar
Mrs Lou Kennaugh

Fee Enquiry
Mrs Shelly Barnes-Webb

SCHOOL HOURS

Playground supervision commences at 8:20 am. For students other than NSW Country Bus travellers, playground supervision ceases at 3:20 pm daily. The School Office hours are from 8:00 am to 5:00 pm during term periods. Office closure dates will be published on the School website and in the School Calendar on the Student and Parent Portal.

<table>
<thead>
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<th>Period</th>
<th>Time</th>
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<tr>
<td>Start of Day</td>
<td>8:50 am</td>
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<tr>
<td>Recess</td>
<td>10:40 am – 11:00 am</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:40 am – 1:25 pm</td>
</tr>
<tr>
<td>End of Day</td>
<td>3:05 pm</td>
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SCHOOL TERMS

<table>
<thead>
<tr>
<th>2016</th>
<th>Students</th>
<th>Commence</th>
<th>Finish</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Years 1-12</td>
<td>Thur 28 Jan</td>
<td>Wed 23 Mar</td>
</tr>
<tr>
<td></td>
<td>Kindergarten</td>
<td>Mon 1 Feb</td>
<td>Wed 23 Mar</td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
<td>Tues 12 Apr</td>
<td>Fri 17 June</td>
</tr>
<tr>
<td>Term 3</td>
<td></td>
<td>Tues 12 Jul</td>
<td>Fri 16 Sept</td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
<td>Tues 4 Oct</td>
<td>Fri 9 Dec</td>
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<table>
<thead>
<tr>
<th>2017</th>
<th>Students</th>
<th>Commence</th>
<th>Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>All Students</td>
<td>Mon 30 Jan</td>
<td>Fri 31 Mar</td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
<td>Wed 19 Apr</td>
<td>Fri 23 June</td>
</tr>
<tr>
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<td></td>
<td>Tues 18 Jul</td>
<td>Fri 22 Sept</td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
<td>Tues 10 Oct</td>
<td>Fri 8 Dec</td>
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(Last updated 8 October 2015)
About Our School

OUR SCHOOL HOUSES

The Foundation students were divided into Houses based on friendship groups, after ensuring that there was one boy in each of the four houses. The students considered options for names: famous Australians, river boats, explorers etc, but settled on Moama Street names with heritage links:

- **Chanter** (blue) The name of an early settler in the district.
- **Martin** - (red) The name of another early settler and the location of the School in its first two years.
- **Meninya** – (green) The main street of Moama.
- **Perricoota** – (yellow) The name of one of the original “runs” in the area and the road used to access the School.

OUR SCHOOL CREST

Our logo reflects our region. The mighty river red gum stands majestically beside the Goulburn, Campaspe and Murray Rivers which converge here in Echuca—Moama.

Looking carefully, you will observe the Cross in the tree branches, symbolising our commitment to our Christian beliefs.

OUR CORE VALUES

WE:

Promote Christian values and beliefs including:

Compassion
Respect
Tolerance
Honesty
Integrity
Kindness

Provide a safe and caring community
Encourage a love of life and learning and the pursuit of personal best
Nurture resilience and independence
SCHOOL GOVERNANCE

Moama Anglican Grammar School is a not for profit organisation. All funds are used for the benefit of the School.

Our School Board is responsible for the strategic direction of the School. The day to day management of the School rests with the Principal. The Principal is appointed by the School Board. The governance of the School is under the control of Board members. The members uphold the School’s aims, ensuring congruence between decisions and Core Values. Disciplined compliance is established through appropriate mechanisms. The Board is structured to fulfil essential governance duties and to establish and support the School’s priorities.

At times, the Principal invites staff members or specialists to address the Board on educational matters and other issues of significance to the School’s development.

VOLUNTEERS

We believe that volunteers make a significant contribution to the School community by giving their time and sharing their skills and expertise with others.

We appreciate help from volunteers, particularly in the Junior Primary School classrooms. Parents willing to volunteer in the classroom are asked to speak to the classroom teacher and complete the applicable forms which may be obtained from the Junior Primary School Office.

Other areas where we appreciate the help of Parent volunteers is in the Uniform Shop and in organising special School events, such as Festa Italiana, School Productions and sports carnivals.
Orientation

ORIENTATION DAYS

2016 Kindergarten Students
Towards the end of the year, our Kindergarten teachers will visit your child at his/her preschool setting. Pre-schoolers are then invited to attend three orientation sessions, before the end of the year, in preparation for commencement into our Kindergarten class in the new school year. Each session is extended, so that, on the last session, the group experiences a lunchtime at School. Detailed information about this orientation program is mailed to families early in Term 4.

On our annual orientation day, current students go to their new classroom and teacher for the day.

2016 Years 1 - 7
Orientation Day for students entering Years 1 - 7 is held on the last Tuesday of our Term 4. The day is planned to be enjoyable and informative and is an integral part of the preparation for a start in the new school year. Information about Orientation Day is mailed to families early in Term 4.

Mid-year Arrivals
Occasionally, we welcome students to our School during the year or students may join us at year levels other than Kindergarten or Year 7. We endeavour to provide as smooth a transition as possible for all new students, bearing in mind their individual requirements and circumstances. Where possible, we arrange an orientation session prior to students commencing, to ease any anxieties that may arise.

FIRST ACADEMIC DAY

Kindergarten
Whilst the first day can be very exciting and stress-free for many children, it can be quite a daunting experience for others. Please communicate all concerns to staff. Settle your child into an activity and then leave as soon as you see an opportunity to do so. Please feel assured that our compassionate staff will take care of your child and alleviate any worries.

Years 1 - 12
As it is for younger students, the first academic day for new students can be exciting and stress-free for some, and daunting for others. To alleviate these problems, the School ensures that new students are eased into their academic year.

The first academic day will begin with Secondary students meeting with class teachers/tutors and attending an extended Pastoral Care/Tutorial session, in which the necessary organisational matters (such as timetables, maps) are covered.

Primary students go directly to their classroom.

Very early in the first term, all students in Years 5, 6 and 7 attend their Year level camp which provides an excellent opportunity for all students to get to know their new classmates and teaching staff.
Day To Day Organisation

ASSEMBLIES AND PASTORAL CARE SESSIONS

Usually, the School holds an Assembly or Pastoral Care session weekly, Student Leaders generally take on an active role at each of the Assemblies. The format of the Assembly changes from time to time, with details being published on the School Calendar (website and parent portal). Some of the different formats used for our weekly Assemblies are:

- Primary School (K-6) Assembly
- Secondary (7-12) Assembly
- Whole School Assembly (K-12)
- Pastoral Care sessions

Assembly locations generally change between the Under Cover Area and the Multi Purpose Hall. The changes are dependent upon the weather, size of Assembly and other events occurring at the School (such as examinations). The venues and dates for Assemblies are generally published on the School Calendar in advance.

ATTENDANCE, ABSENCE AND LEAVE

Daily Times

The School day commences at 8:50 am. Please note that students should not arrive before 8:20 am (unless they are coming for an official school activity) as they will not be supervised before that time. Similarly, the school day ends at 3:05 pm and students not involved in an official after school activity will not be supervised after 3:20 pm. NSW country bus travellers are supervised until their buses depart at approximately 3:50 pm.

Each school day consists of six 50 minute periods, with a 20 minute recess and a 45 minute lunch. Students in Years 7 to 12 should be prepared to be responsible for their own punctuality and not rely on bells or other people.

Morning School Arrival

Arriving at school early enough to prepare for the school day is crucial to classroom routines and valuable social connections occur at these times. We recommend that children arrive no later than 8:40 am (to be in secondary tutor groups by 8:50 am for the commencement of the school day). Arriving after the school day begins can mean children often miss instructions and vital information. This can be upsetting for your child and for the children who have already settled in class.

Students and/or Parents of students, who arrive late, are required to report to the School Office / Junior Primary School Office to sign in at the Student Late Station. Unexplained or regular lateness may result in disciplinary action.

Similarly, students who are leaving school early are to report to the School Office to be collected by a parent/guardian and to sign out on the Student Late Station.

Change of Pickup Arrangements

Always inform the teacher, as well as the School Office, if someone else is collecting your child. A written note is preferred, though a verbal message is a minimum requirement.

Attendance

Attendance is to be regular and punctual. No student may leave during school hours without specific, permission from parents/guardians.

Attendance at Tutor Group/Class and Pastoral Care / Chapel / Assembly is mandatory for all students.

Attendance at designated co-curricular activities, whether of a sporting, cultural or service nature, or involving excursions and camps, is a condition of enrolment at the School.

Absence (for 1-2 days)

There are legal requirements for the School staff to be aware of the location of students each day. Parents are requested to advise of any absences by telephone or email to reception@moamagrammar.nsw.edu.au prior to 9:00 am on the day of absence.

An Absence Notification form is readily available on the Parent Portal.

The School will contact parents concerning the absence of a student for whom no explanation or advice is received. This will be done by sending an SMS to the parent/guardian, to which a response by return telephone call is required to confirm such absence.

Absence from co-curricular activities - Should a student be unable to attend such an activity, training or practice, they are to obtain leave from the teacher concerned, giving as much notice as possible.

Absence not owing to sickness - Should a parent require a student to keep a special appointment that would interfere with school work or a co-curricular activity, a written request is required. Students must sign in / out at the relevant school office.

Absence due to illness - Unless previously provided, written notification (absence note is acceptable) upon your child’s return to School, together with any relevant medical certificates, is required.

(Last updated 8 October 2015)
Extended Leave of Absence (3 or more days)
The School policy is that all students should attend the School during scheduled classes on those days as advertised in the Calendar as being in term time. The policy covers both the academic and co-curricular programs of the School. The only exceptions to this should be for urgent medical matters and for compelling or compassionate reasons.

Except for illness, (where the School must be notified by 9:00 am of each day of absence), requests for early leave or late return, for exceptional circumstances should be advised to the School well in advance.

An application for Exemption from Attendance at School Under Section 25 of the Education Act 1990 is required for a student to be absent for three or more days. (Refer to the chart below).

Parents have a right to remove their children from the School but, in doing so, they act contrary to the Department of Education and Communities regulations, and the School’s wishes.

Please note: when families choose to take their children away during term time a special program of work will not be set. Students must find out about and catch up on any work missed. Parents must understand that their child may face consequences. Usually, no make-up tasks will be allowed for missing assessment tasks, tests and the like (i.e. scoring 0 on the task). There can be no expectation of staff re-teaching the academic work that was covered in the student’s unauthorised absence.

It is expected that any end-of-term travel bookings and arrangements will be made to occur after the final day of term and Presentation Evening.

It is suggested that families avoid taking students out of School in Senior Years (9-12) as assessments are on-going throughout the year and count towards final certificate result.

Process for Application for Exemption from attendance at School Under Section 25 of the Education Act 1990
Refer to information re Extended Leave of Absence above, allowing at least 10 School days for the following process.

1. Parent / Guardian notification to School by email or phone call of intended Extended Student Absence (3 or more days) within term time.
2. Interview with Head of Primary (Years K-6) or Principal (Years 7-12) or delegate.
3. Determination by Principal (or Head of Primary) if the absence is justified according to the regulations.
   - Justified
   - Unjustified, recorded in School database as code “A” (Truant).
4. Parents provided with an Application / Certificate form to complete and submit.
5. Form is completed by parents and submitted for signing by the Principal delegate.
6. School responds with letter and certificate of Exemption from Attendance sent to parents.
YEAR LEVEL CAMPS

Our camp program is an important part of education at Moama Anglican Grammar School. It provides the opportunity for students to become involved in a wide range of cultural and physical activities in addition to the daily program.

The age/stage appropriate camps are designed to stretch students’ expectations of their own capabilities and for them to meet challenges and new situations with optimism and confidence. The program is underpinned by our Core Values and is particularly intended to promote resilience and independence.

Participation in these experiences is an expectation of all students, as they are an integral component of student’s social, emotional and educational development.

Details of our international travel opportunities are addressed in the Co-Curricular Activities section of this handbook.

CANTEEN

If any students have any specific dietary requirements or allergies they are asked to put these in writing and hand them to the canteen supervisor at the beginning of the year / term.

Years K- 4

K-4 students can have a lunch order only. Students/parents need to complete their lunch order on a brown paper bag and deposit it in the canteen bag in their classroom each morning before 9:10 am. Student orders will be delivered to the classroom at the beginning of lunch. Students are not permitted to attend the canteen during the day to purchase items over the counter.

The pricelist for the Canteen is available on the School website and from either School Office.

CO-CURRICULAR ACTIVITIES

The co-curricular program is an important part of a student’s education at Moama Anglican Grammar School. It provides the opportunity for students to become involved in a wide range of cultural and physical activities in addition to the daily program.

In Secondary School, participation in co-curricular activities is highly regarded in demonstrating leadership eligibility.

With the assistance and involvement of local organisations and groups, students may undertake a range of co-curricular activities such as organising the Teddy Bears Picnic, Youth Week events, Lions Youth of the Year, and our Festa Italiana, among others.

Music

The School has established a program for students wishing to learn a musical instrument and/or singing. These lessons are provided at the School, during school hours and are conducted on a fee for service basis. Lesson fees vary and are payable in advance each term (contact Reception for further information). Currently lessons are offered for clarinet, flute, saxophone, trumpet, trombone, cornet, drums, piano, singing, guitar, violin and theory. If your child is away due to illness or School activity/excursion, it is your responsibility to inform your child’s co-curricular teacher.

School Productions

Students in Year 7 are expected to participate in our annual production. This may be a play, musical or concert. Involvement of students in older year levels is by audition.

Public Speaking and Debating

There are several opportunities throughout the academic year for students to be involved in Public Speaking and Debating. They can be involved in different competitions such as; Lions Youth of the Year, Legacy Public Speaking, Apex Debating, Northern Rivers Debating to name a few. Public Speaking and Debating helps students develop their confidence and presentation skills while working as a team. Through this process they build coherent and logical arguments as well as learn the art of rebuttal.

International Trips

Opportunities for international travel are provided for senior students.

Students in Years 9, 10 and 11 may choose to participate in our biennial cultural tour of Italy, or our Western Front Tour.

In alternative years (2017, 2019 etc), students in Years 9 – 11 have the opportunity to participate in a social service experience overseas. For example, our 2013 group went to Cambodia and our 2015 group travelled to Sri Lanka. In 2017 the destination is India, with Mission Travel Group, to support Mukti Mission

Other overseas travel experiences may be offered from time to time. Student involvement is permitted only if academic and behavioural standards are met.

Duke of Edinburgh Award

The Duke of Edinburgh’s International Award is available to students over the age of 14. The Award is comprised of three levels, each progressively more challenging.

Participation is voluntary and is structured so students can design their own unique program based on their interests, passions or existing activities. Participants are required to complete four sections at each level: Service, Skill, Physical Recreation and Adventurous Journey. Gold level participants (those over 16 years old) also complete a Residential Project.
COMMUNICATION AND REPORTING

Assessment and Reporting

Formal Semester reports will be written for each student and are emailed home.

At the end of Terms 1 and 3, parent/student/teacher interviews will be scheduled to discuss achievement and application.

In Secondary years, at the beginning of each semester, each subject teacher will provide students with a written outline of the assessment requirements for that subject. The outline will provide details regarding the overall value of each assessment piece and when the assessment is to take place.

There will be two major examination sessions at Moama Anglican Grammar School each year from Year 8 onwards. The first comes towards the end of Term 2 and the other towards the end of Term 4.

Projects and assignments will be set in all subjects and there is a section of the student diary set aside for the recording of progress dates, due dates and results. Whenever an assignment extends beyond a week there will be a progress date set. On this date the teacher will check to ensure students are making reasonable progress towards completion of the assignment.

Regular assessment serves a number of purposes. Firstly, it breaks the year up into small units more easily managed by students. Secondly, it provides individual goals to aim for in maintaining academic progress. Thirdly, it provides an ongoing record of how students are managing in the various areas of their study and shows quite clearly the areas of achievement, and the areas where more work is still required.

The most important grade lies in the Effort comment of any report. If marks are low but effort is high, the student will be praised by the School.

Parent/Teacher/Student Interviews

Opportunities to celebrate each child’s progress with his or her family are valued at Moama Anglican Grammar School. This occurs through parent / teacher / student interviews held towards the end of Terms 1 and 3 (alternatively, these meetings may occur at the beginning of Terms 2 and 4). Formal semester reports are issued twice yearly.

Within these processes, academic progress and student wellbeing can be monitored and enhanced, where necessary.

Parents are welcome to discuss the progress of their child, informally with the class teacher, or with the team of relevant staff, at any time before or after school by arrangement. Close communication between home and school is encouraged to share valuable knowledge of each child to support his or her success.

It is always advisable to contact the School if you have concerns about your child’s progress. Arrange an appointment with your child’s classroom teacher or specialist teacher to establish if there are any grounds for your concern and, if so, what action is possible.

We ask that you do not worry your child with your anxiety about their progress. To do so may establish a barrier to your child’s success by “planting seeds of doubt”. Children all learn at different rates and in different ways. What makes the difference is their attitude towards learning. Help your child to retain his or her confidence in their ability to learn. Adopt positive rephrasing. For example, “I can’t...” becomes “I am still learning to...”

Information Evenings

In Term 1 of each new academic year, parents from most levels are invited to meet the staff and hear about the exciting curricular experiences planned. Some Secondary year levels will have information evenings later in the year.

Subject Selection (Years 9-11)

Evenings are held to inform students and parents about appropriate course selection.

(Last updated 8 October 2015)
Newsfeed
The website newsfeed is a vital source of information about the School and upcoming events.
A Primary School Classroom Newsletter will be produced each term.
The Nostrum Viator is a magazine that is circulated periodically to the broader School community, detailing the highlights of School news and events.
It is available online, go to www.moamagrammar.nsw.edu.au

Email Communication
Much of our communication occurs by email. Therefore it is imperative that all families provide a current email address which they check regularly.

Parent/Student Portal
Our Parent/Student Portal as with all things technical, is undergoing continual enhancement.
Currently it contains:
- Calendar Preview - Whole school calendar, clearly defining the two week timetable, Public Holidays, term dates, events relevant to particular groups, excursion information and assessment task information. Students may also view the Daily Message which is also read out at the tutor group session each morning.
- Book a Teacher Interview – This is a simple method for parents to book meetings for multiple teachers / students for our biannual parent / teacher / student interviews. The details appear on your personal calendar as soon as the booking is made.
- Search Student Timetable - Displays timetable by student for the current week.
- Academic Reports – Semester reports are stored on the portal for ready access.
- Student Absence Notification - The most simple and direct means of communicating a short term (1-2 days) student absence. One click on the link will take you directly to an eform for parents / guardians to complete and submit, therefore fulfilling all department and school requirements for submission of notification. Please note that extended leave requests still require further department approval as per the information in the Student Leave section of this handbook.
- Student Late Arrivals and Absences - Parents / Guardians may view absences and late arrivals as recorded on our database for each student.
- Payments - Parents / Guardians may elect to securely select and pay any amount relevant to each student.

All new families will be emailed their login details at the commencement of the year and it can be found via the following link http://pcspider.moamagrammar.nsw.edu.au/Spider2011 or via the School website.
If you have any concerns or problems using this service then please contact our Parent Portal Support at parentportalsupport@moamagrammar.nsw.edu.au

Student Diary/Communication Book
Students in Kindergarten and Year 1 have a Communication Book, which is taken home daily, containing pertinent information about daily activities and progress. Parents are encouraged to respond to comments made and also to ask questions they may have through the communication book.

In Years 2 - 12 students are issued with formal school diaries. The Diary is designed to be a record of work to be done by a student, dates to be remembered and deadlines to be met. It also includes a reading record for younger students. It is the primary means of communication between the School and parents. Teachers will often write comments in the Diary concerning a student, addressed to parents, alerting them to some aspect of the student’s performance. Disciplinary matters are recorded in the Diary. Such comments should be signed by parents to show that they have received the note.

Similarly, parents should write notes for teachers in the Diary, who will acknowledge that they have been received. For instance, notes should be written if parents wish their child to be excused from some co-curricular activity, to be absent for medical appointments and the like, or to explain an absence due to illness.

Parents will be asked to acknowledge that they have checked their child’s Diary daily in Primary School and weekly at Years 7 – 10, as part of their involvement with the education of their child.
Diaries should be taken by students to all lessons and taken home at night. Class teachers / Tutors check diaries regularly.
EXCURSIONS

Excursions are an integral part of our educational program. They are planned by the classroom teachers to complement or extend the student’s experiences. Parent volunteers often help on excursions.

Parents / guardians will receive notification (usually by email) about all excursions outlining any special arrangements and requirements for the trip. All excursions require a response granting permission to the School office. The cost is generally covered in the fees.

HEALTH AND MEDICAL

Medical Information
Each student is required to have a medical information form including relevant health care plans.

Infectious Diseases / Immunisation
Refer to the NSW Health website for current information about infectious diseases, immunisation and related school attendance. If a student is not immunised, parents / guardians need to be aware that, in the case of a notifiable outbreak, NSW Health will recommend students stay home.

Anaphylaxis Strategy
All children with a known allergy or anaphylaxis require a health care plan including an anaphylaxis plan.

Nut Minimisation Strategy - The School is unable to guarantee a nut free environment. However, it will endeavour to reduce the risk of exposure to nuts by:

- Requiring the School Canteen to ensure meals produced on site are nut free. Packaged foods may contain nuts, so children need to check labels and avoid such products
- Requiring the Food Technology staff to ensure a nut free food preparation area for use by students with nut allergies and to provide a nut free food technology program for the student
- Ensuring all staff involved in the direct care of students are trained in the use of epi-pens
- Requesting that all parents avoid sending food to school which contain nuts
- Insisting on any foods brought for sharing (birthday cakes) are only provided after the prior agreement of the class teacher and are sent in with a list of ingredients showing the items are nut free and were prepared in a nut free environment (ie adequate precautions were taken to avoid contamination – benches washed down, etc).

For more information, refer to Anaphylaxis & Severe Allergic Reactions Guidelines for Schools – Second Edition 2006 as provided by AIS NSW. This guide can be located on the AIS Website www.aisnsw.edu.au

Administering Medication
If a student requires prescription medication to be administered during school hours they must bring their medication to the appropriate School Office at the beginning of the day. All medication must be clearly named with the prescribed details of dosage, time of administration and storage instructions. The school requires signed authority from the Parents/Guardians permitting administration of prescribed medication. The administration of any student medication is recorded by the First Aid provider; parents / guardians are notified by telephone and / or email when the medication is taken.

Where possible, please administer your child’s medication before and after school time.

However, this does not apply where, in the opinion of a medical practitioner, medication is required to be administered to a child as a matter of urgency.

Hot Weather Arrangements
The School operates normally during hot weather as all classrooms are air conditioned. Lunchtime eating, play routines, formal uniform expectations and excursions are modified on particularly hot days to ensure student wellbeing.

PDHPE activities are modified during extreme heat.

Medical Emergencies
The majority of our staff are trained in First Aid. In the event of an accident or illness, an immediate assessment will be made of the situation and parents notified. In case of an acute medical emergency an ambulance will be called. The cost of any treatment and ambulance charges are the responsibility of parents.

Sun Safety
A ‘no hat, no play’ policy operates in Terms 1 and 4 and students are required to wear their hats for all outside activities.

For Kindergarten to Year 2 students, please note: if you wish your child to wear his or her hat to and from school, please supply a spare school hat to remain in your child’s classroom at school. This will ensure that your child will always have a hat available.

Sunscreen is available in each classroom.
HOMEWORK

The following homework policy has been developed to assist students to assume responsibility for the organisation of their work and time and in the interests of fairness and equity to all students. Homework is an important aspect of a student's academic work and is very effective in assisting students to understand work covered in class and to develop a deeper understanding of topics being studied. Students who develop a regular pattern of homework study are usually more able to cope with the increasing academic demands as they progress through the School.

Homework serves some very basic purposes. It can supplement and reinforce skills and work done in class; provide opportunities to use skills and knowledge learned at school in creative ways outside of school; promote independent study and research skills, and help develop individual responsibility by teaching students how to manage time and organise materials.

Beyond these provisions, the School believes that effective homework includes the following considerations:

1. It should be meaningful (not just 'busy-work') for students by having real world connections when appropriate.
2. It should contain problem-solving activities and assignments that challenge the critical thinking abilities of students.
3. It should include project oriented, long-term assignments to enable students to integrate their learning.
4. It should be differentiated in accordance with needs, skill deficits, strengths and interests of students.
5. It should provide challenge and extensions to further expand opportunities for learning.

Homework Expectations:

The homework expectation at each level is as follows:

- Years K-1: 10 to 15 mins Monday - Thursday nights (Reading only).
- Year 2: 15 to 20 mins Monday - Thursday nights (Reading and a short literacy or maths based activity as the year progresses).
- Years 3-4: 20 mins Monday – Thursday nights (Reading and other activities).
- Years 5-6: 30 mins on week nights (includes reading).
- Years 7-8: 1 hour to 1.5 hours per night on week nights, 1 hour on a weekend
- Years 9-10: 1.5 to 2 hours per night on week nights, 2 hours on a weekend
- Years 11-12: 2-3 hours per night on week nights, 3-4 hours on a weekend.

Homework will not be set during holidays except for HSC students.

HOME STUDY

The classroom is the place where much of the learning activity begins. However, real understanding is often confirmed when, outside the classroom and sometime later, students review the work introduced in class, test their understanding, work out what they do not understand, and extend their reading. This additional work comes under the heading “home study”.

So, if your son or daughter tells you that they have nothing to do, what they probably mean is that there is no set homework.

All students always have some study that they can and should do at home. There is not enough time for a student to learn all that they should during school hours; they need to indulge in a little home study to make up the difference and to ensure that their schoolwork is as good as they can manage, so that they can achieve their personal best.

Unless a student develops a sound pattern of study, academic success will be more difficult and a student will be unlikely to realise his/her potential. This is especially so when considering the competitive and state-wide Higher School Certificate examinations, but equally applies to gaining an apprenticeship, obtaining a place at a University or TAFE, gaining acceptance into the Police Force, the Armed Forces, or winning a suitable job in the workforce.

There are several sorts of Home study, as distinct from homework (there is a difference):

- the sort that is due the next day and has to be done now;
- the sort that is due next week and has to be worked on progressively;
- revision of past work, to make studying for exams easier and more effective;
- re-doing past tests, essays, exams etc., to avoid making the same mistakes again;
- working ahead, so when the teacher discusses something new, it makes sense and you know which questions to ask;
- re-working class notes and drafts into a well-organised set of notes;
- wide reading.

Home study is concerned with all seven of the tasks outlined above and work done at home should involve a program that includes all of the tasks in a set rotation.

Any student who needs help with setting a home study program should see their teachers or the Head of Faculty.
INTERNATIONAL STUDENT EXCHANGE

If families are considering sending their student on exchange, or hosting an exchange student, only organisations approved by Department of Education and Communities can provide official student exchanges. Please also refer to leave requirements in this handbook.

The Principal must be asked if the School will approve the exchange. As it could impact on the academic progress of the student, it is important that all implications are examined prior to approval being given.

The ideal time for a one year exchange is over a calendar year. It is recommended that students taking a one year exchange do so at the end of Year 10. It is important to note that students would then commence Year 11 on their return. The Preliminary course (studied in Terms 1 to 3 of Year 11) must be completed prior to that subject at HSC level. HSC courses commence in Term 4 of Year 11.

As a general rule the School will not approve an exchange which would involve an interruption to HSC studies. The School will not approve an exchange which would involve a student studying Preliminary HSC courses with one cohort (year group) and then completing HSC studies with a different cohort. This is due to the fact that a direct match of subject combinations between two cohorts is very unlikely to be achievable and the student would not be able to satisfy Board of Studies requirements for the award of the HSC.

Shorter exchanges of 2-3 months duration are allowed in Year 10, but must not intrude into Preliminary studies by more than 1 month and will not be approved for HSC students at all.

If families are considering hosting an exchange student and wanting the School to accept that person as a student for the duration of the exchange, the following points need to be noted:

The Principal must be asked if he is willing to have an exchange student for the period specified and at the year level indicated. Agreement will only be given if the School is able to take on that student. Only a certain number of exchange students can be catered for at any given time.

If the School agrees to take a student it will not charge a fee for that student:

- The Host family and/or exchange student’s family must provide suitable uniform, textbooks and other relevant school equipment
- The Host family and/or exchange student’s family must cover any incidental costs such as camps, excursions and photographs
- Exchange students are expected to satisfy course requirements of the subjects they are enrolled in during their time at this School
- The School will not offer assistance in English over and above that offered to all students.

LOST PROPERTY

Please ensure that all items of uniform and any other clothing brought to school, camps and excursions are named clearly in a permanent way. This means that any item found can be easily returned to the owner.

It is the student’s responsibility to:

- Keep track of his/her clothing
- Look for property as soon as possible after loss is noticed.

Lost property is located in both of the School Offices.

UNIFORM

The way in which the school uniform is worn has a strong influence on how we feel about ourselves and the ways in which we are viewed by others. Every student’s standard of dress and grooming is expected to reflect well on both the individual and the School as a whole. If a student is not able to wear the correct uniform, a letter of explanation must be brought to school and presented to their Tutor or Class Teacher. There is a “Uniform Note” for this purpose in the student diary and the Kindergarten / Year 1 Communication Book.

Garments have been designed to be as inexpensive as possible, given our commitment to having a uniform which is practical and attractive.

Parents do need to make financial provision for the purchase of the total uniform, which includes a compulsory sports and PE uniform. Order forms can be found on our website. Students are not permitted to wear non Moama Anglican Grammar School clothing, nor will they be permitted to wear a combination of sports and general uniform. Shirts must be neatly tucked in at all times, except when involved in sport or active recreation during recess or lunch times. It is the responsibility of the student to wear the uniform neatly without needing to be reminded.

Primary students are required to wear Sports Uniform for the whole day on days when they have Sport or Physical Education timetabled. Currently, students in secondary (Years 7-12) are expected to change into sports uniform at the break closest to a sport or PE period and then to change back in the break following that lesson, unless given express permission to do otherwise. The timetable will be confirmed at the beginning of the school year.

Dress length

Dress and pinafore skirt length is such that the bottom of the hem is at least in line with the top of the bony part of the knee. During Terms 2 and 3 pinafores / kilts must be worn at weekly assemblies and other formal occasions.

Jewellery

No visible jewellery may be worn except for wrist watches. Girls only may wear one small, plain sleeper or stud (gold or silver) in the lobe of each ear.
Hairstyle and Grooming
Girls’ hair, if below the collar must be tied back, with a plain ribbon, or a plain band in one of the school colours.

Neither girls nor boys may have hair styles which are extremes of fashion in terms of length, style or colour. Boys’ hair must be above the collar at all times, and not be pinned to achieve this.

Beards, moustaches and tattoos are not permitted.

Hats
Wearing of hats is compulsory whenever students are outside during Terms 1 and 4.

Shoes and Footwear
Formal School shoes should be a black lace-up shoe, in polishable leather, with a flat heel. Sports shoes should be athletic runners and exclude street / skate shoes and boots.

Socks should be free of writing, stripes and/or patterns.

Cold weather provisions
On the cooler days students may wear the optional Anorak until the end of Year 8 as a windbreaker over their uniforms whilst outside. It may be worn as well as, but not in place of the red jumper. In Years 9-12 it is replaced with the Navy School Blazer.

Backpack and Library bag
Moama Anglican Grammar School Bags and Sports Bags (including Reader Bags and Library Bags for the K-4 students) are compulsory.

Some examples of correct and incorrect school shoes required for all students.
Shoes must be low-heeled, black leather and lace-up.
# PRIMARY UNIFORM

## Summer Uniform (Terms 1 and 4)

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Dress</strong></td>
<td>Elastic Waist Shorts</td>
</tr>
<tr>
<td><strong>Red Woollen Jumper with School Logo</strong></td>
<td>Short Sleeve Shirt with School Logo</td>
</tr>
<tr>
<td><strong>Hat</strong></td>
<td>Red Woollen Jumper with School Logo</td>
</tr>
<tr>
<td><strong>White Calf length Socks</strong></td>
<td>Hat</td>
</tr>
<tr>
<td><strong>Multiple</strong></td>
<td><strong>Multiple</strong></td>
</tr>
</tbody>
</table>

## Winter Uniform (Terms 2 and 3)

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pinafore / Kilt</strong></td>
<td>Elastic Waist Trousers</td>
</tr>
<tr>
<td><strong>White Long Sleeved Shirt</strong></td>
<td>White Long Sleeved Shirt</td>
</tr>
<tr>
<td><strong>Red Woollen Jumper with School Logo</strong></td>
<td>Red Woollen Jumper with School Logo</td>
</tr>
<tr>
<td><strong>Navy Tights or Navy Knee length Socks</strong></td>
<td>Navy Calf Length Socks</td>
</tr>
<tr>
<td><strong>Navy Trousers - Optional</strong></td>
<td>Anorak - Optional</td>
</tr>
<tr>
<td><strong>Anorak - Optional</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Sports Uniform

- **Girls and Boys**
  - Navy Sports Shorts
  - Red/Navy Sports T-Shirt
  - Navy Sports Trackpants - Optional
  - Navy Sports Jacket
  - Plain White Socks

# SECONDARY UNIFORM

## Summer Uniform (Terms 1 and 4)

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Dress</strong></td>
<td>Tab Shorts</td>
</tr>
<tr>
<td><strong>Red Woollen Jumper with School Logo</strong></td>
<td>Short Sleeve Shirt with School Logo</td>
</tr>
<tr>
<td><strong>Blazer – Senior School Only</strong></td>
<td>Red Woollen Jumper with School Logo</td>
</tr>
<tr>
<td><strong>Broad Brimmed or Formal Hat</strong></td>
<td>Blazer – Senior School Only</td>
</tr>
<tr>
<td><strong>White Calf length Socks</strong></td>
<td>Broad Brimmed or Formal Hat</td>
</tr>
<tr>
<td><strong>Multiple</strong></td>
<td><strong>Multiple</strong></td>
</tr>
</tbody>
</table>

## Winter Uniform (Terms 2 and 3)

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kilt</strong></td>
<td>Trousers</td>
</tr>
<tr>
<td><strong>White Long Sleeved Shirt</strong></td>
<td>White Long Sleeved Shirt</td>
</tr>
<tr>
<td><strong>Red Woollen Jumper with School Logo</strong></td>
<td>Red Woollen Jumper with School Logo</td>
</tr>
<tr>
<td><strong>Blazer – Senior School Only</strong></td>
<td>Blazer – Years 9 -12 only</td>
</tr>
<tr>
<td><strong>School Tie</strong></td>
<td>School Tie</td>
</tr>
<tr>
<td><strong>Navy Tights or Navy Knee length Socks</strong></td>
<td>Black Belt</td>
</tr>
<tr>
<td><strong>Navy Trousers - Optional</strong></td>
<td>Navy Calf Length Socks</td>
</tr>
<tr>
<td><strong>Anorak - Optional</strong></td>
<td>Anorak - Optional</td>
</tr>
</tbody>
</table>

## Sports Uniform

- **Girls and Boys**
  - Navy Sports Shorts
  - Red/Navy Sports T-Shirt
  - Navy Sports Trackpants - Optional
  - Navy Sports Jacket
  - Plain White Socks
SPORTS REPRESENTATION

Moama Anglican Grammar School competes in sports as part of the New South Wales Combined Independent Schools (CIS). NSWCIS aims to provide a pathway to state and national level competition in a wide variety of sports for students in the independent sector.

The first step in this pathway is competing at the Border Independent Secondary Schools’ Association (BISSA) or Border Independent Primary Schools’ Association (BIPSA) level.

Please note that 1st and 2nd placegetters at a BISSA or BIPSA carnival are not guaranteed selection in the RAS (Riverina Associated Schools) team, as other students from other schools are also eligible for selection. If a student is a member of a local swimming/athletics club they may also use an official time from a carnival in the past twelve months as their nomination. A nomination is put forward before selection is confirmed. We aim to finalise confirmation of selection in a RAS team as efficiently as possible. This is to allow you time to organise transport, accommodation and time off work if necessary.

House Sports are held for Swimming (Yr 3-6 & Yr 7-12) Athletics (K- Yr 6 & Yr 7-12) and Cross Country (K- Yr 6 & Yr 7-12).

Border Independent Secondary Schools’ Association (BISSA) Carnivals and Border Independent Primary Schools’ Association (BIPSA) are held for Swimming, Athletics and Cross Country at various Riverina venues.

To enter sports other than swimming, athletics and cross country eg. netball, football etc., CIS offers a wide range of sports to primary and secondary students in Independent schools in NSW. If a student is interested in trying out for the CIS team for their chosen sport, they need to be nominated. This is an online process, and nominations may only be made by an association member or school staff member, so students need to inform the Head of Sport of their intentions to nominate.

For information on sports, venues and dates, please visit the following link:
http://www.aisnsw.edu.au/Services/CIS/Pages/Sports.aspx

Nomination fees are paid for by the BISSA and BIPSA associations. Schools will still be charged for a student if no notification is received prior to the trial date of their inability to attend. Any student selected in a CIS team can expect to incur extra costs for uniform and participation at the next level. This varies from sport to sport.

CIS are very strict on nominated deadline dates. No late nominations will be accepted.

It is important that parents and students understand the responsibility of accepting nomination for sports. By giving permission to nominate for CIS carnivals/sports you are committing your child to participate if they are successful in gaining selection in these teams.

Note Primary Students: Students turning eight years or over in the current year can be selected for NSWCIS. To be selected in a NSWSSA team event however, they must be turning 10, 11 or 12 in the current year.

Due dates for nominations vary for each sport. Please visit the Association of Independent Schools in New South Wales website to check details:
http://www.aisnsw.edu.au/Services/CIS/Pages/Sports.aspx
STUDENT LEADERSHIP

The development of leadership potential within students is seen as a major function of the School, and students will be given numerous opportunities to assist in the running of the School, the management of students within the School and in representing the School to the wider community. School Leaders have certain roles assigned to them, such as chairing various student committees.

House Captains have authority for executive and management action within a House.

To develop leadership, students must be given the opportunities to practise leadership, to reflect on their performance and to be instructed in the techniques and art of leadership. It is especially important to understand the close relationship of cause-and-effect in the application of authority. It is expected that students may make mistakes, but it is also expected that students learn from the experience and not make the same mistake twice.

Students are encouraged to develop leadership skills, through a number of opportunities. From the commencement of the School, students have been involved in clubs and special interest groups. Teams and other group activities will be used to foster student leadership opportunities. Year 6 students are given the opportunity to take on leadership roles within the K-6 area.

We have K-6 Student Leaders and K-6 House Captains who will be drawn from Year 6.

House Captains are selected from Year 12. House Vice-Captains are selected from Year 11.

Beacon Leaders are drawn from Year 10.

Student Leaders are drawn from Years 10 and 11.

Prefects are chosen from Year 12. They work within the school and with different year levels across Primary and Secondary schools to promote their chosen subject area.
TRANSPORT TO AND FROM SCHOOL

Walking
Students who live locally may walk to School at their parents / guardians discretion.

Bicycle
Students riding bicycles to and from school are required to wear a protective helmet of approved design, colour is immaterial. Bicycles must be secured to bike racks with a chain and lock. Scooters and skateboards are not permitted on school grounds.

Car Parking and Road Safety
For the purpose of collecting or delivering children to school parents are asked to park in either Brick Alley or the car parking area in Boyes Road. You may use the “Kiss n Drop” zone along Kirchhofer Street. Please do not leave your car in this zone.

The area in front of the main administration area (under the school flagpole) is our designated bus zone from 8:30 – 9:00 am and from 3:00 – 4:00 pm each school day and should not be used by cars at these times. Visitors to the school are welcome to use this area outside of those times.

Bus – Moama Township
Students who live in Moama township are generally eligible for subsidised bus travel with Moama Anglican Grammar School (subject to distance and / or safety criteria) and may apply for the relevant bus pass from Transport for NSW by completing an application form available from the School office. This is for travel from home to school only.

Contact Echuca Moama Transit for timetable information – 03 5484 1129.

Bus – Echuca Township
Echuca Moama Transit provides public transport (buses) in the Echuca Moama townships. Students who reside in Echuca township may apply for a Victorian Public Transport Student Concession and Student Pass from Public Transport Victoria. The School will purchase a myki card for eligible students upon receiving consent from parents to claim a reimbursement from the Victorian Department of Education and Early Childhood. Eligible students will be entitled to unlimited travel on metropolitan trains, trams, and buses, regional bus services and V/Line train and coach services (except for special or chartered services) operating wholly within Victoria. This Student Pass is an entitlement electronically loaded onto a concession myki. The myki card number will be written on the VPT Student Concession Card. Both the myki and VPT Student Concession Card must be carried at all times when travelling.

Contact Echuca Moama Transit for timetable information – 03 5484 1129.

Bus - Country (Victoria)
Our Victorian students come to us from far and wide via the Echuca District Country Bus Network which is jointly administered by Victorian Department of Early Childhood Development and Public Transport Victoria and is currently coordinated from Echuca College.

Bus travel is provided for Moama Anglican Grammar School students from Kerang, Kyabram, Nathalia and districts in between. Applications for Permission to Travel (Vic Country) should be submitted to the Moama Anglican Grammar School office.

Some families are also eligible for Private Vehicle (Car) Conveyance Allowance (Vic) if they must travel more than 4.8km from home to their nearest country bus stop.

Bus - Country (NSW)
Subsidised bus travel is provided for our NSW country students who come to us from Barham, Barmah, beyond Bunnaloo and Deniliquin and all districts in between. Transport for NSW Application for Subsidised Travel forms are available from the School Office.

Some families are also eligible for Private Vehicle Conveyance Allowance (NSW) for the portion of the trip from home to the nearest bus stop. Refer to Transport NSW website or contact the School Office for further clarification.

Students Driving to School
Any Year 11 or 12 student wishing to drive to school must write to the Head of Secondary School, with the written support of their parents, requesting permission.

Permission will be granted subject to the following conditions:

- In Year 11, it is preferred that only students who are late country bus travellers apply, unless exceptional circumstances exist. This is subject to approval by the Head of Secondary;  
- Details have been provided as to the make, model and registration of the car and a copy of the insurance policy is provided;  
- A copy of the student’s provisional licence has been provided.

Also, the student and parents sign an agreement that the student will:

- Not transport any other persons without the written permission of the Head of Secondary School and the relevant parents.  
- Not leave the School grounds during school hours without permission of the Head of Secondary School and parents;  
- Park in the designated area for student cars and display the Student parking permit on the dashboard where it may be easily seen;  
- Demonstrate appropriate safe driving behaviour when driving to and from the School.

(last updated 8 October 2015)
Student Welfare

PASTORAL CARE

Pastoral care is based on a deep respect for the dignity and uniqueness of the individual person as we are all made in the image of God (Genesis 1:27).

At Moama Anglican Grammar School we are keenly aware that, in partnership with our families, we wish to provide a place where students, teachers and families work and learn together in a safe, secure and happy environment. We aspire to develop citizens of the future of whom we will be proud.

In order to achieve this we have set goals, in keeping with our Anglican tradition, to:
- Provide an environment that is safe, nurturing and caring in which our students can learn and grow.
- Promote policies and practices that shape a respectful, welcoming and caring environment for all members of our community.
- Promote positive, connected and respectful relationships across the school community.
- Engage a comprehensive whole-school approach to Pastoral Care and Wellbeing.

We implement a whole school restorative approach to student behaviour management policies and practices. This whole school approach is based on a set of underlying principles which aim to:
- focus on the relationship and how people are affected by certain behaviours;
- restore damaged relationships;
- talk about the behaviour without blame or being personal;
- see mistakes and misbehaviour as an opportunity for learning;
- be future focussed and talk about how to make things right.

Our Pastoral Care is guided by our School Core Values.

OUR PASTORAL CARE PROGRAM

The School recognised that there is a real need for programs addressing resilience issues, student wellbeing, student welfare, and community building. The School seeks to address these issues through its sequential K -12 Pastoral Care programs, seminar days and camps. These programs and activities consider age appropriate issues such as: social belonging; peer pressure; cyber-related concerns; positive self-image; resiliency and thinking skills; and spirituality. They are delivered by a variety of staff and outsourced presenters depending on the activity.

The School also conducts information sessions for parents on relevant childhood and adolescent issues.

CHAPLAINCY

The School has a Chaplain as part of its overall approach to religious life and Pastoral Care. Our Chaplain leads the school in prayer, religious services and envisioning the good life. As an integral member of the Pastoral Care Team, the Chaplain assists the School in the development of the Pastoral programs.

The Chaplain facilitates chapel services and remembrance of significant dates in the Church calendar throughout the year and also attends a number of the School’s camps as one of the staff. He also helps out in classes from time to time as well as having his own teaching load.

The Chaplain offers spiritual guidance, supportive conversations and organisational support to students. Students needing further support are referred on to one of the school counsellors. An “Organisation Program” is available within Years 7 and 8 for students who are having difficulty managing the transition into secondary school, using a locker and a diary. These students are referred to the Chaplain by the Head of School, and parents are contacted by the Chaplain.

The Chaplain has established a service program in the school. Students participate in service to the community (such as supporting the Moama Playpark Committee and visits to Aged-Care Facilities) and voluntary service opportunities such as the International Service Trip every two years. The students who attend spend two weeks immersing themselves in a developing/majority world culture and partnering in service, such as building, community development, school visits and in the future teaching conversational English. Students speak very highly of this program and we see it as a practical experience in learning service and the ‘good life.’

STUDENT WELLBEING

The wellbeing of our students is integral for effective teaching and learning, therefore counselling support is available to all students, as required.

Students in Years K-8 can be referred to the counsellor through a process usually involving the Head of School, their teacher, / tutor and their parent/ guardian. In years 9 – 12, students generally self-refer. However, referrals can also be made by their teacher / tutor, Head of School or parent / guardian.
Code of Conduct

ANTI BULLYING

Everyone has the right to be safe, happy and free from harassment at this school. All students should be able to pursue their education in a positive and supportive environment, and therefore for the well-being of all parties involved, the School will work in a restorative manner to stop and resolve incidents of bullying.

Bullying is a repeated attack on another, be it physical, psychological, social or verbal, often with actual or implied violence or threats, by people using power for their own selfish gain or gratification. The consequences of such actions result in other people feeling distressed, pressured, insecure or fearful.

Harassment takes place when someone deliberately troubles, torments or distresses someone else. It may take the form of verbal, physical, cyber and psychological abuse, and is closely linked with bullying. It can emotionally affect the people who are the victims of it, by unnerving, disturbing or worrying them. Harassment can badly hurt people. The comment “I was just joking” is no justification or defence for harassment, nor is retribution when the harassment becomes intolerable.

All students, parents and staff have a role in preventing or stopping harassment and bullying. Informing the School of bullying and harassment will help lead to its early resolution.

With the increasing use of social networking sites, text messaging etc. there are increased opportunities for communication to occur 24 hours a day. The positive side of this technology is acknowledged and to be encouraged, but parents also need to be aware of the increased opportunity for negative communication (known as cyber-bullying) to occur.

At this School any form of bullying will be considered to be school related when our students are involved, regardless of where, when and how it occurs.

DRUG EDUCATION

This, in today’s Australia, is of vital concern to all families. At Moama Anglican Grammar School we must develop our policies in such a way that the moral fibre of our students is strengthened. Elements of love, repentance, forgiveness and reconciliation ought to be woven into our plans. It is a part of our Christian teaching through action, not words. This means we must have a firm policy that clearly defines what we find acceptable and which will protect our young children.

We must teach our students to accept responsibility for themselves and others, in developing a healthy and caring environment.

Any drug use by students of the School which affects the life of the School, in the opinion of the Principal, shall be acted upon by the Principal in the same manner as if it occurred at the School.

Any student caught in possession of illegal drugs (including marijuana), by a staff member will be expelled by the Principal, who shall notify the Police.

Any student, with perhaps encouragement by other students, who reports his/her use or possession of illegal drugs to the Principal, and voluntarily confesses involvement, will receive strong discipline, but not expulsion, providing the confession is total and otherwise unavailable to the Principal.

No student will be permitted to consume alcohol or tobacco at the School, in School uniform, or at School functions. Students who do so will be given at least a “within school” suspension, then suspended for the second offence, and then expelled for the third offence.

Any student may speak to a Counsellor or the Chaplain confidentially, who may encourage those involved to come forward.
EXPECTATION OF PARENTS

In assisting the Staff to meet our ideals, the School expects that:

- Parents will involve themselves fully in the education of their children in a partnership with the School that is essential for their ongoing education. To simply leave everything up to the School is to deny their child all that can be gained from an education at Moama Anglican Grammar School.
- Parents will support their child, wherever possible, by attending co-curricular games, activities, performances with them.
- Parents will support the School in its expectation, care and discipline of their child.

MOBILE PHONES

An increasing number of students are bringing mobile phones to school. Mobile phones are a useful means of ensuring your child is able to make/change travel arrangements and to seek help or advice if facing difficulty. Unfortunately, as with most things, there is a downside to student use of mobile phones. Students can use their phones inappropriately and in ways which detract from their learning and the learning of others.

The School has no intention of banning mobile phones (except in such instances as an on school camps, where there is already an existing method of communication in an emergency). However, it is important for parents and students to know what kind of mobile phone use is appropriate and what is not appropriate, as the School does intend to enforce its mobile phone use policy. Students who fail to comply with the policy will have a penalty imposed on them. If a student was to continue to ignore the policy, the School would require that the mobile phone be handed in to the Head of School or Assistant Head of School at the beginning of the day and collected after class at the end of the day/week.

Mobile phones are not to be used:

- In school hours (except in the case of a real emergency)
- To ask to be collected during school hours (this must be done through the School Office)
- To send a message (text, photographic or voice) to any other student during school hours
- As cameras, unless prior consent of a teacher and of those being photographed is given. Without such consent, use of mobile phone cameras is prohibited at School.

Mobile phones will only be allowed at School if it is accepted by parents and students that the School reserves the right to:

- Examine the contents of any mobile phone to ensure that it has not been used inappropriately
- Confiscate any mobile phone which has been used inappropriately. Such phones will be returned to parents only after meeting to discuss issues involved.

PLAGIARISM

Plagiarism involves students doing such things as:

- Presenting the work of other students as their own. For example, students who use an essay written in a previous year as an answer to an assignment question
- Copying material unacknowledged from another source and presenting it as their own
- Downloading material from the Internet and then presenting it as their own

Students need to be aware that they are not to do any of the above things as doing so may result in their work being graded at zero and them having to redo the assessment task (to meet course requirements but not for marks). There may also be a consequence such as a detention to be served. Parents must be aware that the reworking, rewriting or development of their children’s work can jeopardize a fair assessment of the piece.

STUDENT BEHAVIOUR MANAGEMENT

Moama Anglican Grammar School exists as a place where a complete education may be undertaken in a challenging, co-operative and supportive environment. To develop such an environment, it is necessary to provide more than facilities for classes and cultural activity; we need to have an atmosphere that will foster the development of the soul, mind, body and character.

It is important therefore, that everyone associated with the life of the School regard themselves and other people with dignity, courtesy and respect, and learn the importance of cooperating in a Christian learning community with diverse interests and traditions, but with a common concern for the wellbeing of all its members, and for the promotion of sound values.

Being enrolled at the School acknowledges acceptance, by students, parents and guardians, of our Code of Conduct.

The Principal has the responsibility for students, staff and the curriculum and has the authority to suspend or expel a student from the School. These last resorts will only be taken if the student’s behaviour indicates a refusal to take responsibility by appropriately modifying their behaviour.

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by parents / guardians, to enforce discipline at the school.

At Moama Anglican Grammar School the behaviour management practices promote respect, co-operation, collaboration, communication, problem-solving and self-responsibility. The following strategies are intended to assist students to modify their behaviour and allow them to be more successful. They have the capacity to enable students to change their behaviour, restore damaged relationships, be forgiven, and to move forward with a positive attitude.

This brief explanation of the School behaviour management policy is intended to explain what will happen to students who habitually refuse to conform to the expectations of the School. Much of the behaviour management of the School will be
carried out informally in the normal course of teachers interacting with students in their care. Counselling support is also offered to students as required.

Under normal circumstances, very few students would be expected to be subject to higher forms of discipline. Lunchtime or after school detentions are issued for serious and/or repeated breaches of School rules and the requirement of respectful and responsible behaviour – e.g. bullying and harassment, insolence, repeated misbehaviour, including failure to attend a detention.

A progress card may be issued for an initial period of four weeks if the student’s behaviour is becoming of increasing concern, and they are not responding to either the School’s restorative approaches or disciplinary measures.

If the behaviour of the student warrants it, they will be placed on a Contract of Good Behaviour, Attitude and Performance as a condition of continuing their enrolment at the School, which they and their parents will be expected to sign. If the student is to continue at the School, they will be asked to accept full personal responsibility for a change in their behaviour, attitude and performance at the School.

The Principal has the right to suspend any student, for any period of time, for activities considered serious enough to warrant such action.

There are two kinds of suspension. Within School suspension is when a student is excluded from certain activities or lessons for a period of time and must complete class work and other set tasks.

Additionally, the student will be required to participate in a conference with senior staff to address the conditions of their return to class and to build an understanding of appropriate and respectful behaviours. This may include a reconnection meeting with other students or staff who have been affected by the student’s behaviour.

Suspension from School happens when a student is excluded from school attendance, usually only for a period of days. On rare occasions, it may be that a student who is suspended from the School will not be permitted to attend the School for up to a period of 12 months. In this case, the student may apply for readmission to the School at the end of that period.

Exclusion from the School

a. If the Principal, or any person deputising for the Principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the Principal or delegate may exclude the student permanently or temporarily at their absolute discretion.

b. If the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the Principal may require the parent to remove the child from the school.

c. The school will only exercise its powers under this clause to exclude a student permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the student and provided them with a reasonable opportunity to respond.

No remission of fees will apply in relation to any of the above cases.

It should be noted that the School is committed to procedural fairness in matters of discipline. This particularly applies to situations where the potential penalty involves suspension or expulsion.

Procedural fairness involves the following principles:

a. For any student suspected of a serious breach of school rules, both the student and his/her caregiver, will be provided with an explanation of:
- the nature of the accusation;
- the seriousness of the matter and the likely consequences;
- any other information which would be likely to be taken into account in considering the matter;
- how the matter will be dealt with;
- the opportunity to answer the accusation and;
- an understanding of how to seek a review of any decision.

b. The manner in which the investigation is undertaken and the decision-making will be structured to ensure impartiality of investigation and absence of bias in decision-making.

Again, it must be understood that under normal circumstances, very few students would be expected to be subject to these higher forms of discipline.

**PLAYGROUND RULES**

Some rules are essential in order to contribute to the harmonious and efficient operation of the School. These are based on respect, courtesy, consideration for others and common sense – the injunction to “Do unto others as you would have them do unto you” is a guiding principle.

The following points summarise the expectations of students upon which the School rules are based:

- Students will respect teachers, parents, visitors and their fellow students.
- Students will be on time for School assemblies and classes.
- Students will wear, and maintain in good order, their School uniform.
- Students will care for the School property, buildings and gardens.
- Students will stay in the areas set aside for them.

These rules apply whenever a student is under the jurisdiction of the School. They also apply, where reasonable, whenever a student is identifiable with the School, for example, when wearing the School uniform or when at a School-sponsored event.

Playground supervision commences at 8:20 am in the Junior area and 8:30 am in Middle and Senior areas. For students other than NSW Country Bus travellers, playground supervision ceases at 3:20 pm daily.

Before school, in the Junior area, please wait for the duty teacher to arrive before allowing your child to play on the equipment. This ensures each child’s safety and care in the event of an accident.

After school, play on the equipment is permitted until 3:15pm.

The Junior Primary School playground equipment is ideally suited for 5 - 10 year old children. Younger children must be

[Last updated 8 October 2015]
closely supervised. If you allow your children to play on the equipment it is necessary for you to remain at their side at all times.

Year 5 and 6 students may choose to use the Junior area play equipment located next to the sandpit. Junior area playground equipment is not intended for use by older students in Years 7 – 12.

TECHNOLOGY

iPad Program: Years 5 – 9
Students in Years 5 – 9 are supplied with an iPad for their individual use. The device and accessories supplied are:

- Apple iPad 2 16Gb WiFi device with case
- Software provided
- Apps as agreed by the School

The iPad remains the property of the School. A record is kept of which student has which iPad and each student is responsible for looking after their iPad and must return it to the School should they leave.

Students may add personal apps so long as these apps do not compromise the student’s use of the iPad for school related purposes.

Expectation of the students – Be Ready to Learn with the iPad:

- Have (or create) an Apple iTunes account with password.
- Bring the iPad in its case to school each day, charged and ready for use. Please leave the charger at home and refrain from losing it. Note: Year 5 Students leave their iPads at school overnight unless otherwise directed by their teacher (On occasion Year 5 students may require their iPad for homework).
- Store the iPad in locked lockers when at sport or during other activities not requiring this device.
- Take care of the device to avoid physical damage.
- Use the device in a responsible manner and comply with ‘close and put away’ requests from teachers.

iPad Loss or Damage
All instances of damage must be reported to the School Office as soon possible and an iPad Service Request or Incident Report must to be completed.

If any damage occurs which involves another student, the relevant Head of School will investigate the incident.

All repairs are to be organised through the school, third party repairs are not acceptable. Parents / Guardians must pay for the cost of repairs or replacement of iPads.

BYOD (Bring Your Own Device): Years 10–12
In 2016 Students in Years 10 – 12 will be required to bring a suitable device that complies with the minimum specifications and are suitable for use at school. Details of the minimum specifications and examples of the types of devices suitable for use in the school environment are available from the Head of eLearning at the School. It is possible that devices already owned by students and families can be used.

It is important for parents and students to understand that bringing any electronic device to school will only be allowed if the School is given full access to the contents of such devices. Where devices are password protected these passwords etc. must be supplied by students on the request of any teacher to allow that teacher full access to the device.

Staff members have the right to randomly search a student’s device to ensure it is being used appropriately.

Computer Network Access at School
As part of our technology program, the School has set up a computer network which will include access to the School’s intranet, email and the internet. The electronic communication network of Moama Anglican Grammar School is a part of the School’s resources and is made available to enhance the educational experiences of students. Students who use this resource wisely will benefit greatly. Those who abuse the privilege place their access to the system at risk. The staff will do their best to ensure that students use this facility wisely.

Students themselves have a legal and a moral responsibility in this area and each student and their parent/guardian is expected to abide by this policy as agreed upon in acceptance of their enrolment.

Students are responsible for:

- maintaining the security of their accounts and their passwords.
- saving their work in their designated folder on the network.
- complying with restrictions placed on the use of the network by staff and by this agreement.

Cyber safety
On the issue of cyber safety, Moama Anglican Grammar School will continue to:

- Educate students on safe and responsible internet and social media use.
- Follow Federal Government and best practice approaches to cyber-safety in schools through the E-Smart School programme.
- Filter and monitor all content accessed by students while at school. The School strongly discourages parents and guardians from purchasing wireless hotspot devices, internet plans for student smartphones or any form of mobile internet, as these devices can be used to circumvent the school filter and monitoring system.

Students are advised that unacceptable and/or prohibited use may contravene State and/or Federal legislation.

In addition, e-mails or messages/postings that may appear humorous and innocent can be unlawful and infringe racial and sexual discrimination and harassment policies.

Legal action may be taken against any person thought to be in breach of these statutes and laws in addition to sanctions or penalties that may be imposed by the School.

(Last updated 8 October 2015)
Technology Tips for Home

Moama Anglican Grammar School recommends the following for parents and guardians at home:

- iPads should be used in an open area, where it can be visually monitored.
- Invite your child to show you what tools they have been using.
- Restrict access if the device is not being used in a manner that suits you.

The iPad is a learning tool and must not be used at times or in ways deemed by the School to be inappropriate. A student at Moama Anglican Grammar School is expected to adhere to the School’s rules and expectations with respect to use of iPads and other electronic devices.

If these conditions are breached, students risk having disciplinary action taken against them. In some cases misuse could constitute a breach of the law and incur legal consequences for children or their parents/guardians.

Students are encouraged to explore and discover methods utilising this technology effectively within the schooling context. The School has the right to check all written, graphic, audio and other materials created, produced, communicated, stored or accessed on School iPads by students, including emails.

The full Electronic Device and Communication Agreement (Internet, Intranet, iPad & Email) can be found on the website.

School Map

The School programs and activities may be varied in future years.

The School’s policies which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act and of the Board of Studies, Teaching and Educational Standards NSW (BOSTES) for registration of the school.