

2022

Primary Parent Handbook

Hume Anglican Grammar
Mt Ridley Campus



Anglican Grammar
Hume

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Welcome from the Assistant Principal – Primary (Mt Ridley)

Hume Anglican Grammar is closely linked to the Anglican Parish of Hume.

Our school believes in encouraging and developing Christian and community values within our students. We believe in equipping our students with skills and knowledge to assist them to develop wisdom and to become fulfilled and productive members of the community, who live lives of service to others, the wider community and the environment.

The school will ensure that all its educational programs are widely accessible and that parents, the community and the local and wider Anglican Church enjoy active roles in the ongoing life of the school.

Hume Anglican Grammar seeks to provide excellence in education, encouraging high academic standards and the development of individual potential in a vibrant and caring Christian environment.

Hume Anglican Grammar fosters spiritual, intellectual, physical and social development in each student through:

- providing safe and positive learning, in a caring and nurturing environment for students, staff and members of the school community;
- developing an innovative and challenging curriculum that meets the diverse needs of students, delivered by highly motivated and effective teachers who draw upon a wide range of recognised methodologies and teaching practices;
- encouraging the students, staff and school community to respect and accept others inclusive of ability, culture and beliefs;
- equipping students with the ability to develop a positive sense of self-worth and encouraging creative thinking, leadership and personal responsibility;
- stimulating and nurturing the students' intellectual curiosity and capacity to think logically and creatively in problem solving situations, and to work collaboratively with others;
- expecting students to demonstrate the highest standards of courtesy, dress and behaviour.

Mr Luke Friend

Assistant Principal – Primary (Mt Ridley)

2021 Primary School Key Dates

TERM ONE	
Term 1 Commences Years 1-6	Monday, 31 January 2022
Term 1 Commences for Prep	Thursday, 3 February 2022
Labour Day Public Holiday	Monday, 14 March 2022
Term 1 Concludes	Thursday, 8 April 2022
Good Friday Public Holiday	Friday, 15 April 2022
Easter Monday Public Holiday	Monday, 18 April 2022
TERM TWO	
ANZAC Day Public Holiday	Monday, 25 April 2022
Student Free Day	Tuesday, 26 April 2022
Term 2 Commences	Wednesday, 27 April 2022
Queen's Birthday Public Holiday	Monday, 13 June 2022
Term 2 Concludes	Friday, 24 June 2022
TERM THREE	
Student Free Day	Monday, 11 July 2022
Term 3 Commences	Tuesday, 12 July 2022
Term 3 Concludes	Friday, 9 September 2022
TERM FOUR	
Student Free Day	Monday, 3 October 2022
Term 4 Commences	Tuesday, 4 October 2022
Student Free Day	Monday, 31 October 2022
Melbourne Cup Public Holiday	Tuesday, 1 November 2022
Term 4 Concludes - Students	Wednesday, 7 December 2022
School Office Closes	Friday, 16 December 2022

Primary School Teachers

Home Room Teachers:

Prep:	Courtney Kendall, Natasha Payne, Jane Newton
Year One:	Michelle Pucar, Lysiarne Bryant, Hayley McCallum
Year Two:	Haley Buckley, Christopher Hearn, Simone Bailey
Year Three:	Nicola Connelly, Anju Kuruvilla, Emma McKenzie
Year Four:	Matthew Whyte, Aquila Zafir, Stephanie Finn
Year Five:	Steph Coakley, Justin Condo, Mrs Pamela Gomes
Year 6:	Aaron Butcher, Matthew Brady, Channelle Waring

Specialist Teachers:

RAVE:	Reverend Peter Waterhouse, Luke Friend, Sarah Shatford, Helena Mallon and Homeroom Teachers
Performing Arts:	Haylee Sommer, Catherine Yap, Tania Sam
LOTE:	Stephanie Crea
PPD:	Nicole Morton
Learning Enhancement:	Jade Rhodes
Visual Arts:	Joanna Ng, Tania Sam

All teachers can be contacted by phone or email. The standard form of address for the schools email is:

<lastnameinitialoffirstname>@humegrammar.vic.edu.au

Primary Leadership Team

Assistant Principal – Primary (Mt. Ridley):	Luke Friend
Head of Teaching and Learning – Primary:	Helena Mallon
Head of Student Wellbeing P-2:	Pina Pikos
Head of Student Wellbeing 3-6:	Sarah Shatford

General Information

Procedures for Contacting Teachers

An open communication between parents and staff is encouraged enabling everyone to work together towards benefitting the students' academic and social/emotional development. The best ways to ensure open communication is maintained is through the following:

- Emailing (allow for a 24 - 48 hour response time for returning correspondence)
- Student diary (Years 5-6) this is appropriate for brief requests, student's reminders
- Phone call (please leave a voice mail message), email or write a note requesting an appointment.
- Requested meeting times regarding well-being or curriculum queries.

Please do not arrive expecting that the teacher will be able to speak or meet with you immediately. In the mornings, teachers are busy preparing for the day and often have scheduled meetings directly after school. Your child's homeroom teacher is the person who knows them best while at school. They must be the first point of contact for any communication. If further support is required, please contact your child's Head of Student Wellbeing P-2 or 3-6 or the Head of Primary Curriculum.

Mobile Phones

We advise students not to bring mobile phones to school. Students can make urgent phone calls at the Office in case of an emergency. If your child needs a phone for after school activities, it **MUST** be turned off (not on silent) during the day and kept in their bags. No responsibility for lost phones will be taken by the school. Students are not permitted to use phones during school hours. If there is a reason why a student needs to use their phone during the school day (to find out about an appointment for example), please send a note explaining the reason and arrangements will be made for this. If a student uses a phone during the day without permission, it will be confiscated and returned at a later time. We appreciate your support in this matter as this rule is necessary to prevent disruption to the learning environment.

Expectations of Student Behaviour

In order to ensure that everyone's rights and responsibilities are met, we have high expectations of the behaviours of all students. Appropriate and superior behaviours are expected in school and during excursions, camps, interschool competitions and interactions with the broader community outside the school. It is not possible to list "rules" to cover every classroom and playground situation for each and every child. It is important, therefore to foster self-discipline and self-control, where members of the Primary School community realise their actions have consequences and they are to be accountable for their own behaviour.

Staff will work with students to develop realistic guidelines for appropriate behaviour. We also have personal development programs to equip and develop within children, attitudes and values such as confidence, persistence, organisation, getting along with others and resilience. These attitudes and values are the foundation for academic achievement, sound interpersonal relationships and overall healthy psychological living, as well as the

successful transition from school to adult life. Children are encouraged to contribute to their own learning and social development and will work with class teachers in the development of an essential agreement.

The development of an essential agreement will be built around the following statements:

- I am taking responsibility when I...
- I am learning when I...
- I am caring for the environment when I...
- I am showing respect when I...

These statements will be displayed in all Primary Classrooms as either symbols, statements or both and include student developed samples of what these look like within their learning space. Throughout the day students will be encouraged to reflect on their personal behaviours around these statements. This allows for a sense of continuity for both students and staff from one year level to the next.

Uniform

Information about the school uniform can be found in the school handbook. Terms 1 and Term 4 are Summer Uniform and Terms 2 and 3 are Winter uniforms. Some important points to note include:

Blazers – All students in Year Six are required to wear the school blazer as a compulsory component to their uniform. This item must be worn at all official school events where formal uniform is required. This helps to indicate their status as school leaders within the Primary School and to spread the cost of schooling for families out a little over multiple years.

Girls Winter Dress/Skirt – For Prep-Year 2 students, the pinafore style dress is to be worn by all girls. Within Years 3-6 Primary girls may begin to transition to the skirt style Winter Uniform as individual's personal growth and development allows. It is expected that by Year Six girls would be only wearing the skirt. Please note that the Pinafore can be altered to become the skirt.

Shoes - Students only wear runners on days they have PE lessons. No changing at recess is required. Black leather formal school shoes are to be worn with school uniform. Velcro is acceptable for Prep students.

Hats - School hats must be worn for all outdoor activities in Terms 1 and 4. The school has a 'No hat, no play' policy.

Ties – Students in Years 3-6 will wear a tie with their top button of their shirt done up. Students in Years Prep-Year 2 do not wear a tie.

Socks - Girls will wear plain white socks and boys will wear plain grey socks.

Jewellery - No jewellery may be worn with the school uniform except for the following concessions:

Students are encouraged to wear wristwatches, but of an unobtrusive design.

Ear jewellery may be round 3mm piercing-style studs or traditional 10-12mm sleepers no more than 1mm thick (no designs, hoops, stretchers or large solitaires). Not more than two items may be worn in each ear. Ear jewellery must be removed for safety reasons as required.

No jewellery, or other material, is to be worn in body pierced areas other than the ears.

A small cross (maximum 20mm) on a fine chain may be worn around the neck but must not be visible.

Any other visible jewellery or other adornments will be confiscated, to be returned on parent request.

Hair - All students must have clean, neat and tidy hair. Hair must be worn neatly and off the face at all times. All hair, shoulder length or longer, must be tied back securely using a discrete tie in school colours, (Navy or Maroon). Students must avoid extremes in hair style and colouring that conflict with the rationale of this policy. Extremes of hair style or styles that attract attention to an individual, are not permitted and the arbiter of this standard is the respective Head of School or delegate.

Sports Uniform

Hume Anglican Grammar has a sports uniform and students will be permitted to wear the sports uniform on sports day only. Only lace up sports shoes are allowed (no slip on, Velcro or Volleys, no Skate shoes or Street shoes). Compulsory Sports Uniform comprises of navy shorts, navy track pants with School logo and House polo shirt. Prep-Year 2 wear navy fleece track top. Year 3-6 wear a rugby top.

Any student not in correct uniform at the beginning of the day will be given an infringement recorded in their diary unless they have a note with a reasonable explanation. If the wearing of incorrect uniform persists, students will be sent home to change into the correct school uniform.

Daily Timings

Activity	Time
Homegroup	8:45 – 8:55am
Period 1	9:00 – 10:00am
Period 2	10:05 – 11:05am
Recess	11:05 – 11:25am
Period 3	11:30 – 12:30pm
Period 4	12:35 – 1:35pm
Lunch	1:35 – 2:25pm
Period 5	2:30 – 3:20pm

Cyber Safety

The first step in reducing risks online is communication. Talk to your children about what they should and should not do when they are online. Find out the activities they are currently doing online and talk about them. Children love to show off their talents, and when you are interested in what they are doing online, nine times out of ten they will be more than happy to show you what they know. Let them show you some of the different chat programs they use, the sites they visit and music download software they use.

Once information is uploaded onto the web in most cases it cannot be removed.

Care should be taken before posting any information or details. Children should know that if they would not say it in person they should not say it on the web. Facebook as well as a number of other social media apps and sites have recommended ages for a reason. These sites are not appropriate for primary aged children, who do not always understand the way to properly protect themselves from harm or risk.

Some of the rules of Online Safety:

Make sure your child does not spend all of his/her time on the computer. People, not computers, should be their best friends and companions.

Keep the computer in an area where it can be monitored, like the family room, kitchen or living room, not in your child's bedroom.

Teach them never to meet an online friend offline unless you are with them. Keep kids out of chatrooms or IRC channels unless they are monitored.

Teach them what information they can share with others online and what they cannot (such as: telephone numbers, address, their full name, school and location identifying images of themselves or others).

Get to know their "online friends" just as you get to know all of their other friends.

Warn them that people may not be what they seem to be and that people they chat with are not their friends, they are just people they chat with.

Discuss these rules, get your children to agree to adhere to them, and post them near the computer as a reminder.

For more information and a more detailed explanation on the online rules please go to the website: <http://www.cyber-safety.com/parents.html>. and <https://www.esafety.gov.au/education-resources/iparent>

Sharing Food and Birthday Celebrations

We welcome the celebration of your child's birthday in the classroom. As is the case in many other schools, we have an increasing number of students who have severe food allergies and also many families with food requirements of a religious and/or cultural nature. In order to best care for our students and in line with many Victorian schools, the Primary School has adopted a 'No Food Sharing' rule. This means that children will not be able to share food at school.

When children celebrate a birthday, we are happy for parents to bring in one small edible treat per child - one Cadbury Freddo Frog (only), soft jelly snakes or similar. Please do not supply cakes or cupcakes as these may contain nuts. If you plan a party at home, any invitations may be handed to the class teacher and they will be placed discretely into the children's communication folders. Do not feel obliged to invite the whole class.

In accordance with our 'Nut friendly policy', food items with nuts are not to be brought to, or used in the school premises. Please ensure that foods that may contain nuts, such as peanut butter, muesli bars, Nutella etc. do not come to school. We appreciate your cooperation in assisting our staff to provide the very best level of care for all our children.

Interschool Sports

Hume Anglican Grammar offers students in Years 3-6 Primary the opportunity to compete in some extra-curricular sporting events based on school selections. Through various House Carnivals Years 3-6 Primary students also have the opportunity to be selected to represent the school in Swimming, Athletics and Cross Country.

Although selection is based on ability, students are the school's ambassadors at interschool events and inappropriate behaviour at school will see a student missing out on attending.

Camps

Our camping/sleepover program is designed to complement and enhance the classroom program. Attendance at camp/sleepover is compulsory for all students. The following camp/sleepovers are planned for 2021:

Prep:	Teddy Bear's Picnic
Year 1:	Year 1 Dinner
Year 2:	Sleepover at school
Year 3:	Alexandra Adventure Resort
Year 4:	YMCA Anglesea
Year 5:	Ballarat, Sovereign Hill
Year 6:	Canberra Tour

Primary School Homework Policy

The purpose of Homework

- To help establish study patterns
- To give students the opportunity to work independently
- To consolidate knowledge
- To prepare for subsequent classes (research)
- To develop organisational skills
- To fully explore and extend the curriculum
- To finish off work started in class
- To allow parents to see their child at work

Please be aware that homework expectations will change from term to term. However, there will be an emphasis on home reading. We would like the children to read each night with a family member (mother, father or older sibling), for approximately 10-20 minutes.

Records of reading will be kept in the reading log or diary. This is a fantastic opportunity for the family to share the learning experience together.

Homework should take a total of 20 minutes for Prep to Year 2. Homework for Years 3- 6 will range between 30-40 minutes.

Additional Home Learning Guidelines for Years 3-6

All students in Years 3-6 are expected to be doing the following activities each day:

- 20 minutes of independent reading which is to be recorded as directed by the teacher.
- Approximately 5 minutes of focused practice of multiplication facts.

Beyond this, students in the Years 3-6 will also be expected to do work which may be an extension or preparation of class work, projects and assignments, essays and research. The time will vary and is also dependent on the students Year Level. Students will in most cases be given at least two nights to work on this homework before it is due to the teacher.

- Students in Year Three may have an additional 15 minutes a night. (No more than 75 minutes over a week.)
- Students in Year Four may have an additional 20 minutes a night. (No more than 100 minutes over a week.)
- Students in Year Five may have an additional 30 minutes a night. (No more than 150 minutes over a week.)
- Students in Year Six may have an additional 40 minutes a night. (No more than 180 minutes over a week.)

Finishing Work

A distinction is made between work that is started in class and finished for homework, and work to be finished at home because the student was not working effectively in class.

The first would be included in the homework allocation with reasonable turn-around time given. The second would apply to students who have not worked to their personal best within class and would be accompanied by a note to inform the parents of the situation. This work would not be part of the normal time allocation and would require immediate attention.

Work Submission Policy Years 5-6

To further support students in their accountability for their assessment tasks and also assisting students in preparation for Year 7, we have a 'Work Submission Policy-Primary' for Year 6 students. This is based on the Secondary Work Submission Policy.

Year 5 students who do not submit assessment tasks by the due date or have not communicated with their teacher about a possible work extension will receive a formal email home and will be expected to complete their assessment task in their own time.

Year 6 Exams

In Year 6, students complete exams. These exams will take place in Term 4 approximately Week 3. We believe these exams will be valuable for our students to assist to prepare them for Year 7 and demonstrate to teachers their overall understanding. The exams will be conducted in Numeracy, Literacy, Humanities, Science and Technology.

Library Information

The borrowing of books regularly is an important aspect of guiding students towards a love of reading. Students will have opportunities to visit Whittlesea Library as a class. The number of books students may borrow out at a time is dependent on their level.

- For Prep they may borrow out 1 book at a time.
- For Year One and Two they may borrow out 2 books at a time.
- For Years 3-6 they may have up to 4 books borrowed at a time.

Books cannot be borrowed if a student has an overdue item.

Chapels and Assemblies

Chapels and Assemblies are both important parts of the Primary School week. Chapel events teach students about Anglican traditions as well as exposing and instilling values based on Christian traditions and encouraging students to have a closer relationship with God. Assemblies allow us to celebrate and share together teaching and learning, individual and group achievements. They also expose and provide opportunities to students about different behavioural expectations in these types of formal occasions. Parents are always welcome to attend Primary School Chapels and assemblies. However, we ask that you look after younger siblings being mindful that these are important occasions that we all wish to enjoy and celebrate together.

Assemblies are held in the CGA on Tuesday (Day 2) from 9.00am – 9.30am.

Chapels are held in the CGA on Tuesday (Day 7) from 9:00 am – 9:30 am.

Information regarding upcoming Assemblies and Chapels in the Primary School will be placed into the fortnightly Bulletin.

Parent Volunteers

We look forward to working with parents. If you are willing to spend some time in the classrooms to assist teachers, or in other parts of the school community please inform your child's homeroom teacher. When working in the classroom, all information about students should be kept private and confidential. All parent volunteers are required to attend compulsory sessions on how to help in the classroom. A Parent Volunteer Policy will be given to all parent volunteers prior to helping in the classrooms. Parent volunteers must sign and abide by the guidelines stated in the policy. The last page of the policy must be returned to the office with a photocopy of a current Working With Children Check (WWCC).

With volunteering for off school site activities such as excursions or camps, a WWC check will also be required. By volunteering for these types of activities you are indicating a willingness to actively participate and help in all components of the activities as required and directed by the teacher in charge.

Parent Volunteers are required to have attended the Parent Volunteers Workshop, provide their availability and sign in at the Primary Office each time they volunteer their time. A name badge must be worn at all times.

Adult to student ratios are implemented for excursions and camps to ensure appropriate and effective levels of supervision. Excursion planning takes into account the age of the students, size of the group, nature and location of the excursion, activities to be undertaken and any other relevant factors.

Teacher Assistants

In the Primary School, four Teacher Assistants support teachers and students in the classroom. Their purpose is to give general support to teaching staff and assist student learning, either individually or in groups.

Mandatory Reporting

All teachers and the First Aid Officers are mandated to report if they believe that a child has been mistreated by an adult or an allegation of a form of abuse is disclosed to them.

Mandatory Reporting training is an annual requirement of all teachers and First Aid Officers at the School.

Year 3-6 Activity Program

The Year 3 - 6 Primary Activity Program will run once a week on a Friday afternoon. The program will have both a curriculum and Pastoral Care Focus, involving students with the opportunity to further develop their interpersonal skills, promoting both leadership and mentoring skills amongst the older Primary students as well as cooperation and understanding over multi-age groups. The program will also have a House based component. A variety of Science and Technology activities will be offered in the STEM Centre in order to meet students' needs and interests as part of the Activity program.

Adolescent Development

As children grow, they begin to experience physical, intellectual, and emotional changes. The way they learn, feel, see the world, and relate to other people becomes different from when they were younger. These changes, along with demands from present day society and peer pressure, create conflicts and tension in the adolescent, which are reflected in their behaviour in school and at home. Young people at this age show a good number of contradictions and conflicts, which is normal. There is no "model" adolescent. All young persons are individuals with strong and weak points and with positive and negative qualities. There are some common characteristics that should be kept in mind in order to understand and help adolescents in daily activities at home and at school:

- Adolescents have high levels of physical and emotional energy, which may contrast with long periods of idleness.
- They take risks, are curious, and love danger and adventure, yet their feelings can be hurt easily.
- This is the time when they feel immortal, but they worry a lot about what their friends think about them.
- They want to be independent from their families, and at the same time, they need to be pampered and protected.
- They withdraw and want a private life, and at the same time, they worry about being accepted by their peers.
- They demand privileges but avoid responsibilities. At the same time, they are developing an awareness of social problems and the welfare of others.

Adolescents from other cultures sometimes face an additional burden as they develop their identities and try to comply with the requirements of home and school. On one side, they have the values and customs of the home that the family wants to maintain, and on the other, they have to respond to the demands of their peers and teachers, who may have a different set of rules.

Why is it Important for Parents to be Involved at the Years 3-6 Primary Level?

The results of recent research are very clear: When parents are actively involved in their children's education, they do better in school. It is essential for parents to have a positive attitude regarding education, and to demonstrate trust that their children can do well.

What Can Parents Do to Support Education at Home?

There are many ways that parents can demonstrate to their adolescent children that they are interested in academic success and that they are available to offer support and protection when there are problems.

Here are some suggestions:

- Talk with your child about what happens at school every day. Ask often if there are messages from the school.
- Spend some relaxed time with your children. Share a meal or a snack. Tell them often what you like about them.
- Listen to and share their worries. Support what you believe to be good about the school and offer your help to change any school practices that you are concerned about.
- Avoid scolding and arguments when your child brings bad news home.
- Listen to their reasons and offer your help to improve the situation. It helps if your children know you believe they will be successful.
- Value their education by encouraging homework and reading. Help your children choose a good time and place to do their assignments and special projects. Provide the necessary materials and give them your unconditional support.

The National Anthem

Australians all let us rejoice, For we are young and free;
We've golden soil and wealth for toil; Our home is girt by sea;
Our land abounds in nature's gifts
Of beauty rich and rare;

In history's page, let every stage
Advance Australia Fair.
In joyful strains then let us sing,
Advance Australia Fair.

Beneath our radiant Southern Cross
We'll toil with hearts and hands;
To make this Commonwealth of ours
Renowned of all the lands;
For those who've come across the seas

We've boundless plains to share;
With courage let us all combine to Advance Australia Fair.
In joyful strains then let us sing, Advance Australia Fair.

The Lord's Prayer

Our Father in heaven,
hallowed be your name.
Your Kingdom come, your will be done,
on earth as in heaven
Give us today our daily bread.
Forgive us our sins, as we forgive those who sin against us.
Save us from the times of trial and deliver us from evil.
For the kingdom, the power and the glory are yours.
Now and forever.

Amen

School Song

God gives us a future, daring us to go
into dreams and dangers on a path unknown.
We will face tomorrow in the Spirit's power,
we will let God change us, for new life starts now.
We must leave behind us sins of yesterday,
for God's new beginning is a better way.
Fear and doubt and habit must not hold us back:
God gives hope, and insight, and the strength we lack.
Holy Spirit, teach us, how to read the signs,
how to meet the challenge of our troubled times.
Love us into action, stir us into prayer,
till we choose God's life, and find our future there.

School Structure

School Leadership Team

The School Leadership Team consists of the Principal, the Deputy Principal, Business Manager and three Assistant Principals.

Our Policies

Hume Anglican Grammar policies are available on our website under 'Our Community' and we encourage parents and families to download and read them at your convenience.

Our Mission

As an Anglican Diocesan school, we offer our local communities affordable, high quality, independent co-education, from Prep to Year 12, in a caring and inclusive Christian environment.

Our Vision

We want to inspire in our students a love of learning and, through a rigorous and rounded educational experience, to provide them with the means to achieve a fulfilling life.

Our Values

We embrace the following core values:

1. **Christian** – an inclusive Christian community in the Anglican tradition built upon compassion and service to others.
2. **Excellence** – high standards in all that we do and individuals realising their full potential.
3. **Resilience** – a positive approach, founded upon realistic expectations and flexible actions that help us deal with the challenges of life.
4. **Respect** – principled and disciplined; we care for ourselves and value others.
5. **Integrity** – a community whose members are accountable, responsible and trustworthy.
6. **Safety** – care for the health and wellbeing of all members of our community.

Our Commitment to Child Safety

Hume Anglican Grammar is committed to zero tolerance of child abuse. In the spirit of the School's commitment to student wellbeing, the School strives to provide a supportive, caring and inspiring environment where all can thrive and be safe, at all times.

For more information about our commitment to child safety, please refer to the policy documents on our website under 'Our Community'.

Working with Children Check

The Working with Children Check helps protect children from physical and sexual harm. It does this by screening people's criminal records and professional conduct, and by preventing those who pose an unjustifiable risk to children from working with or caring for them.

All adults engaged in child-related work at Hume Anglican Grammar, including contractors and volunteers, are required to hold a Working with Children Check and to provide evidence of this Check to the School. The School will maintain a Working with Children Register. Please apply for a Working with Children Check by going to this link: www.workingwithchildren.vic.gov.au/.

Communication with Hume Anglican Grammar

We encourage teachers, students, parents and carers to maintain open communication, and we provide a number of avenues to enable this, as outlined below.

Mt. Ridley School Office

Address: 100 Mt. Ridley Road, Mickleham 3064
Phone: 03 8339 6907
Email: primary@humegrammar.vic.edu.au

Staff Emails

All staff emails utilise the form: <surname><first name initial>@humegrammar.vic.edu.au. For example, the email address for Mr Luke Friend is: friendl@humegrammar.vic.edu.au

Hume Anglican Grammar Website

Our school website, www.humegrammar.vic.edu.au, hosts general information about the School, policies, news, and a calendar of events.

Parent Access Module (PAM)

PAM provides you with quick, easy and confidential access to your child's academic program and progress. This includes access to their timetable, as well as attendance and punctuality records, assessment results and school reports. We highly recommend you access PAM on a regular basis, via the school website: www.humegrammar.vic.edu.au/parent-portal.

(Note: only current parents can access this portal.)

Parent-Teacher Interviews

Parent-Teacher Interviews provide a vital opportunity for you to discuss your child's progress with each of their teachers. These interviews allow you to address any concerns or questions you may have. However, if at another time during the year you wish to speak to your child's teacher regarding any arising issues, you can contact them via their individual email to arrange a suitable time to call.

To enable as many parents as possible to access teachers and gain valuable feedback, all bookings for Parent-Teacher Interviews are done online via PAM.

Student Reports

The school year is divided into two semesters and each semester has two terms. At the end of Term 1 and Term 3, all students are issued with a Progress Report. This is a general indication to parents of your child's progress, work habits and effort in class.

Parents are then provided with a full formal report with their child's results at mid-year and the end of year.

Parents and Friends Association (PFA)

The PFA is an active group of service-minded parents who volunteer their time to provide support to the School programs and raise money through special events throughout the year. Every year the PFA holds fundraising activities, with all funds being donated back into the School. The PFA aims to:

- Support the students, parents and wider school community.
- Identify the needs of students and facilities through discussions with the School Principal and Board.
- Generate fundraising activities and then allocate funds in consultation with the School.

We invite you to get involved with the PFA to strengthen the Hume Anglican Grammar community:

www.humegrammar.vic.edu.au/our-community/parents-and-friends-association.

Enrolment Matters

Terms and Conditions of Enrolment

The Enrolment Application and Acceptance constitutes a binding contract between the School and parents. School fee policies, due dates and payment arrangements must be adhered to. It is the responsibility of parents to ensure the Mandatory School Fee Payment Agreement form is submitted and the agreed payment terms honoured. If families experience temporary fee payment difficulties, you must contact our Accounts Receivable Officer prior to the due date. The School reserves the right to withdraw an enrolment where more than one term's fees become outstanding.

Family Records and Financials

In order to keep accurate and up-to-date family records, we ask that you please notify Student Services at studentservices@humegrammar.vic.edu.au if any of your details change, particularly in regards to medical and emergency contacts.

Withdrawal Notice

The School requires a minimum of one full term's (10 weeks) written notice before a student is withdrawn from tuition (including at the end of a school year), otherwise a term's fees will be charged in lieu. If a student leaves during a term, no refund will be made for the remainder of the term or the next

Email: enrolments@humegrammar.vic.edu.au

Phone: 8339 6900

Registrar

The School Registrar handles all enquiries regarding enrolment by telephone, email or in person. The School holds a number of Discovery Tours during the year for parents to view the School and meet with staff, students and the Registrar. Please check the Hume Anglican Grammar website for Discovery Tour scheduled dates.

Phone: 8339 6900

Email: enrolments@humegrammar.vic.edu.au

PLEASE NOTE: This *information is* subject to change. Hume Anglican Grammar reserves the right to alter the content of this publication at any *time*. Every effort has been made to ensure the *accuracy* of the *information* contained within this publication however, it is subject to alteration without notice.