

# 2023

# Primary Parent Handbook

Hume Anglican Grammar  
Donnybrook Campus

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Anglican Grammar  
**Hume**

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## Welcome from the Assistant Principal (Donnybrook)

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.



Ms Rebecca Riley  
**Assistant Principal (Donnybrook)**

## 2023 Primary School Key Dates

<b>TERM ONE</b>	
Term 1 Commences Years 1 - 6	Monday, 30 January
Term 1 Commences for Prep	Thursday, 2 February
Labour Day Public Holiday	Monday, 13 March
Term 1 Concludes	Thursday, 6 April
Good Friday Public Holiday	Friday, 7 April
Easter Monday Public Holiday	Monday, 10 April
<b>TERM TWO</b>	
Student Free Day	Monday, 24 April
ANZAC Day Public Holiday	Tuesday, 25 April
Term 2 Commences	Wednesday, 26 April
King's Birthday Public Holiday	Monday, 12 June
Term 2 Concludes	Friday, 23 June
<b>TERM THREE</b>	
Student Free Day	Monday, 10 July
Term 3 Commences	Tuesday, 11 July
Term 3 Concludes	Friday, 8 September
<b>TERM FOUR</b>	
Student Free Day	Monday, 2 October
Term 4 Commences	Tuesday, 3 October
Student Free Day	Monday, 6 November
Melbourne Cup Public Holiday	Tuesday, 7 November
Term 4 Concludes - Students	Wednesday, 6 December

## Primary School Teachers

### Home Room Teachers:

Prep:	Lisa Haber, Holly Wilson, Amanda Schuch
Year 1:	Belinda McLaughlin, Theresa Prior, Tayla Parnis
Year 2:	Joanne Lanagan, Christina Upham, Vanessa Panozzo
Year 3:	Helen Hatzikalas, Emma Paull, Michele Scerri
Year 4:	Janine Hoffman, Jack Lord, Tanya Osborne
Year 5:	Richard Giarrusso, Joanne Ellis, Chanelle Houston
Year 6:	Jayden McKenzie, Jennifer Lazarus

### Specialist Teachers:

RAVE:	Keshia Mitchell, Joanna Hancock, Eugene Lazarus
Performing Arts:	Eugene Lazarus
LOTE:	Alexander Romano, Danielle Mazzarino
Health/PE:	Rebecca Riley, Nick Scott, Deb Molloy
Visual Arts:	Simon Davidson, Keshia Mitchell

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

<lastnamefirstinitialoffirstname>@humegrammar.vic.edu.au

## 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 way to ensure open communication is maintained is through the following:

- Emailing (allow for a 24 - 48 hour response time for returning correspondence)
- Phone call (please leave a voicemail message) 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 the Assistant Principal (Donnybrook).

### Mobile Phones/ Smart Watch Policy

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 reception. 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. A smart watch can be worn but is to only be used as a time piece during the school day. 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.

### **Attendance/Absenteeism**

In Victoria, education is compulsory for children aged between 6 and 17 years. Once enrolled in primary school your child is expected to attend school every day of each term. It is important that children develop regular attendance habits at an early age. Children who are regularly absent from school are at risk of missing out on learning the basic building blocks in learning areas and may find it difficult to catch-up.

#### **How many days of school will your child miss per semester?**

- 0 - 6: This is within the normal range. A child with this attendance rate is able to take full advantage of the learning and teaching opportunities available to them.
- 7 - 10: This attendance rate is below average. A child with this attendance rate could miss over one year of learning between Prep to Year 10.
- 11 - 20: This attendance rate is poor. A child with this attendance rate could miss approximately two years of learning and teaching between Prep to Year 10.
- 20 +: This attendance is extremely poor. A child with this attendance rate could miss over two and a half years of learning and teaching between Prep to Year 10.

- It is important for students to attend School regularly in order to make the most of the educational opportunities provided to them at Hume Anglican Grammar.
- Good attendance habits are formed from the early years. A child with poor attendance during these years is likely to maintain poor patterns of attendance across all years of Schooling.
- Poor attendance can also have negative social/emotional implications – making it difficult for children to form positive relationships with their peers.

We ask that all parents work with and support the school by encouraging high attendance rates for their child/children to ensure the best learning experiences possible during their years at Hume Anglican Grammar

Daily absences should be logged online via your **Parent Access Module before 10:00am** if your child is unable to attend school on any day. Please check the number of days of exclusion from school for any contagious diseases with your family doctor. If your child is absent for 2 or more consecutive days, a medical certificate is required upon return to school.

### Holidays during Term Time

Extended leave is considered to be taken by the discretion of the family and the school is limited in its ability to support students who are traveling overseas during term time. The timetabled learning program and assessment schedule will proceed throughout the student's absence and teachers are not in a position to make arrangements to allow students to meet assessment requirements or catch up on missed work.

### Uniform

Information about the school uniform can be found in the Uniform Policy handbook.

### 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.

So 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, students will visit the Assistant Principal or Head of Student Wellbeing to receive a Cadbury Freddo Frog. 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 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 the opportunity to compete in some extra-curricular sporting events based on school selections. Through various House Carnivals Years 3 - 6 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 2023:

<b>Prep:</b>	Teddy Bear's Picnic
<b>Year 1:</b>	Year 1 Dinner
<b>Year 2:</b>	Sleepover at school
<b>Year 3:</b>	Anglesea
<b>Year 4:</b>	Creswick
<b>Year 5:</b>	Sovereign Hill
<b>Year 6:</b>	Canberra

## 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 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 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 3 may have an additional 15 minutes a night. (No more than 75 minutes over a week).
- Students in Year 4 may have an additional 20 minutes a night. (No more than 100 minutes over a week).
- Students in Year 5 may have an additional 30 minutes a night. (No more than 150 minutes over a week).
- Students in Year 6 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 7. 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. The number of books students may borrow out at a time is dependent on their level.

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

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

## Chapels and Assemblies

Chapels and Assemblies are both an important part 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. It also exposes and teaches students of different behavioural expectations in these types of formal occasions.

Information regarding upcoming assemblies in the Primary school will be placed into the fortnightly Bulletin.

- Assemblies: Thursday Day 4, Time: 9:00am - 9:25am (Prep – Year 2), 9:30am – 10:00am (Year 3 – 6) Venue: Building C
- Chapels: Thursday Day 9, Time: 9:00am - 9:25am (Prep – Year 2), 9:30am – 10:00am (Year 3 – 6) Venue: Building C

## 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 current Working With Children 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 reception every time they volunteer. A name badge must be worn at all times.

Adult/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, our Teachers' 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 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.

## **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 teenagers bring 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 one 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, Deputy Principal, Business Manager, Director of Teaching and Learning, Director of Student Wellbeing and four 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.

### 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 (WWCC) 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/](http://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.

### Donnybrook School Office

Address: 40 Eucalyptus Parade, Donnybrook 3064  
Phone: 03 7019 2900  
Email: [dbprimary@humegrammar.vic.edu.au](mailto:dbprimary@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 Mrs Rebecca Riley is: [rileyr@humegrammar.vic.edu.au](mailto:rileyr@humegrammar.vic.edu.au)

### Hume Anglican Grammar Website

Our school website, [www.humegrammar.vic.edu.au](http://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](http://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 an Interim (mid-semester) 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](http://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 Information at [studentinformation@humegrammar.vic.edu.au](mailto:studentinformation@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](mailto:enrolments@humegrammar.vic.edu.au)

Phone: 8339 6900

### **Admissions Manager**

The School Admissions Manager 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 Admissions Manager. Please check the Hume Anglican Grammar website for Discovery Tour scheduled dates.

Phone: 8339 6900

Email: [enrolments@humegrammar.vic.edu.au](mailto: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.