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Lauriston’s Mission and Vision

A School for Life

MISSION

It is our mission to enhance the lifelong learning capabilities of our students.

VALUES

1. Relationships
2. Courage
3. Creative reflection
4. Intellectual inquiry for understanding
5. Engagement in life
Welcome to the Junior School

We warmly welcome you to the Lauriston Junior School.

In the Junior School we strongly believe that respectful relationships provide a solid foundation for life. We aim to foster and sustain positive and productive relationships between staff, students and families.

The School acknowledges that each child is unique. Learning experiences provide for the variety of individual differences that make up each class through the development of stimulating and challenging programs. Learning is based on success for all and children’s sustained efforts and achievements are acknowledged and valued. Continuous evaluation and reflection on the development and delivery of rich programs ensure that all children are provided with the appropriate balance between challenge and support.

The Junior School is a learning environment where girls feel respected and valued; a place where childhood is celebrated; a safe place of warmth, fun, joy and laughter where learning flourishes.

The education of our students is a joint responsibility between parents and the School. By working together we will endeavour to ensure your daughter’s years at Lauriston Junior School are happy and rewarding.

Chris Toms
Head of Junior School
Junior School Overview

The Junior School comprises three areas of the School:

Kindergarten

Kindergarten caters for three and four year old boys and girls and is situated in two beautiful refurbished old homes Michael House and Niall House. Our Kindergarten is inspired by the philosophies of the schools of Reggio Emilia in Italy. Together, through engagement in a range of rich experiences, children and staff investigate their world and reflect on their understandings within a supportive learning community.

Blairholme – Prep to Year 2

Our Prep, Year 1 and Year 2 girls are located at Blairholme, a beautiful old refurbished home, situated in stunning gardens in Murray Street.

We teach the Australian Developmental Curriculum in Prep and Year 1. This program ensures the girls’ first years of schooling are developmentally appropriate, catering for the natural curiosity of young children and ensuring young girls develop a love of learning.

The staff at Blairholme provide a stimulating and happy environment designed to develop the girls’ confidence and self-esteem, at all times encouraging individuality. Girls of this age are motivated, enthusiastic, and curious about the world around them and excited by learning. The learning environment at Blairholme strives to:

• recognise the unique stage of development of girls of this age by providing appropriate experiences
• provide hands-on and creative experiences to harness and expand natural curiosity so evident at this stage
• provide learning programs that ensure solid building blocks in literacy and numeracy that future learning is dependent on, and reflect the individual needs, interests and experiences of children
• promote positive relationships: learners learn more effectively when they feel positive about themselves and can establish positive relationships with others.

Close contact between parents and teachers is encouraged at Blairholme.

You are encouraged to contact your child’s class teacher or specialist teacher directly if you have concerns or wish to know more about the class program. Any appointments to see the Head of Junior School or Director of Curriculum need to be made through the Junior School Office.

Montrose – Years 3 to 6

At this stage in your daughter’s education we are gradually encouraging greater independence which eventually results in her taking more control of her own learning.

In Years 3–6, literacy and numeracy continue to be an important focus. Integrated Units of Inquiry focus on topics that allow girls to develop an understanding of themselves and their place in the world, how the world works and the ways they can contribute whilst learning how to learn, the value of focused inquiry and increased ownership of the learning process. A rich and comprehensive specialist program provides girls with an extensive and broad range of experiences.

Open communication between home and School continues to be of vital importance. Teaching staff in each area are available for contact through the Junior School Office.

Appointments to see the Head of Junior School or Director of Curriculum in the Junior School can also be made through the Junior School Office.
## Directory

<table>
<thead>
<tr>
<th>Junior School Office</th>
<th>Direct: 9864 7568</th>
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<tr>
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<td>Fax: 9864 7566</td>
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<tr>
<th>Outside Hours Care</th>
<th>Direct: 9864 5747</th>
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<tr>
<th>School Personnel</th>
<th>Principal</th>
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<td>Susan Just</td>
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|                  | Head of Junior School |
|                  | Chris Toms          |

|                  | Executive Assistant to Junior School |
|                  | Debbie Henderson    |

|                  | Director Of Curriculum |
|                  | Kate Hehir           |

|                  | Directors of Kindergarten |
|                  | Robyn Ambler            |
|                  | Fiona Ireland           |

|                  | Individual Differences Staff |
|                  | Imelda Mason            |
|                  | Sophie Richards         |
|                  | Di Jenkins              |

|                  | P–4 Teacher Mentor      |
|                  | Nia Ente                |

|                  | E-Learning Co-ordinator |
|                  | Louise Bachelor         |
School Hours and Attendance Requirements

Blairholme

Mornings
Children are supervised on school grounds from 8.00am until 8.15am when classrooms open. Learning commences promptly at 8.30am. Late arrival is to be avoided as it impacts on a smooth start to the school day.

If your daughter is going to be absent please notify the Junior School Office staff before 8.45am, and provide a written note upon your daughter’s return. Parents will receive a text message from the office if a child is absent without the school being notified.

Late arrival and/or early departure: please sign the record book outside your daughter’s classroom.

Afternoon
Prep, Years 1 and 2 are dismissed at 3.15pm from the front verandah.

Any child not collected from Blairholme by 3.30pm will be taken to Outside School Hours Care at Montrose and may be collected from that area.

Montrose
Children are supervised on school grounds from 8.00am until 8.15am when classrooms open. Learning commences at 8.30am.

Please ensure your child arrives at school on time. Regular attendance and punctuality promote progress, sound adjustment, development of independence and a less stressful start to the day. Punctuality is valued and expected; it also shows respect for other students and the teacher.

Students arriving late or leaving the school early for any reason must sign in or out. This is an occupational health and safety requirement. Parents will receive a text message from the office if a child is absent without the school being notified. Late arrivals will be recorded by the teacher when they mark the roll and will be noted on reports. A written note is required when a child is absent. This is a legal requirement.

Students are dismissed at 3.15pm.

The drop-off and collection point for students is the circular drive off Huntingtower Road. Parents must remain in their car in this drive-through area. No parking is allowed during drop-off and pick-up times. Parents wishing to enter the School grounds need to park their car legally in the streets surrounding the School. Students may also be dropped and collected at the Mercer Road entrance.

Students are supervised by a teacher at the circular drive and Mercer Road gates until 3.45pm. Any child not collected by this time will be taken to Outside School Hours Care at Montrose and may be collected from that area.
Student Leadership

The Lauriston values underpin the nature of leadership development at our School: this is based on the students’ ability to act with others and to enable others to act.

Leadership at Lauriston contributes significantly to a student’s preparation for life as she is empowered to assume a positive place in an evolving global and democratic community. We believe opportunity and skill development are the keys to building leadership. Personal growth is enhanced by providing the opportunity to lead and follow through a range of experiences:

- **Speaking up** – showing moral courage
- **Stepping up** – taking responsibility
- **Having a go** – developing self confidence
- **Working in teams** – improving collaboration
- **Showing the way** – leading by example.

Leadership opportunities at Lauriston are based on the following principles:

- Students have the opportunity to be involved in a range of formal and informal roles that will allow them to develop and display leadership
- Leadership skills are embedded in curriculum and co-curricular activities and, where appropriate, are explicitly taught
- Leadership opportunities are considered to be important and of value to the student and the School
- Leadership opportunities need to be determined and taken up with due regard to equity of opportunity for students
- Students will be given the opportunity to celebrate and reflect on student leadership
- Positive adult and peer role models will actively promote good leadership
- The promotion of a culture of service is a key feature of our School identity and leadership model.

The broad aims of the K–12 leadership program are to provide a developmental continuum of leadership opportunities:

- To help students acquire an awareness of the skills and leadership opportunities appropriate to their Year level
- To help students develop a basic understanding of communities, groups and models of leadership
- To help students develop the skills necessary for investigating and experiencing a leading or supporting role
- To help students develop self-respect and respect for others
- To help students develop empathy
- To help students acquire the motivation for active participation and involvement in leadership opportunities
- To help students make informed decisions about challenge, conflict resolution and resilience
- To provide students with the opportunities to be actively involved in a variety of cross-age leadership experiences and mentoring.
Learning to Lead

At the beginning of each year all levels in the Junior School are involved in a Unit of Inquiry based on understanding of relationships in line with the School values. At their own level students discuss and learn about relating to friends, peers, teachers and other adults. Learning about different ways to be a leader, when working in cooperative groups, is an important aspect of their relationship unit for girls at each level.

From Prep to Year 5 girls are given a range of general leadership experiences. In Year 6 the girls are given more specific student leadership opportunities – for example special duties, involvement in leadership committees, leading activities in the classroom and performing and leading activities at assemblies.

The Junior School Council (SRC) meets to discuss School issues regularly. Each class from Years 3–6 elects students to represent them on the Junior Council. These students will hold their positions for one semester.

Opportunities

Throughout the Junior School girls are given a wide range of opportunities to learn about and take on short term leadership roles in their classroom and within the School. The following structure describes the changes to the more formal aspects of Junior School leadership in line with the whole School philosophy on student leadership.

Student Leadership Year 6 Program

The Year 6 Leadership Program promotes a distributed leadership model over the more traditional model which restricts leadership opportunities to a select few.

A distributed leadership model allows every student in their final year of primary school to hold a position of responsibility. We believe in the leadership potential of all students and we aim to promote the leadership of girls and women in all spheres of life.

We believe that the Year 6 leadership experience will:

- Embrace all members of the year level as leaders
- Lead to the empowerment of individuals
- Value each individual’s contribution
- Offer each student new opportunities to develop her own leadership style and skill set
- Enhance the range and quality of student learning by expanding their capacities
- Demand a commitment by each student to learn and develop
- Provide opportunities to show initiative, be creative and risk take
- Encourage collaboration and teamwork
- Earn the respect of others through their actions
- Expose students to decision-making processes that will allow them to reflect on their own values and beliefs, thus becoming more self-aware and lead to a heightened school climate.

Blairholme Year 2 students are acknowledged as leaders of the Blairholme community. They assist in leading Blairholme assemblies, conduct school tours on the Blairholme open day and look after their Prep Buddies.

Curriculum

In the Junior School we have designed an outstanding and comprehensive curriculum which enhances the lifelong learning opportunities for our students. The key to our success is the creation of a rich and supportive learning environment where caring and passionate teachers nurture and challenge the special talents of every child. We believe each student learns differently, and learners are more engaged when they have some control and responsibility over their learning.
English

The English program at Lauriston aims to develop the students’ skills in speaking, listening, reading, viewing and writing to enable them to use these skills with confidence, purpose and enjoyment. We have high expectations for all learners and plan a program based on knowing our students well through using a range of assessment practices.

Reading

All children are encouraged to develop a curiosity and love of literature. Children are expected to read each night. Parents are asked to support the home reading program, including hearing children read regularly, modelling valuable reading behaviours and providing feedback to staff on home reading experiences. Children develop learn-to-read strategies as they develop the capacity to read to learn. Reading impacts on all areas of learning.

Writing

Writing is a process of constructing messages by representing ideas, feelings and information in print as a way of communicating with ourselves and others.

The process is complex and involves going from ideas in the head to spoken words to printed messages. We use writing to create meaning, to explore our ideas, to record what we have done and still have to do to communicate our thoughts, wants and ideas. It is also a powerful tool of influence.

Spelling

Spelling is taught during the writing and reading sessions. Throughout the primary years students develop an understanding of a range of spelling strategies including phonics, incorporating auditory and visual patterns in the early years, the understanding of meaning-based spelling and being able to spell a bank of commonly used words.

THRASS (Teaching handwriting, reading and spelling skills) is used as a tool for developing literacy skills in lower primary classes.

The strength of our spelling program is that a consistent approach is taken throughout the Junior School, aligned closely to what we believe constitutes an effective spelling program.

Mathematics

Mathematics has three strands: Number and Algebra; Measurement and Geometry; and Statistics and Probability.

As students work towards the achievement of the standards in Mathematics they engage in a combination of formal, ‘hands-on’ and open-ended experiences. Emphasis is on the application of strategies and the formal recording of mathematical understandings, where students are encouraged to explain their reasoning strategies.

The daily ‘numeracy hour’ places emphasis on interactive teaching approaches, used within a whole class context. The typical format for numeracy hour comprises three parts:

1. Warm-up oral and number sense activities (5 to 10 minutes).
2. Main teaching activity: investigating a problem or introducing a concept (30 to 45 minutes).
3. Plenary: summarising and consolidating the lesson, clearing up misconceptions (5 to 10 minutes).

This program involves gradually building knowledge developmentally and skills using concrete materials, in real life and hands-on activities. This provides the foundation upon which children can build more abstract mathematical ideas and concepts. Teachers draw upon the children’s knowledge of the world, and ways of learning at all levels across the School, to ensure that moving to more abstract mathematical thinking is interesting and meaningful.
Inquiry Learning

Studies of Humanities, (at the upper levels History, Geography and Economics) Design Technology, Science, Health, Information and Communication Technology and philosophical discussions are incorporated into integrated Units of Inquiry. Inquiry learning involves students forming their own questions about a topic and having time to explore the answers. The students use the processes of English, Mathematics and the Arts to develop and express understandings.

Our collective goal with inquiry learning is to help our students grow into inquiring and resourceful individuals who can demonstrate what they know. In a rapidly changing world, our students must become proficient at selecting, critiquing and applying their learning. Inquiry provides an authentic context for developing essential lifelong skills such as learning to be adaptable, flexible, resilient, have the ability to learn and re-learn, and the ability to communicate ideas through a range of ways.

We understand that teaching and learning programs are more effective when they build on past experiences and are developed in meaningful contexts.

Science

Science is an integral part of the Junior School curriculum. Science is timetabled weekly and girls have access to the science room at Montrose. Girls are encouraged to see the sciences as having purpose and relevance to their lives and to develop at a young age a positive view that science in all its forms is accessible to girls. Extra-curricular opportunities exists to promote science to girls who demonstrate a real commitment to and interest in the fields of science, including STEM based programs, competitions, lunchtime clubs and robotics (ROBGALS in conjunction with University of Melbourne).

Thinking Skills

Thinking skills are an integral part of the teaching and learning program in the Junior School. There is well planned development of thinking skills from Kindergarten through to Year 6 including:

Reasoning, Processing and Inquiry

Students collect information from a range of both primary and secondary sources to answer their own and others’ questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.

Creativity

Students apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate information to explore ideas.

Reflection, Evaluation and Metacognition

Students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify their point of view and justify changes in their thinking.

Information Technology

Information technology is an integral part of the teaching and learning program from Prep to Year 6. We encourage students to confidently and effectively use technology to acquire, process and communicate information and explore creative ways of transforming data into useful information.

Technology is used as teaching and learning tool across all areas of the curriculum. It is used to assist students to access, store, retrieve, organise, collaborate, and present information. Teachers incorporate the use of technology in the classroom as appropriate.

Across the Junior School students have access to a wide range of technologies including iPads, netbooks, desktops, digital cameras and robots. The curriculum determines the use of technology into classrooms programs as appropriate.

Cyber safety is an important aspect of technology education in the Junior School and the girls participate in a range of activities to raise their awareness of issues including privacy, cyberbullying and copyright. These activities include guest speakers, online safety programs and classroom projects.
Specialist Programs

From Prep to Year 6 all students attend Specialist programs, incorporating the areas of Physical Education, Music, Visual Arts and Library. Drama becomes a specialist program from Years 4 to 6. Mandarin Chinese is taught from Prep to Year 6.

Music

A music program based on Kodaly principles starts at Blairholme; this groundwork is built during the following Junior years. A compulsory instrumental program in Years 3 and 4 is supported by an additional program for Years 5 and 6.

The String Orchestra, Concert Band, choirs, and small ensembles provide performance experience. The girls in Years 5 and 6 may join the Years 5 to 8 String Orchestra and Concert Band.

Drama

Students in Years 4–6 use process based learning through the practical application of drama skills used in performance. Each term builds on their knowledge through group play supported by external stimulus props, costume, music and text. The program links into classroom topics and themes.

Mandarin

At Lauriston Junior School, Chinese Mandarin is taught as language other than English in Prep to Year 6. Students have two 30-minute sessions and one 40-minute session per week. The program is based on the Victorian Essential Learning Standards (VELS). It provides students with opportunities to learn the language and culture as well.

Students focus on developing the ability to read Pinyin (the Chinese phonetic system) and an awareness of the difference between this and English, recognising simple Chinese characters, writing basic strokes and constructing Chinese characters following stroke order. Students are immersed in song, chant and rhyme through visual and audio aids to enhance listening and speaking skills.

Individual Differences

The Individual Differences Coordinator consults with teachers and assists in the development of programs for those with specific needs for support. Support within the classroom, and within the context of the class program, is our preferred means of support; however, a range of approaches may be provided based on student needs, program goals and available resources.

The School provides a differentiated program within the classroom to cater for the diverse range of abilities and needs of the students.

Students are also given a broad range of opportunities to fulfil their potential through special classroom projects, and involvement in programs such as Maths Olympiad, ICAS, Science talent search and a number of other competitions.
Learning

The Montrose Library

The Montrose Library is a well resourced facility with a teacher-librarian and a part-time assistant. It is used by staff and all students from Prep to Year 6 for curriculum support, research and recreational reading. The Library is open before school before school each day from 8:00 am until 4:00 pm and at lunch time. Every class from Prep to Year 6 has a library lesson which covers borrowing, literature appreciation and research skills. Students recommend personal reading to their peers and can request the purchase of books. There is also a sizeable collection of Teacher Recreational reading and Parenting books.

Students participate in a variety of activities such as The Premiers Reading Challenge and Children’s book week, where there are writing and reading competitions, a Book Week parade, a huge book sale and a variety of authors and illustrators visiting the Junior School to run talks and workshops during the week. The Library Leadership group, a group of Year 6 students who apply for the position, helps to create and organise these activities. These girls also run the Book Week assembly.

The Bibliotech Library System links the School libraries, and students and staff can access the library catalogue via the School intranet.

Sport

Lauriston encourages full participation and enjoyment in physical education (PE) and sport for all girls in the Junior School, aiming to foster student enjoyment and embedding the importance PE has on developing a healthy lifestyle.

Lauriston aims to provide opportunities for students to:

- Develop an understanding of and practice in the skills necessary for a wide range of physical activities
- Develop an understanding of the importance of health and fitness
- Develop an understanding of the skills and rules specific to particular sports so that students can experience success
- Participate and experience a range of enjoyable physical experiences regardless of their ability
- Develop and foster good sporting attitudes and a high standard of sporting behaviour relating to self control, discipline, cooperation, tolerance and respect for others
- Be involved in activities such as House Swimming, Athletics and Cross Country to encourage House and School spirit.
- Intensive swimming is an important element of the Physical Education Program at all levels.
- Have the opportunity to try out for District competitions. These competitions area pathway to the State Championships.

Uniform for PE and Sport

Students are expected to wear the full sports uniform to all PE classes and sporting events. It is expected that all girls wear their full sports uniform when leaving the School grounds for sport or any other times.

Physical Education

General areas covered in Physical Education:

- Swimming Term 1: Year 1–Year 6
- Intensive Swimming Term 4: Prep–Year 6
- Swim and Survive (Years 5 & 6)
- Minor games
- Fundamental Motor Skills
- Modified games
- Physical fitness activities
- Ball handling skills
- Gymnastics
- Dance skills
• Athletic skills
• A wide variety of sports

School Sport

As well as the programmed PE lessons the following sporting activities are provided:

House Sporting Activities
Cross Country – Term 1
Athletics – Term 2
Swimming – Term 4

Sports and Activities Leadership Team
In Year 6 girls nominate to be part of the Sports and Activities Leadership Team. These girls assist in the coordination of sporting activities and events.

Interschool Sport

Junior Girls Schools’ Sports Association (JGSSA)
The aim of this Association is to introduce the girls to interschool sport in a friendly and supportive environment, in preparation for Senior School. All Year 6 students participate in Wednesday afternoon sport.
The Schools involved are Loreto, Lauriston, Korowa, Sacre Coeur, St. Catherine’s and Shelford.
Matches are held from 2.00–3.00pm each Wednesday afternoon.
Away Games: A bus will transport the girls to each venue, departing School at 1.15pm and returning at 3.15pm.
Home Games: The girls will be involved in the sports program between 2.00pm–3.00pm and may be picked up at 3.15pm.
Please note that girls who do not compete in Wednesday sport still attend and watch. A note explaining their non-participation is required.

Junior Schools Sports Group (JSSG)
Years 5 and 6 students will compete in a Round Robin competition involving the following schools - St Catherine’s, Ruyton, Fintona and Lauriston. Swimming in Term 1 is open to Years 5 and 6 girls. The team is chosen on attendance at training and time trials. In Term 4 a Hockey clinic takes place and all Year 6 students are involved.

School Sport Victoria
Students who are 9, 10, 11 and 12/13 years of age are eligible to compete in the competitions conducted by the SSV. The competition is for students who meet the criteria for team selection in various sports. The Association provides opportunities for girls to compete at different levels depending on their capabilities and level of achievement, for example District, Division, Regional and State events.

Extracurricular Sport
The following sports are available as an extracurricular activity and are conducted by the School.
• Snowsports
• Athletics Training
• Swim Squad
• Diving Squad
• Learn to Dive
• Running Club
• Cross Country training
• Yoga
• Hockey Skills Development
• Waterpolo Skill Development

Additional activities are run by external agencies. Please see the Extra Curricular Activities Booklet.
Visual Arts

The curriculum focus of the primary Visual Arts course is to develop the children’s ability to discuss, make, enjoy and appreciate art. Emphasis is placed on enjoyment while skills both known and new are practiced and refined. To this end, a wide range of media and materials is made available and students are encouraged to explore the creative nature of these along with their own sense of imagination and creativity.

Through the arts, students learn ways of experiencing, developing, representing and understanding ideas, emotions, values and cultural beliefs. They learn to take risks, be imaginative, question prevailing values, explore alternative solutions, engage in arts criticism, develop, practice and refine techniques, share opinions and extend the limits of currently accepted parameters within the arts. To these ends, our overriding aim is to develop children’s capacity to enjoy, to make and to appreciate art. Art teachers collaborate with classroom teachers in some units of inquiry.

The Visual Arts course is designed with reference to the Arts VELS and focuses on creating, making and presenting artworks, as well as responding to the artwork of others.

Assessment and Reporting

Assessment of student progress is a continuous process. It is the process of gathering information about student achievement and performance, determining its significance and making decisions about subsequent learning. Assessment is integral to all teaching and learning. It is central to our goal of thoughtfully guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and observing and responding to students in the classroom.

In the Junior School, assessment involves benchmark testing using Australian normed tests and interviews to gather information and inform the teaching and learning program. A range of other suitable assessment strategies are used on an ongoing basis to build a picture about each student's knowledge, skills and attitudes in all curriculum areas.

The ongoing assessment tasks are explicitly linked to the class program and are based on identified learning needs and outcomes.

Many procedures are used to communicate information about student learning to parents.

Formal and informal written reports, formal and informal parent/teacher discussions, parent information sessions, brief reports on weekly progress through student diaries, regular curriculum newsletters, student goals and self assessment and samples of work compiled in student portfolios are all important links in the School/home partnership.
An outline of our Assessment and Reporting Schedule in Junior School is outlined below.

**Assessment Communication with Parents in the Junior School**

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<th>Term 2</th>
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<tr>
<td>• ‘You Tell Us’ form completed by parents.</td>
<td>• Semester 1 REPORT.</td>
<td>• Parent/ Teacher interview Wk 2/3</td>
<td>• Semester 2 REPORT.</td>
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<td>• Learning Communication Portal (3-6)</td>
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<td>• Parent Information Evening Wk 2/4</td>
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<td>• Progress Report (P-2)</td>
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<td>• You Tell Us interview</td>
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</table>

Term 1 Portfolio sent home at the end of term. Term 2 Portfolio sent home at the end of term. Term 3 Portfolio sent home at the end of term. Term 4 Portfolio sent home at the end of term.

Parents are welcome to make an appointment to meet with teachers any time throughout the year.

**Learning Communication Portal**

Parents of girls from Years 3-6 have access to the Learning Communication Portal. The Learning Communication Portal enables parents to learn about the progress of their daughter/s as they complete assessment tasks in their various subjects. The Portal will show you the current assessment task grade and include a brief description or comment as written feedback from each teacher in your daughter’s subjects.

The ‘rubric’ or criteria used to grade each piece of assessment will also be available for your reference. The Learning Communication Portal enhances the School’s communication with parents about the academic progress of their daughters.

To access the Learning Communication Portal go to: http://parent.lauriston.vic.edu.au

Parents will be issued with a username and password during Term 1.

**Extra Curricular Activities**

Many extra programs are offered at the School: either before school, lunchtimes or after school.

An additional fee is charged for participation in any of these programs. The programs offered may vary slightly from year to year, and information regarding these subjects is contained in the Extra Curricular Activities Booklet which is sent to parents at the end of each year.

A child may attend one individual music lesson paid for by the parents during class time. If a child learns more than one instrument, further lessons need to be scheduled out of class time.

As some of these activities take place during school time we recommend that these be limited to one subject. Children missing too much academic work often become anxious. You are advised to discuss your daughter’s extracurricular commitments with the class teacher.
Junior School A–Z

Absences

If your child is going to be absent from school please notify the Junior School Office by 8.30am on the day of absence. Parents of children at Blairholme are to call the Junior School Office for absenteeism and all enquiries. Parents are requested not to call Blairholme directly during the school day as this is disruptive to the learning program.

Executive Assistant to the Deputy Principal/Head of Junior School
Direct Number 9864 7568

An answering service operates at the School from 7.30am each morning and messages relating to absences may be left accordingly. It is a requirement that a note be sent to the class teacher notifying her/him of the reason for absence. In cases of prolonged absence it is essential to keep the school informed.

We urge parents to take holidays only during term break. If there is a foreseeable absence, notification in writing must be sent to the Head of Junior School.

Assemblies

Assemblies provide a valuable opportunity for the Junior School to function as a whole community. Assemblies also provide excellent opportunities for student leadership. At Blairholme, children present items of interest and take part in simple performances. At Montrose, topical discussions, reports, presentations by classes and musical or dramatic presentations form the basis for assemblies. Parents are most welcome to attend if their child is performing.

Each fortnight the Junior School Assembly, for children from Prep–Year 6, is held in the Irving Hall.

These assemblies are led by Year 6 girls.

Unit Assemblies for Prep–Year 2, Years 3/4, 5/6 are held regularly.

Birthdays

If you would like your child to share a birthday treat with their class, please approach the class teacher. Small cakes or easily distributed items are more suitable than a large cake. Please refrain from distributing birthday party invitations at school. This helps to avoid hurting those children not included.

Camps

The following outdoor education activities begin at Montrose, gradually building the skills over the year.

Year 3 Camp  The girls visit Gulf Station at Yarra Glen followed by an overnight stay at Candlebark Farm.
Year 4 Camp  The venue for this camp is Waratah Bay, Wilsons Promontory. An introduction to Outdoor Education including team building and beach activities is integral to this camp.
Year 5 Camp  The girls visit Ballarat and Sovereign Hill. This is a camp which focuses on an integrated Unit of Inquiry.
Year 6 Camp  Year 6 students will participate in a 4 day trip to Canberra to investigate our country’s political system to compliment the Year 6 Unit of Inquiry on Leadership.

Parents will be notified by letter of the requirements and the cost of each of these camps.

Communication
Parent/Teacher Communication

Every Year level sends home a regular information sheet informing parents of aspects of the class program. Day-to-day communication is of paramount importance and takes the following forms:

Blairholme

Navy blue zipped message wallets are the main form of communication between home and school. These wallets are checked daily by the teachers so any correspondence should be placed in the wallets. Please check your child’s message wallet every day for notices.

The wallet should be at School every day with your daughter’s take-home book and student planner.

A class diary is kept outside each classroom. Families can write instructions for staff if their daughter is attending After School Care, a tennis lesson or is going home with another carer or friend. The teachers check this diary at home-time to ensure all girls are safely transferred to their activities. Parents need to write their instructions into the class diary at morning drop-off time of after school at pick-up. Should instructions change during the day please phone the Junior School Office to advise the change of plan. The individual student planner should be used for communication of messages between parents and the class teacher.

Montrose

To ensure parents and children are fully informed, Years 3–6 use a student planner system. Details of assignments, home tasks and special messages are recorded in the planner and parents are invited to comment or add any concerns they may have. Parents need to sign the planner each week. In Year 5-6, the students locate their home tasks on Moodle (Learning Management System).

If you have any problems you wish to discuss with your child’s teacher, she/he should be contacted to make an appointment. Please avoid between 8.00am–8.15am on Tuesdays as staff have a briefing during this time. After school meetings for the teachers are a regular occurrence so please arrange a suitable time with your teacher.

Email is often a useful means of communication. Please be aware of the School’s Communication Policy and allow reasonable time for staff reply.

Information Evenings

Early in Term 1 Information Evenings are held for each area of the School. At these meetings, staff outline the educational philosophy and program of work.

Parent/Teacher Interviews:

Early in Term 1 teachers meet with parents to share information relating to their daughter’s well-being and to ensure the teaching and learning program best suits the needs of their child.

Curriculum information sessions are also held throughout the year. These are advertised by email as well as through the Lauriston newsletter and Lauriston News.

Informal interviews with the class teacher are available at any time during the year on request. Interviews with the Head of Junior School can be arranged through the Junior School Office.

School Publications

Term projections relating to the teaching and learning program are sent home twice per term.
Lauriston News is sent to parents weekly (via email) in a HTML format and is available online at www.lauriston.vic.edu.au. (Please log on to Parent Central).

Lauriston Life is the School’s flagship publication. The full colour magazine provides a wealth of information about the dynamic program of teaching and learning, cultural activities, the performing arts, sporting achievements, Old Lauristons, the Foundation and the support given by the many members of the extended Lauriston family.

The Lauristonian (School yearbook) is sent to all families at the end of the year.

Excursions

Excursions are arranged to provide opportunities to enrich the educational, cultural and physical programs for the children. Parents are notified of individual excursions via email. There is no additional cost for excursions.

Health Issues

There may be some aspects of your child’s health which should be discussed with the Head of the Junior School and/or the classroom teacher. Such knowledge enables us to make the necessary adjustments to your child’s educational program.

Any parents who have children with serious medical matters should contact the School nurse in the Health Centre on 9864 7608.

If your child has been diagnosed with any health problems e.g. asthma, allergies, epilepsy etc, or if they need medication at any time whilst at school, please advise the School nurse accordingly.

Any child who has serious injury or illness will be attended to by the School nurse, minor injury or illness at Blairholme will be treated by staff. If your child is at all unwell, please keep her at home.

Regulations relating to infectious diseases can be ascertained by contacting your local doctor. Generally, a child should not return to school after a long illness until advised by a doctor. From time to time head lice will present a problem at every school.

Please help us to minimise the problem by:

• regularly checking your child’s head
• notifying your child’s teacher immediately when you detect evidence of lice to enable us to take appropriate action
• treat your child’s hair and repeat treatment one week later

Parents will be called to collect any child with live lice in their hair. Please do not bring your child back to school until the hair has been appropriately treated. A child with head lice can be treated one evening and return to school the next day.

Medication Procedure

Medication cannot be administered by staff without the written consent of the child’s parent or guardian on the appropriate Administration of Medication Form.

Medication must be given directly to the teacher and not left in the child’s school bag.

All medication administered will be witnessed by another staff member.

A record of all medication administered will be kept and parents will be informed if any unusual reaction is noted.

Injury

If a child is injured at Blairholme, the staff member with a current First Aid Certificate will be
notified and will attend to the injury if it is not serious. A parent will be called if the staff are at all concerned about the injury. If the injury is considered minor, a parent will be notified at home time.

At Montrose, injured children are taken to the Health Centre and parents will be notified by the School if there is concern about the injury.

All parents are required to sign an indemnity form at the beginning of the year and again when children are taken out on an excursion.

Home Tasks

Home Tasks Guidelines

Home Tasks complement the dynamic learning which occurs in our classrooms at Lauriston.

Learning is a lifelong process which does not stop at the School gate; students make important learning gains from regular, positive interactions with the family. Home Tasks should be purposeful experiences and not too time-consuming.

Aims

The aims of the Home Tasks Program are:

- to provide positive communication between the School and the home
- to promote an understanding of the School program
- to foster and develop independent, regular study habits
- to provide an opportunity for students to take responsibility for their learning implementation.

Prep–Year 1

Daily reading to parents, with parents and by parents, as well as real life numeracy activities related to numbers, counting and simple mental computation (adding and subtracting) is recommended.

Year 2

As above, plus varied word-study and simple maths exercises. As a guide, Home Tasks should be undertaken Monday to Thursday and should take 15–20 minutes.

Years 3–6

Reading and literature are important aspects of our program. Years 3–6 students are expected to spend time on private reading each night. Automatic maths mental computations and games are also encouraged.

As a guideline the times below are suggested times per night for specific Home Tasks (four times a week).

Each class will communicate via the diary when Home Tasks are given and how and when they are to be completed. This allows for flexibility across levels.

- Year 3: 15 minutes
- Year 4: 20 minutes
- Year 5: 30 minutes
- Year 6: 40 minutes

Home Tasks may be set by teachers other than the classroom teacher e.g. French and extension groups. Classroom teachers will take this into consideration when they are setting their Home Tasks.

Parents’ roles

Parents are asked to:

- be involved in the reading at home program by listening to, reading with and reading to the children (in equal amounts)
check that the work recorded in the planner is completed
write a note in the planner, or contact the teacher, if there are any perceived problems
ensure that children are thorough and careful in exercising completion of the Home Tasks
discuss and guide the children but avoid the temptation to do the tasks for them.

Houses

The House system was introduced in 1930 by Margaret and Lillian Irving. At this time the Houses were named by colours only. In 1931, a special ceremony was held to name the Houses in honour of four families from the School. These Houses – Irving, Kirkhope, Mitchell and Andrews continue to this day.

- Irving – Gold
  The Irving sisters were the founders and owners of the School. The pentagon on the School crest represents the five sisters of the Irving family.

- Kirkhope – Red
  Seven Kirkhope sisters attended the School between 1903 and 1929. Elizabeth became Headmistress of Lauriston.

- Mitchell – White
  Angus Mitchell had given the School two major prizes and his three daughters were valued members of the School community.

- Andrews – Blue
  The three Andrews sisters were active members of the School. Dorothy was Dux of the School in 1910 and 1911 and one of the first Prefects. She was the first Lauristonian to graduate from Melbourne University with a BA in 1916, MA, Dip Ed in 1918.

The girls are allocated to their House when they enter the School – and through pastoral care, and a wide range of sporting and co-curricular activities they then continue to develop allegiance to their House over their schooling.

Lost Property

Please ensure that your daughter’s belongings are labelled appropriately. Lunch boxes and bags need to be clearly labelled as well as all items of clothing including underwear, socks and shoes as the girls change for swimming and sport. Please encourage your daughter to put clothing into lockers or bags. Every endeavour is made to trace items of lost property. Lost property is located at Blairholme near the back stairs and in Montrose House near Outside School Hours Care.

Lunch Orders

Blairholme

The Blairholme students eat lunch supervised by a class teacher. Lunch can be brought from home or purchased through the School Refectory. A list of food available from the Refectory (plus prices) will be sent home early in Term 1.

Please ensure that the envelope is placed in the order trolley by 8.30am. Explain carefully to your daughter that she has a lunch order and send a snack or piece of fruit for recess.

Montrose

At Montrose, girls in Years 3–6 eat lunch together in the Refectory each day at 12.45pm, supervised by staff.

Girls in Years 3 to 4 may purchase their lunch through the lunch order system. Girls in Years 5 and 6 may buy their lunch from the Refectory. Please monitor the amount of money your daughter brings to school.

Junior School girls are not allowed to buy items during recess. Please note that the Lauriston Refectory is now cashless. Students make purchases with their student cards that are linked to a flexi card system. Parents need to assure that there is an adequate balance on their daughters card.
Outside School Hours Care

Lauriston Girls’ School offers a high quality Before and After Care and School Holiday Program for students from 3 year old Kindergarten to Year 6.

Lauriston’s Out of School Hours Care is delivered and supported by the OSHClub. Their programs are designed with working families in mind, ensuring that parents can continue in their work environment without concerns about the safety and care of their children.

The program provides the children with a variety of activities ranging from crafts, cooking, dance, sport and plenty of fun and games. The staff provide a creative, fun, safe and supportive environment for children to relax and make new friends.

A nutritious afternoon tea is provided each day. The menu varies daily and is in line with a healthy eating policy that promotes the inclusion of seasonal fruits and wholesome snacks. OSHClub staff are also available to walk children to, and collect them from, any on-campus extra curricular activity that is scheduled during operation times.

The enrolment process is simple and user friendly. Families enrol and manage their own accounts and bookings themselves via the OSHClub website at [www.oshclub.com.au](http://www.oshclub.com.au). Children can be enrolled on a permanent or casual basis.

Brochures are available at the School reception, the program venues as well as online at [www.oshclub.com.au](http://www.oshclub.com.au). The program coordinator is available during operation times to answer any questions on 0423 576 865 or alternatively contact reception at OSHClub Head Office on 9543 3077.

Holiday Program

Holiday programs are also run by OSHClub during all term breaks and are available to children from 3 year old Kindergarten to Year 6.

Each day the Holiday Programs run themed activities along with a variety of incursions, tennis and swimming. Recent incursions included rock climbing, ceramic painting, photography, go-karts, soccer coaching and a rock concert. There is always on offer a mix of art and craft, drama, dance, music, cooking and outdoor activities.

For many years the Lauriston Holiday Program has been the most popular program in Melbourne. Brochures for upcoming Holiday Programs will be available at the School reception, the program venues as well as online at [www.oshclub.com.au](http://www.oshclub.com.au).

Parent Participation

Parents are encouraged to participate in various School activities and their support on excursions and special days is much appreciated. Parent representatives are contacted if assistance is required.

Lauriston Parents’ Association (LPA)

Parents are encouraged to be members of the LPA. Contact the Junior School Office for further information. Many functions are offered throughout the year by the active Lauriston Parents’ Association.

Notification of these events appears in the weekly newsletter.

Lauriston Art Association (LAA) is a sub branch of the LPA. Parents are encouraged to support the Arts program in the School by being part of this group. Contact the Junior School Office for details.

Photographs

Individual and class photographs are taken annually by professional photographers. The cost of these is included in the School fees.

Safety

It is School policy that no Junior School child may remain in the School grounds unsupervised. All children arriving at School prior to 8:00am must go to Before School Care. At the end of the
day children waiting for Extra Curricular activities after school must either attend Outside School Hours Care, or be taken into the care of their parent/guardian.

Please be advised that any unsupervised part of the School grounds remains out of bounds to children who have been dismissed for the day and are waiting for parents or awaiting extra curricular lessons. Please assist us in meeting our obligations by ensuring your children are safely directed into care when necessary.

**School Song**

We hail thee, Lauriston
High in our hearts we hold thee.
Strong arms of truth and love
Guard and enfold thee.

Home of our springtime days
Guide of our words and ways,
In work and prayer and praise we shall
Uphold thee.

When, in the after-years,
Our bonds with thee we sever,
All fearless forth
To go to life’s endeavour,
May we in deeds express
Courage and faithfulness
Living to love and bless
Our School for ever.

**Sun Protection Policy**

Australia has the highest incidence of skin cancer in the world. Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Most of the damage occurs during childhood and adolescence. We encourage all members of the Junior School community to wear protective clothing, to use broad-spectrum sun cream, and to seek shade wherever possible. Our Sun Protection policy can be found on our website [http://www.lauriston.vic.edu.au](http://www.lauriston.vic.edu.au) Click on ‘About Us’ then refer to the School policies tab.

**In Terms 1 and 4:**

All children from Prep to Year 6 must wear the official navy badged bucket hat when outside the classroom, including sport and outdoor excursions.

Children not wearing hats at recess or lunch will play in a specified shady area.

**Uniform**

All items must be clearly named.

If hair touches the shoulders it must be tied back in a navy blue band or ribbon.

School bags and School backpacks marked with the School crest are obtainable from the uniform suppliers.

Full School uniform must be worn when in public and when travelling to and from school: this includes blazers for Years 3–6. The summer dress and tunic must include a pocket with a zip.

Straw hats are a compulsory part of the uniform in summer. In line with the Sun Protection Policy of
the school, sports hats and straw hats must be worn at all times in Terms 1 and 4.

Periodic uniform checks are made by teachers. Please assist us to maintain high standards of general appearance.

Students in Years P-4 may wear full P.E uniform on days they have scheduled P.E lessons. Students in Years 5-6 wear full school uniform to and from school and change into P.E uniform for their lessons. If a student has been given special permission by the PE Department to wear the sports uniform out of school hours the students must wear the full School tracksuit.

All garments, sports equipment, pencils and articles such as School bags and purses, books, etc. must be clearly marked with the child’s name. Sports uniforms and smocks are sent home each Friday for washing. Please ensure they are returned, clean, on Mondays.

A watch and plain gold or silver ear studs are the only pieces of jewellery permitted.
2016 Uniform List–Blairholme Junior School A–Z

Summer
LGS cotton dress
LGS blazer (optional)
LGS woollen pullover
LGS summer hat
LGS blue cotton sun hat
Regulation brown School shoes or brown sandals with closed toe (T-bar).
Regulation bone or ecru ankle socks.
Regulation hooded raincoat (yellow).
LGS art smock

Winter
LGS tunic
LGS blazer - (optional)
LGS woollen pullover
Regulation white skivvy
Regulation hooded raincoat– yellow
Regulation brown School shoes
Regulation bone or ecru socks or tights
LGS winter hat (optional)

Sport
LGS sports shirt
LGS sports shorts
LGS navy fleece tracksuit (Years Prep–Year 4).
White socks
Predominantly white runners
LGS navy bucket hat
Navy blue Speedo swimsuit–Lycra Medallist–with embroidered crest
Swimming cap–available from pool
15+ sunscreen

General
Art smock of a suitable size to protect the uniform completely
School bag or backpack
Sports bag
Library book bag
LGS drink bottle
School, sport and library bags, marked with the School crest, are obtainable from the various uniform suppliers
2016 Uniform List–Montrose (Years 3 to 6)

**Summer**
- LGS cotton dress
- LGS blazer – white braid/white badge
- LGS woollen pullover
- Regulation bone or ecru ankle socks
- Regulation brown school shoes or T-bar sandals with closed in toes
- LGS straw hat.
- LGS bucket hat for sport
- Regulation raincoat – navy or yellow
- 15+ sunscreen

**Winter**
- LGS tunic, a senior skirt may be purchased during Years 5 or 6 if necessary
- LGS tie
- LGS woollen pullover
- LGS blazer
- Regulation white long-sleeved School blouse (Years 3–6)
- Regulation raincoat–navy or yellow
- Regulation brown School shoes
- Regulation bone or ecru long socks or fawn tights

**Sport**
- LGS sports shirt
- LGS sports shorts
- LGS pleated navy skirt (optional Years 3–6)
- LGS navy fleece tracksuit (Years Prep–Year 4)
- LGS Kea tracksuit with zippered jacket (Years 5 & 6)
- Rugby jumper (optional)
- White socks
- Predominantly white runners
- LGS navy bucket hat with small brim (Prep–Year 6)
- Navy blue Speedo swimsuit–Lycra Medallist–with embroidered crest
- Swimming cap–available from pool
- 15+ sunscreen

**General**
- Art smock of a suitable size to protect the uniform completely
- School bag or backpack with School crest
- Sports bag with a drawstring
- All girls need library book bag (cotton fabric 35 x 40 lined with plastic and with handle)
- School, sport and library bags, marked with the School crest, are obtainable from the various uniform suppliers
Uniform Shop

The School operates the Uniform Shop which is located above the gymnasium (entry via Mercer Road, next to the tennis courts). New uniforms are available for purchase at the Uniform Shop. All profits from the School Uniform Shop are reinvested into the School’s programs.

Telephone: 9864 7569 or email uniforms@lauriston.vic.edu.au

The Uniform Shop will be open on additional days throughout the year to cater for uniform changeover periods. Please check the newsletter and website for details regarding the additional days and times.

The LPA operates the Secondhand Uniform Shop, which is located next door to the Uniform Shop, in the gymnasium. The Secondhand Uniform Shop is open from 1.00pm–4.30pm each Thursday during the school Term. Profits from the Second-hand uniform shop contribute to the LPA fundraising for the School.
Respectful Relationships

Lauriston Girls’ School Policy on Managing Bullying and Harassment

Bullying in any of its forms is not acceptable and will not be tolerated in our School Community.

All members of Lauriston Girls’ School have the right to attend a school where their safety and well-being is positively promoted and valued. The LGS Respectful Relationships Policy encourages respectful relationships between students, staff and parents. The School recognises that this is an on-going and evolving process and a variety of proactive and reactive strategies and approaches need to be taken to address bullying. The School will take every report of bullying or harassment seriously and will thoroughly investigate and respond to all observed or reported incidents. This policy applies to all members of the school community – students, staff, visitors, parents and friends whilst on all programs, activities and official school functions connected to Lauriston Girls’ School.

Policy Objectives:
• To raise awareness of staff, students and parents about bullying.
• To actively counter bullying at school.
• To provide strategies to resolve conflict and respect differences.
• To create a school environment where all students, staff and parents feel safe and welcome.
• To create a climate where it is encouraged to talk about bullying and ask for help.
• To promote positive mental health.

Definition:
Bullying and harassment are acts of aggression.

Bullying:
• Is a repeated and unjustifiable behaviour.
• Is intended to cause fear, distress and/or harm to another.
• Is conducted by a more powerful individual or group.
• Occurs against a less powerful individual who is unable to effectively resist.
• May be physical, verbal or indirect/relational.

Harassment:
• Is any unwanted, unwelcome or uninvited behaviour.
• Makes a person feel humiliated or offended.
• Can be a form of bullying.
Types of Bullying/Harassment Include:

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<th>Indirect</th>
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<td>Physical</td>
<td>• Any action causing physical harm.</td>
<td>• Getting another person to harm someone</td>
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<td>• Obstruction/blocking.</td>
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<td>Non-physical</td>
<td>• Mean and hurtful name-calling.</td>
<td>• Spreading rumours.</td>
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<td>• Hurtful teasing and comments.</td>
<td>• Trying to get others to not like someone.</td>
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<td>•Demanding money or possessions.</td>
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<td>• Pressuring another to do homework or something they do no want to do.</td>
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<td>• Sending or delivering of hurtful messages personally or electronically.</td>
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<td>• Controlling or dominating someone by withdrawing or threatening to withdraw friendship</td>
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<td>Non-verbal</td>
<td>• Threatening or obscene gestures or looks.</td>
<td>• Deliberate exclusion from a group or activity.</td>
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<td>• Removing and hiding and/or damaging others' belongings.</td>
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Rights and Responsibilities

Rights:
- Every person has the right to feel safe.
- Every person has the right to be treated with respect and fairness.
- Every person has the right to learn.

Responsibilities:

The School undertakes to:
- Provide a supportive environment which encourages respectful relationships between students, staff and parents.
- Provide curriculum programs that develop appropriate social skills, respectful relationships and resilience.
- Provide counseling support to all students involved in conflict resolution.

The School requires students to:
- Promote a respectful and caring school culture.
- Refuse to be part of any bullying situation.
- Take action to prevent bullying from occurring.
- Inform an adult if they experience or observe incidents of bullying.

The School requires staff to:
- Promote a respectful and caring culture for all.
- Model appropriate language and behaviour for students at all times.
- Intervene immediately and sensitively in any situations of bullying or harassment.
- Actively circulate around the school grounds during supervision duty.
• Be aware of and implement the respectful relationships policy.
• Discourage activities which enable exclusion, e.g. distribution of party invitations in class, students selecting their own work partners/groups, seat saving.

Parents are expected to:
• Actively promote respectful and caring behaviours by modeling respectful behaviour at home and when visiting the school.
• Discuss issues and strategies with their children to enhance respectful and caring relationships with peers and teachers.
• Communicate with the school if their child reports any incidents of bullying or harassment or shows any signs of distress through feeling unsafe at school.
• Discuss with their children appropriate strategies for managing conflict situations.

Procedures

What to do if you are bullied or harassed or you observe bullying or harassment:
• Tell the person or persons that you don’t like it and that you want them to stop and/or report it immediately to a teacher, tutor, co-ordinator or Head of House or Head of School.
• Speak to your parents.
• Speak to the School Counsellor.

It is not “dobbing”. Speak up. Do not support a code of silence. Anyone may report an incident of bullying or harassment.

What will happen?
• Someone will listen, talk about the options and how the matter will be dealt with and whether parents will be informed.
• Discretionary judgment will be applied as appropriate to the age of the students involved.
• All observed and/or reported incidents will be thoroughly investigated and documented by the relevant school staff member.
• Appropriate mediation, counselling and consequences will be put into place.
• Repeated incidents by the same person or persons will not be tolerated. Appropriate actions which may include suspension or expulsion will be taken.

Consequences

May include:
• Restorative meeting to resolve the conflict and facilitate ongoing relationships.
• Formal reprimand and written warning.
• Probation / behaviour contract for a period of time.
• Counselling.
• Formal interview with students, parents and the Principal.
• Suspension.
• Expulsion.
• Other actions deemed appropriate by the Principal.

“Pranking” is considered a form of bullying and will be treated as such.

Bullying is against the law. In addition to any school sanctions/consequences, any person who has bullied another person may be subject to legal proceedings.
BACKGROUND

What is Anaphylaxis?

Anaphylaxis is a severe, rapidly progressive and sudden allergic reaction which is potentially life threatening. Reactions can begin within minutes of exposure and ALWAYS require emergency response.

What are the most common triggers? The most common triggers include peanuts, tree nuts (hazelnuts, cashews, almonds), eggs, milk, wheat, soy, sesame, fish/shellfish, insect stings, medications and latex.

Symptoms of anaphylaxis:
- Difficulty breathing/noisy breathing
- Swelling of the tongue
- Swelling/tightness of the throat
- Difficulty talking
- Wheezing/persistent cough
- Loss of consciousness/collapse
- Pale/floppy (young children)

The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Lauriston Girls’ School acknowledges that the management of a student at risk of anaphylaxis is a partnership between school staff, the student, the student’s parents and the student’s doctor.

It is the joint responsibility of both parents and the School to take all reasonable steps to:
- prevent an anaphylactic incident; and
- if such an incident occurs, to respond to such an incident in a timely, informed and appropriate manner.

Adrenaline given through an autoinjector to the muscle of the outer mid thigh is the most effective first aid treatment for anaphylaxis.

SCHOOL STATEMENT

The School will comply with Ministerial Order 706 and the associated Guidelines published and amended by the Department of Education and Early Childhood Development (DEECD) from time to time. This policy is based on Ministerial Order 706 and Anaphylaxis Guidelines for Schools, DEECD February 2014.

PURPOSE

The Anaphylaxis management Policy aims to:
- Provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the student’s schooling.
- Raise awareness in the school community about anaphylaxis and the school’s anaphylaxis management policy.
- Engage with parents of students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for the student.
- Ensure that each staff member has adequate knowledge about allergies, anaphylaxis and the school’s policy and procedures in responding to an anaphylactic reaction.

INDIVIDUAL ANAPHYLAXIS MANAGEMENT PLANS

The School will ensure that an individual management plan is developed, in consultation with the student’s parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis. The individual anaphylaxis management plan will be in place as soon as practicable after the student enrols and, where possible, before their first day of school.

The individual anaphylaxis management plan will set out the following:
- Information about the student’s medical condition that relates to allergy and the potential for anaphylactic reaction, including the type of allergy/allergies the student has (based on a written diagnosis from a Medical Practitioner);
- Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of school staff, for in school and out of school settings, including camps and excursions;
- The name of the person/s responsible for implementing the strategies;
- Information on where the student’s medication will be stored;
- The student’s emergency contact details, and
- An emergency procedures plan (ASCIA Action Plan), provided by the parent, which:
  - sets out the emergency procedures in the event of an allergic reaction;
  - is signed by a medical practitioner who was treating the child on the date the practitioner signs the emergency procedures plan; and
  - includes an up to date photograph of the student.

School Staff will then implement and monitor the student’s Individual Anaphylaxis Management Plan. The student’s individual management plan will be reviewed, in consultation with the student’s parents in all of the following circumstances:
- annually;
- if the student’s medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes;
- as soon as practicable after the student has an anaphylactic reaction at School; and
- when the student is to participate in an off-site activity, such as camps and excursions, or at special events conducted, organised or attended by the School (e.g. class parties, elective subjects, cultural days, fetes, incursions).

It is the responsibility of the parent to:
- provide the ASCIA Action Plan;
- inform the School in writing if their child’s medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes and if relevant, provide an updated ASCIA Action Plan;
- provide an up to date photo for the ASCIA Action Plan when that Plan is provided to the School and when it is reviewed; and
- provide the School with an Adrenaline Autoinjector that is current and not expired for their child.

Parents should educate their child to self manage their allergy including:
- o safe / unsafe foods,
- o avoiding exposure to unsafe foods,
- o being aware of symptoms,
- o communication to an adult / teacher,
- o reading food labels, and
- o the use of an adrenaline autoinjector when the child is of an appropriate age.
It is the responsibility of the School to:
• seek information regarding severe allergies from parents,
• review the student’s individual management plan in consultation with the student’s parents,
• advise staff of any students with known allergies,
• regularly check adrenaline autoinjector for expiry date.

PREVENTION STRATEGIES

Limits on nut and peanut products

Lauriston requests that food containing nuts should not be brought to the following School campuses:
• Lauriston Kindergarten: Niall House and Michael House
• Blairholme
• Montrose

Foods which are discouraged from the above areas include nuts or products including, but not limited to, Nutella, peanut butter, fruit & nut bars, or other products containing nuts in the ingredients. This does not include foods that contain the warning “may contain traces of nuts”. Despite all reasonable efforts to restrict nuts and nut products at the junior levels, exposure to nuts or nut products may still occur and parents, staff and at-risk students must always remain vigilant to avoid exposure to unsafe foods.

Students are encouraged “not to share food”.

SCHOOL MANAGEMENT AND EMERGENCY RESPONSE

As part of the School’s emergency response management to anaphylactic reactions the School’s procedures includes the following:
• the School maintains a complete and up to date list of students identified as having a medical condition that relates to allergy and the potential for anaphylactic reaction;
• relevant staff are provided with a list of these students;
• details of Individual Anaphylaxis Management Plans and ASCIA Action Plans for all students are located in the Health Centre.

The communication plan includes information about what steps will be taken to respond to an anaphylactic reaction by a student in a classroom, in the school yard, on school excursions, on school camps and special event days.

Volunteers and casual relief staff of students at risk of anaphylaxis will be informed of students at risk of anaphylaxis and their role in responding to an anaphylactic reaction by a student in their care.

STAFF TRAINING

Teachers and other school staff who conduct classes which students at risk of anaphylaxis attend, or give instruction to students at risk of anaphylaxis, must have up to date training in an anaphylaxis management training course.

The Principal, with the School Nurse, will identify the school staff to be trained based on a risk assessment. The following School Staff will be appropriately trained:
• School Staff who conduct classes that students with a medical condition that relates to allergy and the potential for anaphylactic reaction; and
• Any further School Staff that are determined by the Principal.

At other times while the student is under the care or supervision of the school, including excursions, yard duty, camps and special event days, the Principal must ensure that there is a sufficient number of staff present who have up to date training in an anaphylaxis management training course.

Training will be provided to these staff as soon as practicable after the student enrols. Wherever possible, training will take place before the student’s first day at school. Where this is not possible, an interim plan will be developed in consultation with the parents.
Anaphylaxis Management Policy

The identified School Staff will
• participate in a briefing, to occur twice per calendar year (with the first briefing to be held at the beginning of the school year) on:
  o the School’s Anaphylaxis Management Policy;
  o the causes, symptoms and treatment of anaphylaxis;
  o the identities of the students with a medical condition that relates to an allergy and the potential for anaphylactic reaction, and where their medication is located;
  o how to use an Adrenaline Autoinjector, including hands on practise with a trainer Adrenaline Autoinjector device;
  o the School’s general first aid and emergency response procedures; and
  o the location of, and access to, Adrenaline Autoinjector that have been provided by Parents or purchased by the School for general use.

The briefing will be conducted by a member of School Staff who has successfully completed an Anaphylaxis Management Training Course in the last 12 months or an appropriately qualified external trainer.

In the event that the relevant training and briefing has not occurred, the Principal will develop an interim Individual Anaphylaxis Management Plan in consultation with the Parents of any affected student with a medical condition that relates to allergy and the potential for anaphylactic reaction. Training will be provided to relevant School Staff as soon as practicable after the student enrols, and preferably before the student’s first day at School.

The Principal will ensure that while the student is under the care or supervision of the School, including excursions, yard duty, camps and special event days, there is a sufficient number of School Staff present who have successfully completed an Anaphylaxis Management Training Course in the three years prior.

The school’s first aid procedures and student’s emergency procedures plan (ASCIA Action Plan) will be followed when responding to an anaphylactic reaction.

ANNUAL RISK MANAGEMENT CHECKLIST

The Principal will complete an annual Risk Management Checklist as published by the Department of Education and Early Childhood Development to monitor compliance with their obligations.

APPENDIX: COMMUNICATION PLAN

Raising Staff Awareness

Staff will be provided with anaphylaxis management training every three years. Staff briefings will be provided twice per year.

All staff in charge of students at risk of anaphylaxis need to read and be familiar with their student’s ASCIA Action plan and individual management plan.

Individual management Plans and Epipens® / Anapens®
A current up to date photo and Epipen® or Anapen® will be provided by the parent. The Epipen® or Anapen® will be located in the following locations (refer to table on page 34).

Relieving Volunteer / Sport or other Activities

Anaphylaxis information is provided to all relieving / volunteer staff regarding students. This information is provided by way of an action plan to the Director of the relevant department / School Nurse at the beginning of the applicable season.

Responding to an anaphylactic reaction

In the Classroom
• Lie the student flat.
• The teacher is to immediately implement the student’s emergency procedures plan
• The teacher must remain with the student.
• Administer the EpiPen® or Anapen® if available.
• Phone the Health Centre or if a phone is not available send a student to the Health Centre to alert the School Nurse.
• School Nurse will bring a back up EpiPen® or Anapen®
• Call an ambulance (000/112 mobiles)

School grounds
• Lie the student flat
• The teacher is to immediately implement the student’s emergency procedures plan
• The teacher must remain with the student.
• Administer the EpiPen® or Anapen® if available.
• Phone the Health Centre or if a phone is not available send a student to the Health Centre to alert the School Nurse.
• School Nurse will bring a back up EpiPen® or Anapen®
• Call an ambulance (000/112 mobiles)

Special Event days, excursion and camps
• The teacher in charge consults with the School Nurse to identify any student with anaphylaxis
• The School Nurse will provide a medical summary of students, known allergens and other relevant information.
• The teacher in charge will take the student’s emergency kit containing the action plan and EpiPen® or Anapen® to the event in the first aid kit
• In the event of an anaphylactic reaction, the teacher is to immediately implement the student’s emergency procedures plan
• The teacher must remain with the student.
• Administer the EpiPen® or Anapen®
• Call an ambulance (000/112 mobiles)
• Notify the Principal & Head of School
• Parents / Guardians will be notified by the School

Post incident
• After an incident, the following will occur
• Complete an incident / accident report
• Collect the students belongings for return to the school
• Debrief with students (with School Counsellor)
• Debrief of staff involved
• Communication with the Principal , Head of School
• Communication with parents
• School Nurse to review the student’s individual management plan
• Update risk prevention strategies (if required)
## APPENDIX: COMMUNICATION PLAN

<table>
<thead>
<tr>
<th>Location</th>
<th>EpiPen® Location</th>
<th>Student's Action Plan and Photo Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael House - 3 year old Kinder</td>
<td>Kitchen, Spare EpiPen in the kitchen</td>
<td>Kitchen, Classroom</td>
</tr>
<tr>
<td>Niall House - 4 year old Kinder</td>
<td>Classroom, Spare EpiPen in the kitchen</td>
<td>Classroom, Classroom</td>
</tr>
<tr>
<td>Blairholme (Prep - Year 2)</td>
<td>Classroom, Spare EpiPen in the kitchen</td>
<td>Blairholme Kitchen, Classroom</td>
</tr>
<tr>
<td>Junior School (Year 3 - Year 6)</td>
<td>Health Centre, Spare EpiPen in the Health Centre</td>
<td>Staff Centre, Classroom, Reception</td>
</tr>
<tr>
<td>Senior School (Year 7 - Year 12)</td>
<td>Health Centre, Spare EpiPen in the Health Centre</td>
<td>Staff Centre, Year 7 Office, Year 8 Office</td>
</tr>
<tr>
<td>Music School</td>
<td>Spare EpiPen in the Admin Office</td>
<td>Admin Office</td>
</tr>
<tr>
<td>Gym</td>
<td>Spare EpiPen in the Gym store room</td>
<td>Gym Store room</td>
</tr>
<tr>
<td>Pool</td>
<td>Spare EpiPen in the Pool Office</td>
<td>Pool Office</td>
</tr>
<tr>
<td>Reception</td>
<td>Spare EpiPen in the Delivery room</td>
<td>Delivery room</td>
</tr>
<tr>
<td>Senior Library</td>
<td>Spare EpiPen in the staff workroom</td>
<td>Staff workroom</td>
</tr>
<tr>
<td>Science Labs</td>
<td>Spare EpiPen in the lab workroom</td>
<td>Lab workroom</td>
</tr>
<tr>
<td>Junior Library</td>
<td>Spare EpiPen in the staff workroom</td>
<td>Staff workroom</td>
</tr>
<tr>
<td>Howqua (Year 9)</td>
<td>Health Centre</td>
<td>Staff Room</td>
</tr>
</tbody>
</table>