



SOUTHERN CROSS
GRAMMAR

Foundation
Handbook
2019



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Staff Contacts and Important Information

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School Policies: www.scg.vic.edu.au/policies/

New Generation Learning

New thinking, new possibilities.

Southern Cross Grammar offers an independent school system based on solid educational curriculum combined with new opportunities and choices that are intellectually stimulating, progressive and exciting.

The characteristics of New Generation Learning are:

- Southern Cross Grammar students are thinking individuals who consider themselves to be creative global citizens.
- Southern Cross Grammar is centred on dynamic classrooms and extends outwards into the community and is technologically linked to the world.
- The School emphasises the best of contemporary and futuristic educational philosophies.
- The 'Southern Cross Grammar basics' emphasise literacy, numeracy and lateral thinking skills.
- The School curriculum encompasses the full range of national and state priorities and is delivered through flexible use of time and space in classrooms.
- SCG leadership is shared by a visionary and strategic Principal and active teacher leaders.
- SCG professionals undertake their professional development through whole-school developmental processes, supported by courses offered by Independent Schools Victoria, leading educational consultants and ongoing use of authoritative external benchmarks.

Charter

The charter outlines the ethos of SCG.

Our purpose: To provide a non-denominational, independent education for our students and families that exemplifies international best practice.

Our vision: New Generation Learning.

Our commitment: Our students are the central focus of all our endeavours.

Our Standards of Excellence

We will:

- Operate on a not-for-profit basis and ensure that all funds are applied to enriching the potential of our students.
- Stimulate innovation in its many forms, but in particular in pedagogy, curricula, resource use, community-building and business practice.
- Emphasise shared leadership, responsibility and accountability as a way of achieving excellence in each School.
- Establish and nurture professional learning communities which ensure a sense of pride and belonging in each School.
- Expect our staff, students and volunteers to demonstrate high levels of personal conduct in all aspects of School life.
- Provide facilities and grounds which meet the highest standards of sustainable design, construction and maintenance.

Students

We expect our students to:

- Achieve their potential.
- Establish qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence.
- Have the capacity for, and skills in, analysis and problem-solving, and the ability to communicate ideas and information, to plan and organise activities, and to collaborate with others.
- Exercise judgment and responsibility in matters of morality, ethics and social justice, and accept responsibility for their own actions.
- Be informed citizens with an active understanding and appreciation of Australia's system of government and civic life.
- Be confident and considered users of new technologies.
- Have an understanding of, and concern for, the stewardship of the natural environment.
- Have the knowledge, skills and attributes necessary to establish and maintain a healthy lifestyle.

Staff

Our staff will:

- Engage in the continuous improvement of teaching, learning and administration through structured analysis and review.
- Be unrelenting in their commitment to our students and to building learning partnerships with our families.
- Be offered incentive systems which reward the personal achievement and successes of our staff.

Parents

Parents will be encouraged to:

- Participate in the learning of their children and the life of the school, including reviews of student welfare and the discipline code.
- Share responsibility for shaping their children's understanding about acceptable behaviour.
- Work with teachers to establish fair and reasonable expectations of the school.

Curriculum

We will:

- Offer a child-centred program which is founded on internationally-recognised curriculum, pedagogical and evaluation principles.
- Value the full diversity of social, cultural and academic backgrounds of our students and strive to provide a fully comprehensive curriculum that respects the full range of capabilities and needs of our students.

Community

We will:

- Provide our families with access to a full array of services to meet the academic, physical, cultural and social needs of their children.
- Encourage and enable positive participation from the School's broader community.

Code of Conduct

- We treat all people with courtesy, respect, kindness and cooperation.
- We demonstrate self-respect by showing pride in our work, school and community.
- We are truthful and honest.
- We ensure the safety and health of all.
- We respect the rights, feelings and property of the whole school community.
- We value punctuality and being in the right place at the right time.
- We accept responsibility for our actions.
- We try to do our best at all times.

Student-Centred Vision

At Southern Cross Grammar we provide a high-quality learning environment embracing the principles of New Generation Learning that affirm the uniqueness of each student.

We endeavour to develop in our students the ability to:

- Be an ethical, compassionate and socially responsible global citizen.
- Have high aspirations, be curious about the world and demonstrate connectedness in a variety of ways.
- Actively listen to others and value different points of view.
- Understand their own talents, strengths and weaknesses, and be respectful of the rights and feelings of others.
- Be resilient, determined and persevere through adversity.
- Be creative problem solvers and lateral thinkers.
- Take risks and value mistakes as an opportunity to learn.
- Accept responsibility and demonstrate accountability for their own learning.
- Question, investigate and reflect upon their learning.
- Demonstrate leadership and entrepreneurial qualities.

Introduction to Foundation

Transition to school is not a point-in-time event, but rather an experience that starts well before, and extends far beyond, the first day of school.

Starting school is a major life transition for children and their families. It is a time of change that can be both challenging and exciting, a time in which children and families adjust to new roles, identities and expectations, new interactions and new relationships.

The importance of the transition to school is widely acknowledged in national and international research. The evidence of this research highlights that transition-to-school experiences are most positive when:

- Educators acknowledge children's strengths and abilities, and what they have learnt and experienced before starting school;
- Families are encouraged to share information about the child, including their aspirations;
- Children are given the opportunity to provide their own views about their learning and what they need to prepare and adapt to their new school.

Successful transitions rely on children, families and educators developing positive and supportive relationships.

Children have to feel that school is a place where people care about them and where they are likely to succeed. Similarly, families need to be valued and respected as well as included in school life.

Children are often excited, and sometimes daunted, by the experience of starting school.

It is important to recognise that their expectations and experiences can impact on the success of transition-to-school programs.

There are many ways that children can, and should be, involved in planning their transition to school—it is important to listen to their perspectives. All children are different—even those of similar ages demonstrate many differences. An effective transition to school process respects these differences.

Families are keen for their children to succeed and be happy at school. Families who actively support their children during this transition, and who build positive relationships with school staff, are likely to continue this positive engagement with school.

A quality transition-to-school approach should recognise and respond to the broad range of factors shaping this period of a child's life, including the cultural background of the child and their family, participation in early childhood services, the school environment, and the social and emotional skills of the child.

Building relationships are crucial to a successful start to school. These activities can include:

- Visits by children between early childhood settings and schools;
- Family information sessions;
- Exchanging information about a child's learning and development;
- Early childhood educators, school teachers and other professionals participating in local transition networks.

(Source: Department of Education and Training, August 2018).

Southern Cross Grammar aims to implement all of the above in facilitating a meaningful and effective program of transition.

Romina Pimpini
Head of Junior School

The Foundation Year

We would like to welcome you and your family to Southern Cross Grammar.

Offered below are some thoughts and suggestions on how you can help us to help your child make a smooth transition into the Foundation Year.

Things to consider working on with your child before the beginning of the School Year:

- Have your child write their own name on a daily basis.
- Have your child independently dress themselves daily (including in the School uniform), as well as practice tying shoelaces.
- Practice counting to ten and beyond.
- Practice saying, sounding and writing the alphabet.
- Have your child assist you with packing their school bag to ensure they know what items belong in there.
- Allow your child to carry their school bag independently.
- Have your child undertake basic cutting and pasting tasks to practice and enhance their fine motor skills.
- Other activities that will assist with increasing the strength of your child's fine motor skills are tracing tasks, beading and threading games and weaving paper.
- Ensure your child is confident at using toilet facilities independently.
- Speak positively about school.

Our Transition and Orientation Program

We understand the various important components of transitioning to school for young children. So much of the first year of school is about becoming accustomed to daily routines, establishing friendships with peers, and working with an array of other people.

The comprehensive program we offer our students provides them with several opportunities to get to know the school, liaise with staff with whom they will work, as well as meet other students and establish friendships that will support them throughout their schooling life.

It is vital that students and parents/carers attend the various transition and orientation activities offered.

Commencing school brings new experiences. Entering school for the first time will often mean some big changes for your child, such as:

- Experiencing separation from the home and you (possibly for greater periods of time).
- Taking important steps towards demonstrating independent thought and action.
- Forming new friendships.
- Adjusting to a new and busier school routine with many timetabled subjects.
- Coping with more specific routines and directions.
- Developing further, and adding to, his/her current repertoire of feelings and attitudes.

Help Your Child to Make a Smooth Transition

As parents and carers, you can help your child to make a smooth transition by:

- Attending the orientation mornings before school commences, to learn about our procedures.
- Teaching your child safety procedures. Familiarise your child with his/her full name, address and phone number.
- Encouraging personal independence by teaching your child how to dress and undress, tie their shoelaces, put on shoes and long socks, cope with buttons and how to secure their lunch box and drink bottle.
- Ensuring all items of clothing and equipment are clearly labelled, even socks and schoolbags (A coloured tag or something personal on the outside of the bag makes it easy to identify).
- Being a good listener and offering positive encouragement at all times. It is unwise, however, to build up school and commencement too much.
- Attending and being punctual, as being at school every day allows children to make very good social connections.
- Establishing a regular pick-up spot and routine—this provides a sense of predictability and safety.

The First Day

A good beginning is vital.

- Take some time to prepare in advance for the first day, including packing of your child's school bag and preparing uniform items.
- Please park outside the school grounds. There are a number of parks in adjoining side streets and in Becca Way. The car park at Coles Taylors Hill also provides for a safe location for vehicles, as well as practise in walking to school via a safe route using the supervised School Crossing.
- Wait with your child in the outside Junior School courtyard adjoining the Foundation classrooms, the classroom teacher will collect students from there.
- The school day commences at 8.30 am. It is important to be at school before this time.
- Letting go can be hard. Please don't let your nervousness dampen your child's enthusiasm. Leave cheerfully and reassure your child that you will be returning soon and that school will be a happy place.
- If there are any tears, please advise the teacher. Be assured that tears rarely continue for more than a few minutes after you leave. Children soon feel safe and at home. If there is a concern, we will not hesitate to contact you.
- Please ensure that your child has all the things required e.g. School Booklist items. Children don't like to be different or feel as if they are 'missing out'.

At the End of the First Day

- Students are dismissed at the end of the school day and will be escorted to the Junior School courtyard area by their teacher.
- Please wait for your child at the same place you dropped them off in the morning.
- Be sure to discuss pick up arrangements with your child so they are aware of who may be collecting them if a change of routine is imminent.
- Try to avoid being late as this may cause your child some anxiety.
- Let your child tell you about the day in their own way and time. Try not to press for too much information.
- Share the excitement of your child's first day at school with a positive and encouraging attitude.

Some suggested leading questions include:

- What was the most exciting thing about today?
- Who did you play with?
- What did you see?
- What did you learn?

Student Assessment Meetings

Individual student assessment will be conducted by the Classroom Teacher over the first four Wednesdays following Day 1. This information will provide additional important information on each child. Shortly after commencement, families will be advised of their scheduled timeslot for this one-hour appointment. These assessments are by no means a 'test', but rather an opportunity to gather learner information to assist with teacher focus for individualised development in the important Foundation year.

Day Two and Onwards

- A modified Foundation program will operate for the first month of school, whereby the Foundation students will not attend on each Wednesday.
- The normal school day commences at 8.30am and concludes at 3.10pm. Foundation students will attend at these times.
- Please be punctual. School begins at 8.30am. A set morning routine at home will help to achieve this and ensure that your child does not miss important learning time.
- Make sure your child has a reasonable bedtime, receives nourishing meals, and has plenty of time to relax, play and chat with you at the end of the day.
- Keep television viewing and iPad use to a minimum and at evening times only, as morning viewing does impact a child's capacity for learning and creating at school.
- Ensure that your child has a school hat and a supply of sunscreen permanently in their school bag.
- Ask your child to carry their own bag and place it in the correct area, as indicated by their teacher.
- During Term 1, you might like to consider putting extracurricular activities (such as music lessons or out-of-school activities) on hold, as your child will be tired.

Foundation Subjects

Students undertake a wide variety of subjects and learning when at school.

Subject	Content
English/Literacy	Letters, sounds, words and meanings, reading skills, writing
Mathematics/ Numeracy	Problem-solving, numbers, combinations of numbers and simple arithmetic
Science	Understanding the world around us with an analytical lens
Humanities	Geography, environmental aspects, rules & laws
Physical Education	Team and individual skill development
Languages	Interactive language development through the use of song, conversation and role play
Music	Rhythm, sound, tone and groups composition
Visual Art	An appreciation & practical application of artists and their works
Positive Education	Understanding of self, reflective practices, mindfulness and building character strengths including resilience

Your child's teacher will provide you with a timetable for your reference once school has commenced. This will be a useful tool in developing your child's independence and ability to pack the required items for the day ahead. On the days when Physical Education is scheduled, students wear the PE uniform for the entire day.

Learning at Home

Home learning provides students with an opportunity to reinforce their learning from school and make links with its place in the world. This can take various forms and may include:

- Practising word recognition.
- Sounding out words as reading skills develop.
- Using mathematical logic and reasoning in the home environment.
- Discussing reading.
- Chat about news and current affairs.

As your child's first and most important teacher, there is much you can try at home that will support your child's learning through everyday experiences, such as:

- Have problems they can help solve, like a jigsaw puzzle. These are great ways to tap into their natural problem-solving abilities.
- Do things that interest them—like a hobby or activity they love. For example, if your child likes helping you cook you can introduce maths by getting them to measure the ingredients; science by observing and discussing how the different ingredients mix together.
- Help them find answers or solutions to problems themselves. Show your child how to look things up in a book or on the computer, and find the answers themselves.
- When talking to your child, ask reflective questions like 'how' 'why' or 'what if' as this helps them to think deeply about their responses.
- Repeat things. Most of us can't do something perfectly the first time we try them.
- Remember, your child needs some downtime just like you do. Giving them time to simply be themselves is important.

Eating at School

We encourage students to eat independently when at school, both for their snacks and their lunch.

Sharing of food is prohibited at school, given the array of food allergies and dietary requirements that students may have. Given this, we ask that each child brings with them pre-packed snacks and lunch items each day.

Appropriate lunch items include:

- Sandwiches or wraps, filled with fresh ingredients.
- Fruit, sliced or peeled—this will need to be done independently.
- Snack bars, fruit bars or muesli bars.
- Cut-up vegetables (carrots, celery, cucumber).

With all lunch and snack items, please ensure appropriate utensils are provided to your child. This includes forks and spoons, etc.

Please note that re-heating of food for children is not possible due to hygiene and safety. This is for the wellbeing of your child and the safety of all.

Students are asked to bring their water bottle with them each day. This will minimise interruption to their learning when in need of a drink. Alternatively, water taps are conveniently located around the Junior School Building. Classroom teachers will reiterate these guidelines each day, for the enjoyment of eating at school.

Lunch Orders

In the interest of supporting our families, an on-site canteen service is available to students every Wednesday, Thursday and Friday during the school term. A balanced and health-conscious menu is offered.

Lunch packs are collected from the canteen prior to lunch, and each classroom is equipped with a refrigerator for the students to safely store their packs.

Lunch orders are ordered online via www.myschoolconnect.com.au/thelunchpad and must be submitted prior to 9 am on the day they are required.

You will need to register with MySchool Connect prior to being able to submit a lunch order request, which can be done here: www.scg.vic.edu.au/canteen/. For further information, visit the same website.

Incursions and Excursions

During the year a number of special activities and visitors will be arranged to give the children first-hand experience on topics they are learning about at school. You will be advised in advance of any such activities and asked to sign a Permission Slip giving consent for your child to participate.

Parents' Interest and Involvement

We encourage parental involvement in many aspects of our classroom program, together with class incursions and excursions. Parents are encouraged to become members of the Parents and Friends' Association, who through their activities, provide valuable support to enhance the programs of the school.

We also welcome parent attendance at our morning Assembly, which generally occurs every second week. The Assemblies for each term are communicated via the newsletter.

Birthdays and Celebrations

We like to celebrate birthdays with our students. If you wish, you may send a small gesture to help your child celebrate this special occasion. Items sent in will be distributed to students at the end of the school day. We recommend lollipops or icy poles, as these accommodate any student who may have a food allergy or specific dietary requirements. Be sure to check what may be suitable with your child's classroom teacher.

The handing out of birthday invitations at school can hurt the feelings of children not invited and impact positive relationships amongst peers. Your sensitivity here is greatly appreciated. If all children are invited, invitations can be handed to the Classroom Teacher, who will distribute them. For smaller groups, a postal invitation is considered more appropriate.

Detainment

If you are unavoidably detained, please make every effort to phone the School so that your child can be reassured that you are on the way. The School Reception telephone number is (03) 8363 2000. Where possible, alternate arrangements for pick-up should be communicated to the Classroom Teacher and may be shared via email. If you have not arrived by 3.30 pm, your child will be placed in Outside School Hours Care to ensure their safety and wellbeing.

Illness, Accident and Emergency Contacts

A student who requires any form of medical attention will be given first aid treatment by a First Aid Officer who will, when necessary, make contact with parents. Where medical attention is required the student is provided with an Illness/Injury Parent Notification form.

It is important for our medical records to be completely current. Medical Action Plans should be provided to school at the start of the school academic year and updated prior to their expiry, as per legal requirements.

Parents are asked to take care when providing information on medical conditions and to advise the School as soon as possible of any changes to the medical profile of their son or daughter.

Please note that an emergency contact should always be available.

If medicine needs to be administered at school, the Classroom Teacher should be advised, as well as the Administration. All medication should be signed in and accompanied by the appropriate and completed paperwork, then handed to Reception at the start of the school day. Should your child become ill, you will be contacted to collect your child.

If your child is ill and will not be attending school, please contact the School Office before 9.00 am to advise the school on the first day of absence. This may be done via email or phone, email preferred.

Parents and carers are asked to note that no student who is suffering from any illness, or who has been in recent contact with any infectious disease, may attend school unless prior permission has been given by the Principal.

Students who require prescribed medication to be administered during school time should report to either the Junior School or Middle School Office for instructions regarding the safe administration of the medication.

Absence

Parents are required to telephone the School before 9.00am on the first day of their child's absence. Following a student's absence from school, a note of explanation is required. This can be in the form of a handwritten note or an email to the School (admin@scg.vic.edu.au). Requests for planned student absence during school time should be made in writing, via a formal request to the Principal at least 4 weeks in advance. These may be communicated via email to the address listed above.

If your child will be absent from school for longer than three days, written communication is required and a medical certificate is preferred. Leave from school during term time may occur and written request for this is required to the Principal three weeks in advance of the leave to be taken.

Where possible, please schedule appointments for your child outside of school hours. Interruptions can affect children's continuity in learning, as well as the classroom environment, for both them and their teachers.

Please be reminded that email is the preferred method of communication for the school. As we look to protect our environment and work towards a paperless environment, your assistance in this matter is appreciated. As always, communicating any changes to your child's wellbeing or attendance with their classroom teacher is the first port of call. As we strive to develop the 'whole child', their social connectedness and wellbeing can have an impact on their sense of belonging and appreciation for the curriculum programs we offer at the School.

Reminders for Orientation

Taking some time to prepare for Orientation with your child is useful. They will feel more confident and prepared to take on their day, with your help, of course.

These reminders should assist with preparations:

- Be sure to arrive on time so your child may meet with other children and staff.
- Bring along a water bottle, sunhat and any clothing, ensuring all items are labelled clearly with your child's name.
- Ask questions about activities undertaken when at school as part of Orientation, such as: You might consider what was the most fun activity you did? Did you make something? Who did you play with? These are also questions that may spark conversations at home once school begins.
- Communicate with the school should there be any changes for your child in their life; family, visitors, change of home etc. can have an impact on young minds.

Keeping the Lines of Communication Open

At Southern Cross Grammar, we view communication as an important aspect of creating a safe and harmonious space for children to learn and play.

The School recognises a need for concerns to be dealt with quickly and in a professional manner. To achieve this, we require the support of the community in following the most appropriate channels for addressing and responding to concerns.

We encourage you to:

- Talk to your child's teachers. To achieve the best outcome for your child, we must work as a team. Please contact us to discuss any facet of your child's education.
- Use your teacher's email to communicate logistical details and to arrange for a meeting, if required.
- Appreciate the fact that teachers spend their day in the classroom and actively working with students, so they may not be able to respond immediately to a phone call or email—allow a period of twenty-four hours.
- Try to attend the Parents and Friends' Association meetings and other social functions, so that you may become active members of our school community.
- Read *The Southern Star* newsletter, which is emailed home every Thursday. This contains important information about school events that are relevant to your child.
- Attend special information sessions to find out more about your child's world of learning.
- Refer to the school's website and/or Facebook page for detailed information on timetables, policies and procedures.

Fees and Payments

Term Invoices are issued four times each year. The invoice will be for fees one term in advance. The Term Invoice will include the Tuition Fee and Composite Charge and may also include camps, private instrumental tuition and stationery charges (where applicable). Fees for Private Instrumental Tuition will be charged per semester according to the lessons in which your child is enrolled. Standard lessons are 30 minutes with 16 lessons per semester.

A Late Payment Fee may be applied to all Term Invoices not paid by the due date.

Families experiencing financial difficulties are encouraged to contact the Corporate Services Manager to discuss payment options.

The following payment methods are available to families:

- Direct debit (monthly or fortnightly option available)
- Direct deposit (Bank Account and Reference information will be included on the invoice)
- EFTPOS
- Credit Card (Visa and MasterCard accepted, a 1% surcharge applies)
- Cheque—made payable to Southern Cross Grammar
- Cash—deposits are to be made at the ANZ bank quoting your family ID

Child Care Benefit (CCB)

The Commonwealth Government provides a Child Care Benefit (CCB) for fees paid towards Outside School Hours Care (OSHC) and vacation care. Eligibility and claiming processes can be found on the Australian Government Department of Human Services website and by following the links to Child Care Benefit.

Please note that our Outside of School Hours Care (OSHC) program is operated independently through Camp Australia—more information can be obtained from their website: www.campaustralia.com.au/parents/Index.

School Hours

Start and finish times for Foundation to Year 4 students are as follows:

Homeroom	8:30 am – 8:45 am
1A	8:45 am – 9:25 am
1B	9:25 am – 10:05 am
2A	10:05 am – 10:45 am
Recess	10:45 am – 11:15 am
2B	11:15 am – 11:55 am
3A	11:55 am – 12:35 pm
3B	12:35 pm – 1:15 pm
Lunch	1:15 pm – 2:00 pm
4A	2:00 pm – 2.35 pm
4B	2:35 pm – 3:10 pm

Supervision for Arrival and Departure

Staff are in attendance at the School from 8:00 am until 4:30 pm. The grounds are supervised by staff on a roster basis before school (8:15 am to 8:30 am), at recess and lunch breaks, and also after school (3:05 pm to 3:30 pm).

Students are required to be at school by 8:25 am in readiness for an 8:30 am commencement. Carers are asked to note that early morning supervision of the school grounds does not begin until 8.15 am.

School Reception operates from 8:00 am to 4:30 pm daily.

At the end of the day, students should leave the school as quickly as possible at the conclusion of their last class (with the exception of those involved in special activities). Parents are asked to ensure that travel arrangements are clearly understood by children.

Foundation to Year 6 students who are unsupervised outside the normal school hours of 8:15 am to 3:30 pm (with the exception of those involved in special activities), will for their own safety be placed in Outside School Hours Care (OSHC).

Lost Property

Parents are asked to ensure that all items of clothing are clearly named. Items of lost property which are clearly named will be returned to the student or their Homeroom Teacher at the end of each week.

Unnamed items will be held at the School Office and can be collected at any time. All unclaimed and unnamed uniform items in Lost Property at the end of each term will be provided to the School's Uniform Shop to be sold as near-new second-hand uniform items. Non-uniform items which are not named and not collected by the end of the year will be donated to charity.

Assembly

Assembly is viewed as the opportunity to celebrate success and develop community spirit and understanding, as well as an important opportunity for student performance. They are an important part of School life and involve all staff and students.

Assemblies for the Junior School (F - 4) generally occur every second Friday afternoon in the Junior School Learning Hub. Where there is a whole school Assembly event, a Junior School Assembly will not be held in the same week.

Themes such as friendship, respect for others, resilience and service, and the celebration of student learning, are promoted and shared. Parents, carers and friends are most welcome to attend assemblies, and we ask that any visitors enter via Reception on these occasions.

Pastoral Care

The School places considerable important on caring for each student and working with parents whenever this is necessary.

For normal liaison between home and school, the Homeroom Teacher is responsible for the overall development and care of individual students and for contact with parents. These teachers welcome the opportunity to discuss many matters with students or parents, and, where necessary, will make direct contact with parents.

Additional support is available to students and parents from Specialist Teachers, Head of Student Services, the Head of Junior School, the Head of Teaching and Learning, and the Principal. In special cases, consultants may be engaged.

Reports

Detailed written reports are sent home for all students twice a year, at the end of Term 2 and Term 4. In addition, Progress Reports are distributed at the end of Term 1 and Term 3 to students.

Feedback is considered an important and integral component of a child's learning. As such, meetings with Homeroom teachers and specialist teachers are offered several times throughout the year. These opportunities allow for specific discussion about an individual's learning and development.

Outside School Hours Care

To help busy parents manage family and work commitments, an Outside Hours School Care (OSHC) program is available at Southern Cross Grammar. Students from Foundation to Year 6 are welcome to attend. This is operated in the Junior School building by Camp Australia. The program runs each school day from 6:30 am to 8:30 am, and 3:00 pm to 6:30 pm.

Children enjoy a variety of activities including cooking, art, craft, games, drama, dance and indoor and outdoor play, both structured and unstructured. Home learning activities can be supervised if required.

There is open, supervised access to all facilities, including the Junior School Learning Resource Centre (Library), computers, playground and sports field.

Any student from Foundation to Year 6 who arrives at school prior to 8:15 am must attend OSHC. Those students who are not collected from school by 3:30 pm will, for their own safety, be placed in the Outside School Hours Care program.

To attend Outside School Hours Care (OSHC) your child must be enrolled. All queries regarding enrolment and fees need to be referred to Camp Australia. Their contact phone number is 1300 105 343, their email is: oshc@campaustralia.com.au, and their website is www.campastralia.com.au/.

Parents and Friends' Association

The Parents and Friends' Association seeks to encourage a strong school community and, as a consequence of its activities, a positive school experience for our students and their families. Southern Cross Grammar does not require parents and carers to volunteer to assist in the upkeep and maintenance of the School. We do, however, encourage our families to participate in School activities and events wherever possible, as this contributes to the emotional health of the School.

As the School continues to grow, the Association will become an important conduit for the communication of issues and ideas. The Association's focus will remain community and service-based; supporting the School and the range of activities on offer. Opportunities to present other concerns will be provided in the form of Coffee Mornings with the Principal and the Head of the Junior/Middle/Senior School.

A representative of the Executive Team attends Association meetings to provide the group with an update on School activities, strategic planning and objectives set by the School's Board of Directors. When they are unable to attend, a written update is provided.

The Association meets on a monthly basis to plan their activities and set objectives. Meeting dates and times are published in advance in the School's term calendar.