



Guildford Grammar School

FOUNDED 1896



Handbook

Preparatory School

2023

Welcome

The Guildford Grammar Preparatory School Handbook is compiled for the benefit of the Preparatory School community, and is designed to be an overview of the life, work and organisation of the Preparatory School.

This PDF is interactive – you can click or tap to navigate the contents pages, in addition to accessing websites and downloads throughout the document.

Term Dates 2023

Term 1: Begins (Years K-12) Monday 30 January
Ends Thursday 6 April
(Mid-Term break: Friday 3 March – Monday 6 March inclusive)

Term 2: Begins Wednesday 26 April
Ends Friday 30 June
(Mid-Term break: Friday 2 June – Monday 5 June inclusive)

Term 3: Begins Monday 24 July
Ends Friday 22 September
(Mid-Term break: Friday 18 August – Monday 21 August)

Term 4: Begins (Years K-11) Monday 9 October
(Year 12) Tuesday 10 October
Ends Tuesday 5 December

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A photograph of two young boys in school uniforms kneeling on the ground, planting a small green fern. The boy in the foreground is looking down at the plant with concentration. The boy behind him is also focused on the task. The background is slightly blurred, showing other students in the distance. A dark blue diagonal overlay covers the left side of the image, containing white text.

OUR SCHOOL PURPOSE

Inspiring students to achieve personal excellence and be outstanding citizens who work to create a just, loving and peaceful society.



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Welcome to the Preparatory School

At Guildford Grammar Preparatory School, our focus is on the child ... your child. Children come into the School from a wide variety of backgrounds, each with natural gifts and curiosity and a desire to learn. We love this as it adds to our dynamic, engaging learning community of staff and students. We want to help them grow intellectually, physically, socially and emotionally.

Guildford Grammar Preparatory School children are a treasured and integral part of our whole school community. We all work to create a warm, joyful atmosphere that fosters a sense of deep connectedness, of belonging, of core shared values and, most importantly, of the individual and their uniqueness. There are no typical Preparatory School students – they are unique individuals who develop skills, competencies and growth in a collective, nurturing environment. We work hard and we have fun and along the way we cherish creativity, imagination, rigour and wonder.

As the leader of the Preparatory School I believe deeply in the positive, affirming relationships that are built between students, parents and staff. We work together in partnership to get the most out of this incredible experience. We love what we do, educating our future. Please use the information enclosed in this Handbook as a guide, and never hesitate to come in for a chat if you have any questions. Your children definitely come in for a chat, a story or for some advice. That's what makes this Preparatory School so incredibly special.



We trust that the transition to our school is smooth and successful for you and your child. This Handbook contains some of the important information you will need during your time here.

You will find much of the information in this guide and more on the Guildford Grammar School website at: www.ggs.wa.edu.au

We hope that your journey is an enjoyable and memorable time for you and your child and that this continues throughout all their school years.

Dr Holly Miller

Head of Preparatory School

Our Purpose

Inspiring students to achieve personal excellence and to be outstanding citizens who work to create a just, loving and peaceful society.

Our Vision

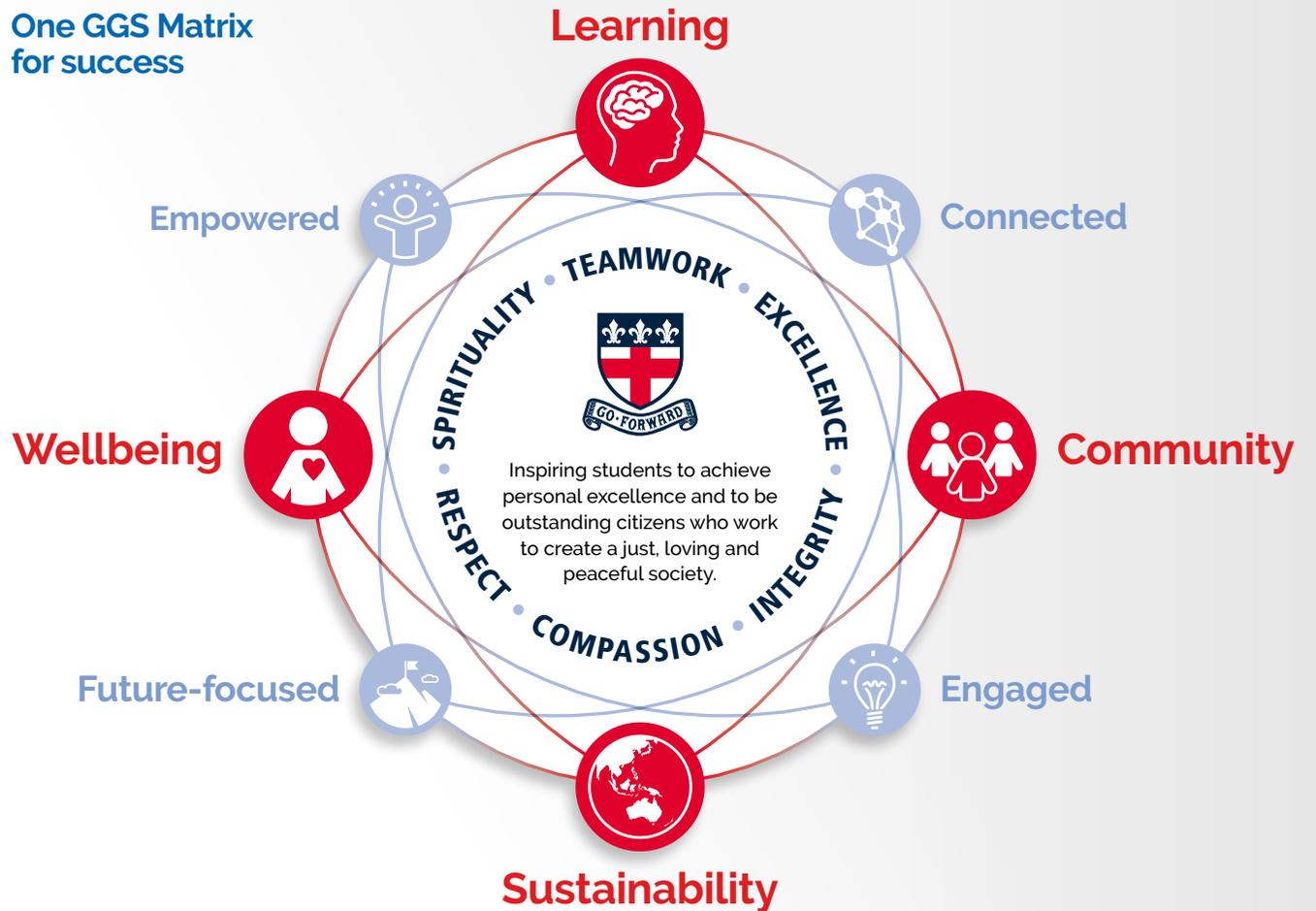
Empowering stories of purpose, connection and joy.

Our Values

At Guildford Grammar School students and staff are guided by the following interlinked values:

- Excellence
- Respect
- Integrity
- Spirituality
- Teamwork
- Compassion

One GGS Matrix for success



Student Wellbeing

At Guildford Grammar School, we prioritise wellbeing and strive for students to be connected, empowered, engaged and future focused. Our learning community promotes student wellbeing, safety and positive relationships so that students can achieve personal excellence. All members of our community play an active role in building a culture of wellbeing where student voice, diversity and inclusiveness are highly valued.

Research shows that initiatives to promote the positive development of wellbeing have a significant impact on engagement, academic achievement and success and satisfaction throughout life. The development of social and emotional skills is explicitly taught through research-based programs. The strategies and language taught are embedded throughout our classroom and co-curricular programs.

Our students participate in a wide range of wellbeing initiatives which include:

- **Zones of Regulation:** We understand that it is important for all students to learn how to identify their feelings and be able to talk about how they feel. To help give students a voice we talk about the zones of regulation to describe our emotions, and how to manage them.
- **Friendology:** The U R Strong Friendology program is an internationally renowned program that teaches a common language of friendship and helps students

develop healthy friendship skills.

- **Protective Behaviours:** All students are taught explicit concepts from the Holding Hands protective behaviours program. This program aims to develop problem solving skills and assertiveness in students, supporting them to know when something isn't right and empowering students to act. The key messages are reinforced through the program and other initiatives linked to our Child Wise certification.
 - **We all have the right to feel safe at all times.**
 - **We can talk with someone about anything no matter what it is.**
- **Buddy Program:** Our Buddy Program pairs younger and older students together, which helps to develop strong bonds and a sense of belonging. It also enables our older students to develop their communication and leadership skills.
- **Mindfulness:** Mindfulness helps to reduce worries, anxiety and distress, regulate emotions and increase concentration and productivity.
- **Student Goal Setting:** Students are encouraged to set their own goals. This helps to give them a clear focus and direction as well as motivating them to acquire new knowledge and skills. Once goals are attained, a sense of personal satisfaction is also achieved.





Chapel

Guildford Grammar School is an Anglican School which is theologically inclusive, liberal and orthodox; as such worship and the teaching of Religion, Philosophy & Ethics are central to its purpose. The School welcomes students from all or no religious backgrounds; however, all students are required to attend Chapel and classes in Religion, Philosophy & Ethics.

The School is blessed with a magnificent Chapel, dedicated to St Mary and St George. The Chapel was consecrated on the Feast of the Annunciation of the Blessed Virgin Mary (Lady Day), 25th March, 1914. Each year the School community remembers its Founders and Benefactors and the significance of the day with its 'Lady Day' celebrations, which include services for all students in the Chapel. While the Chapel is located near the Senior School, it is very much the Chapel of the whole School and to that end Preparatory School services are held there regularly. Eucharists for Year 3-6 take place in the Chapel each term while students from Kindergarten to Year 2 have a service there once a semester.

Most Preparatory School Chapel services take place in Priestley Hall every second Friday. At the services, the School Chaplain, is assisted by a Chapel team of Year 5 and 6 students.

Singing of hymns and spiritual songs is important in the School's worship and each Tuesday students gather for congregational singing ('Congo'), where they learn a wide range of hymnody and songs which adds to the quality of our worship.

Baptisms can be arranged for students at the School. Arrangements can be made for any student completing the 'Going to the Lord's Supper' course to be liturgically welcomed to Holy Communion, at an appropriate School service. Normally, such ministrations take place in the context of the broader School's Community Eucharists over any weekend during term time.

The Chaplain is responsible for the spiritual life of the School, which includes Chapel Services, the various ministrations of the Church and the teaching of Religion, and Philosophy and Ethics. He is available as a spiritual counsellor for all members of the School community.

Teaching and Learning

Early Learning to Year 2

Shared Vision Statement:

At Guildford Grammar School, we celebrate the whole child as a unique individual. We are passionate about creating purposeful learning environments where respect and empathy are embedded. Children are encouraged to be creative thinkers and empowered learners, who embrace challenges through positive, hands-on experiences. Using developmentally appropriate practices, we strive to inspire curiosity, wonder and discovery.

The early years of education are unique, exciting and important. We aim to provide the very best in all aspects of each child's wellbeing, learning and development at every available opportunity. We value the importance of constructing the right environment that will complement and support our shared vision of educating children. We recognise that creativity and cognitive action, relationships and movement support the developing brain, and ensure that these are evident. Our staff are caring and experienced professionals, who are committed to working collaboratively and reflect regularly to refine best practice.

Guided by the Western Australian Curriculum and Kindergarten Guidelines, alongside the Principles and Practices of the Early Years Learning Framework, our

learning programs are designed to trigger curiosity and encourage children to ask "why?" We value and support a Play and Inquiry Based approach to learning which encourages and supports the children to explore materials and learning centres, ask questions, share ideas and discover. The outdoor environment plays a major role in our learning program. Weekly Outdoor Adventures for all classes, exploring our beautiful campus, supports integrated and rich learning to transition naturally from indoors to out.

We place a strong emphasis on the explicit and intentional teaching of fundamental early literacy and numeracy skills. Researched concepts are put into practice and delivered to students in a developmentally appropriate way.

We aim to combine our practices in a balanced way, to support the growth of valuable learning assets and enable each child to become strong, capable learners, who know what to do when they don't know.

We strive for all our Early Learners to be:

- *Curious Adventurers*
- *Active Discoverers*
- *Skillful Thinkers*
- *Competent Communicators*
- *Independent Reflectors*
- *Respectful Relators*
- *Persistent Contributors*



Senior Primary Year 3-6

Shared Vision Statement:

Through collaboration, the Year 3-6 team support each other to establish a differentiated educational experience for our students. We create meaningful and authentic learning experiences to foster inquiry, curiosity and inspire a love of learning. We are committed to the growth and development of the whole child, encouraging student agency.

In the Senior Primary we are guided by, but not limited to, the Western Australian curriculum in English, Mathematics, Science, Humanities and Social Sciences, Technologies, Health and Physical Education, Language (Chinese) as well as The Arts (both Music and Visual Art).

We also place value on the Six Cs of Deep Learning – Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking. These learner assets take the curriculum beyond simply knowing content, to deeper levels of understanding, enabling students to make connections with the world around us.

Learning in the Senior Primary follows on and further develops the inquiry learning of the Junior Years and supports the co-construction of knowledge and the development of critical and creative thinking skills, ethical and intercultural understanding and personal and social capability. Our approach to learning has us as inquirers at the core of everything we do.

We care about our students' engagement with their learning and know that a rigorous environment where students are inspired and challenged at their own level will ensure personal growth. We aim for students to take action to positively impact their learning and set them on a course as lifelong learners. In order to do this, we make use of our purpose built Preparatory School and the magnificent environment in which it is set.



Inclusive Education

At Guildford Grammar School, we value inclusive education and believe that all students should be provided with individualised learning opportunities to achieve personal excellence. We know and understand our students' individual profiles and learning preferences, so that we can provide programs that challenge and inspire them in their learning.

Our educators differentiate their programs and instruction to meet the needs of all students. In addition to classroom level differentiation, we offer a range of research-based interventions that provide students who experience difficulty with their learning skill-based support to develop key literacy and numeracy skills. These programs are run by a team of dedicated and experienced specialist teachers and education assistants.

Our STRETCH program celebrates the gifts, talents and passions of our students. Specialist staff work with teachers, parents and students to develop and implement differentiated programs that challenge, extend and inspire personalised learning in and outside of the classroom. Additionally, students are given opportunities to take part in a range of academic competitions and co-curricular programs such as Australian Mathematics Competition, da Vinci Decathlon, Maths Olympiads and International Competitions and Assessments for Schools (ICAS).





Parent Groups

The main parent body of the School is the Parents and Friends' Society which holds regular meetings to which parents are cordially invited. Subsidiary bodies exist to help particular areas of the School. Details of these groups can be found on the School website.

The Friends of the Preparatory School (FOPS) is the auxiliary body concerned with the Preparatory School. FOPS provides opportunities for parents to meet and integrate into the school community. Details of meetings and events are advertised in the The Bulletin (the weekly newsletter). It is hoped that all parents will join in the activities of FOPS as this way everyone can share in the life of Guildford Grammar School.

Each class has one or two parents who volunteer their time to be Liaison Parents (LP). Liaison Parents are a very valued group of people within the School.

A significant role of a Liaison Parent is to assist new families in their transition into the Guildford Grammar Preparatory School community. The Liaison Parent may also arrange social functions for parents. New families will find Liaison Parents a great source of information and support.



Communication and Preparation

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Guildford Grammar School Contact Details

Preparatory School:

Administration

- **Reception**

Tel (08) 9377 9296 (8.30am - 4.30pm)

Please call Preparatory Reception if:

- Your child is away from school or going to be late.
- If you have a query or concern (you will be directed to the relevant staff member).
- You want to contact a teacher.

- **Absentee Line**

Tel (08) 9377 2550

prep.absentees@ggs.wa.edu.au

- **Head of Preparatory School
Dr Holly Miller**

via: **PA Mrs Lynda Humphreys**

Tel (08) 9377 9293

lynda.humphreys@ggs.wa.edu.au

- **Deputy Head of Preparatory School
Mr David Taylor**

Tel (08) 9377 9295

- **Sport Administrator
Mr Cam Knapton**

sports@ggs.wa.edu.au

- **Head of Junior Primary
Ms Ashleigh Liggett**
Tel (08) 9377 9296

- **Head of Senior Primary
Mrs Deanna Graber**
Tel (08) 9377 9296

Out of School Hours Care

- **Out of School Care Coordinator
Mrs Krystyna Loija**
Tel (08) 9377 9290

Music

- **Administration Officer Music and Arts
Mrs Kaye Timms**
Tel (08) 9377 9280

Clothing Shop

- **Clothing Shop Manager
Mrs Alison Tucker**
Tel (08) 9377 9209

Medical

- **Nurse Manager
Sister Vicki Bellinge**
Tel (08) 9377 9211

Whole of School, Senior School and other contacts:

- **Admissions (Enrolment Enquiries)
Head of Admissions**
Tel (08) 9377 9222
registrar@ggs.wa.edu.au

- **Whole of School Reception**
Tel (08) 9377 9222

- **Senior School Reception**
Tel (08) 9377 8567 (8.00 am - 5.00 pm*)
* In holiday periods, the Senior School switchboard operates from 8.30 am to 4.30 pm.

- **Principal's Office
Mr Peter Allen**
via: **EA Mrs Amber Harvey**
Tel (08) 9377 9248
amber.harvey@ggs.wa.edu.au

Bus Services

For comprehensive information on the School's bus services please visit our website at:

www.ggs.wa.edu.au/Our-School/Bus-Services

How we communicate

Effective and open communication between school and home strengthens our community and supports student engagement and learning. Communication between parents, students and teaching staff is vital to students' wellbeing and success at Guildford Grammar School. All teachers value our parents' knowledge and views. Teachers are always keen to discuss any matter concerning students in their care. We regularly review our communication practices and appreciate feedback from parents to help us better serve our community.

Regular forms of communication are listed below:

- **GGS Bulletin** – includes Senior and Preparatory School news, sent to families each Thursday
- **GGS website** – school calendar
- **Seesaw** – Early Learning-Year 6
- **Classroom teacher updates**
- **Parent interviews** – scheduled for Term 1 and Term 3

You can communicate with your child's teacher via email and phone, as well as through scheduled face-to-face meetings.

Teacher and parent communication

Purpose	Method
Reporting and work samples	End-of-semester reports will be sent to parents. Teachers use Seesaw as an online portfolio, to provide continuous reporting of student learning progress. Throughout the year, this will include assessments and work examples. Work will also be displayed in the classroom.
Parent interviews	Interviews are arranged during the last two weeks of Term 1 and Term 3. However, additional meetings can be arranged at any time during the year, by speaking to teachers to organise a mutually convenient date and time, or by emailing the class teacher.
Early Learning	In Kindergarten and Pre-Primary, teachers communicate frequently with parents. SeeSaw and email is also used regularly for updates and sharing of information about classroom events.

Updating Personal Details

Please ensure you contact Preparatory Administration on (08) 9377 9296 or email preparatory.admin@ggs.wa.edu.au to update any changes to your personal contact details, including residential and postal addresses; home or work phone numbers; mobile numbers; or email addresses. We

especially encourage you to keep your email addresses and mobile phone numbers updated, as important correspondence is often sent in these formats. Changes to personal details must be advised directly to the School.

Emergency and Evacuation Procedures

Each classroom displays a procedure poster, along with maps of emergency muster points. Many staff members at Guildford Grammar School hold a current Senior First Aid certificate. Practice drills are conducted each year. The School also has a highly developed Critical Management Plan in the unlikely event of an emergency or disaster.

During an evacuation, students and staff will proceed in an orderly fashion to the emergency muster points. A roll call will immediately follow.

During a lockdown, all students and staff will enter the nearest building and lock all doors and windows, turning off lights and closing blinds. They will remain quietly in the building until the lockdown siren ceases. During lockdown, entry into and from the School may be closed by authorities. Please be aware that you may be refused entry during a lockdown, and we ask that you obey authorities in this matter. Once lockdown ceases, students and staff will proceed to emergency muster points where a roll call will immediately follow.

In the event of an emergency, the School will send a brief SMS to all parent mobile phone numbers on record, which will include the date and time. This message will be followed up by email communications. Please ensure that your mobile phone numbers and email addresses are kept up to date with the School so that you may receive these communications.

Should there be the need to use this system, please be aware that the School will communicate as much information as possible at the time. We may sometimes be constrained

by events or the authorities in the information we are able to release. This system has been put in place to keep our parents informed; please avoid calling the School to allow our phone lines to remain free for emergency communication.

Our priority at all times is the welfare and safety of our students and staff.

General communication

Our policy is that children will always have access to a school phone, should they need to contact their parents during the day. Mobile devices, if brought to school, are not to be used during the day and should be handed to teachers in the morning when students arrive at school. The School does not accept responsibility for the loss or damage of mobile phones or devices.

In the event of an emergency where parents contact the School, every endeavour will be made to contact the classroom teacher and the student.

Absentees

Parents are asked to contact the Preparatory School Absentee Line before 8.30am if their child is sick:

Telephone: **(08) 9377 8550** (message only)

Email: prep.absentees@ggs.wa.edu.au

The Absentee line and email are available 24-hours a day.

For urgent messages during the day, please call Preparatory Administration on (08) 9377 9296.

Emergencies and Illness

What procedures will be followed if my child becomes unwell at school?

When a teacher is concerned or a child reports that he/she is unwell at school, the class teacher or staff member on duty will contact the School Nurse who will assess the situation and contact parents if necessary.

What procedures will be followed if my child has an accident at school?

If a child has a significant accident or injury at school, they will be cared for by our qualified first aid team or nursing staff. Parents will be contacted immediately.

Medication

All medication is to be left with the School Nurse who will administer it. A form explaining details of medication and administering is to be completed and can be found in the Preparatory Administration. Medication must be in its original packaging.

Wearing the Uniform

At Guildford Grammar School, students wear their uniform with pride. Please review the [Uniform Guidelines](#) for details of our formal uniform requirements.

Kindergarten – Year 2 Uniforms

All students in Kindergarten-Year 2 will wear the sport and active uniform which allows them to learn, work and play in developmentally appropriate clothing.

Year 3-6 Uniform

- Students in Year 3 - 6 transition to the formal uniform with blazers required on Fridays during Term 2 and 3, and for formal events. Blazers are also required for Lady Day which takes place towards the end of March.
- Only Guildford Grammar School backpacks and sports bags are to be used by the students.
- All students are expected to have neat, tidy and clean hair. Students may not have hair falling over their eyes, ears or collar. Extremes of hair styles and hair colour are not accepted. Where hair is long enough, students are expected to tie it back. Hair ties or clips should be either neutral, navy or white. Colourful clips are not to be worn, but navy and/or white ribbons can be worn.

- Except for wrist watches, medical alerts bracelets or culturally approved items no other jewellery is to be worn to school. However, students may wear small, discreet studs or sleepers.
- School bathers are required when swimming for Year 1-6.
- Students from Kindergarten–Pre-Primary are not required to wear the school bathers for swimming lessons or the swimming carnival.
- Students are encouraged to carry sunscreen in their sports bags; Sunscreen is also available in classes, PE office, Medical Centre, and the pool. Summer sports staff and coaches carry sunscreen in their kits.

Above all, please ensure all uniform items are clearly labelled. All uniform and sports gear is to be carried in the Guildford sports bag (Year 1-6) or sports kit bag, available at the Clothing Shop.

For a comprehensive guide on correct school attire, please call the **Clothing Shop** on (08) 9377 9209 or pop in and talk to our friendly staff.

Clothing Shop

The **Guildford Grammar School Clothing Shop** is located at the **rear of the Bursar's Office at 11 Terrace Road, Guildford**. The Clothing Shop stocks the complete range of Guildford Grammar School uniform requirements (except shoes), both new and a good range of second hand clothing are available.

- All new students and families to Guildford Grammar School are invited to make an initial appointment to be fitted with their uniform requirements. These can be booked by:
 - visiting the Clothing Shop on Step Up Day
 - email: alison.tucker@ggs.wa.edu.au
 - calling the Clothing Shop on (08) 9377 9209.
- Payment can be made by cash, cheque, EFTPOS; all major credit cards are accepted. Woven tapes, recommended for marking your child's name on all articles of clothing, are also available at the Clothing Shop.
- We do not stock school or sports shoes.

General Opening Hours

	Mornings	Afternoon
Monday	7.45am - 9.00am	2.00pm - 5.30pm
Tuesday	7.45am - 9.00am	12.30pm - 4.00pm
Wednesday	<i>Closed</i>	<i>Closed</i>
Thursday	7.45am - 9.00am	12.30pm - 4.00pm
Friday	7.45am - 10.00am	<i>Closed</i>

Please note the Clothing Shop is closed over the mid-term breaks.

The Guildford Grammar Preparatory School Uniform



Kindergarten-Year 2
Winter and Summer Options



Year 3-6
Winter and Summer Options

Frequently Asked Questions

Assemblies

Children from Pre-Primary to Year 6 participate in assemblies at 8.25am every second Friday morning in Priestley Hall throughout each term.

Assemblies provide the opportunity to celebrate special achievements, showcase talented musicians, see performances by students and hear guest speakers. Commendation certificates are presented at Assembly. Parents are always welcome to attend.

Do we have student leaders?

A range of leadership positions are offered in the Preparatory School. These leadership positions are for students in Year 6. The aim of the Leadership Program is to encourage and develop personal responsibility and service for others. School leaders are expected to act as role models for the younger students. Qualities of leadership are encouraged and enacted in all year levels.

Leadership opportunities exist for:

- Preparatory School Captains and Preparatory School Vice-Captains
- Quarter Captains and Vice-Captains
- Student Councillors

- Chapel Captain and Assistants (Year 5 and 6)
- Specialist Captains and Monitors.

What is the purpose of Prize Giving?

The annual Prize Giving evening is a compulsory event for students from Year 1 to Year 6. Prize Giving is an opportunity to recognise the achievements of our students. This event is the last formal opportunity for the School to gather as a community and is a fitting celebration for the end of the academic year.

Celebrations and Birthdays

At Guildford Grammar Preparatory School, we enjoy celebrating birthdays and special occasions with your child.

- You are welcome to bring in a small treat or cupcakes to share if desired.
- Birthday invitations are not to be handed out at school unless the entire class is invited. We ask for the same courtesy to be extended when Easter eggs or Christmas cards or treats are distributed.





Our Day

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The Preparatory School

Monday – Friday

Session	Start	Duration
Tuesday Before School Sport (Year 4-6)	7.40am	60 min
Classroom open	8.15am	
Period A	8.25am	40 min
Period 1	9.05am	52 min
Period 2	10.00am	52 min
<i>Recess</i>	10.52am	23 min
Period 3	11.5am	55 min
Period 4	12.07pm	52 min
<i>Lunch</i>	1.00pm	45 min
Period 5	1.45pm	45 min
Period 6	2.30pm	40 min
End of Day (Kindy-PP)	3.00pm	
End of Day (Year 1-6)	3.10pm	
Tuesday (Year 4-6)	3.30pm	

Thursday: Year 5-6 on Sport Days

Session	Start	Duration
Classroom open	8.15am	
Period A	8.25am	35 min
Period 1	9.05am	55 min
Period 2	10.00am	52 min
<i>Recess</i>	10.52pm	23 min
Period 3	11.5am	52 min
<i>Lunch and Travel</i>	12.07am	53 min
Sport Competition	1.00pm	130 min
End of Day (Year 5-6)	3.10pm	

Class commencement times

- **Little Explorers** 8.30am – 2.45pm
- **Kindy and Pre-Primary** 8.15am – 3.00pm
- **Year 1-6** 8.15am – 3.10pm



Student Drop Off and Pick Up

Parents are requested to use the designated parking and drop off zones around the School and adhere to all parking restrictions, one way roads and speed limits. Parents are asked not to park in the kiss and drop areas and leave their cars unattended.

Arrival time for students is no earlier than 8.00am, unless they are signed up for a before school co-curricular group or attending Out of School Hours Care (OSHC). It is important that all parents are aware that there is no supervision by the duty teachers until 8.00am. Families who need their children to arrive earlier than 8.00am should take advantage of our Before School Care facility.

Children in Little Explorers, Kindy and Pre-Primary are to be accompanied at all times to and from their classrooms by their parents or guardians.

If you are running late for pick-up, please call reception on (08) 9377 9296 and we will ensure your child's teacher is informed. Should a child not be collected by 3.45pm, to ensure duty of care they will be signed into OSHC and charges will apply.

After-school supervision occurs from 3.10pm – 3.40pm by the designated waiting area at Kiss and Drop. This ensures students are collected by parents in an efficient and timely manner, thus improving traffic flow in the Preparatory School. Students may use the oval after school only under parent supervision, provided it is not being used for any other co-curricular activity.

Student Supervision

The School provides general supervision (staff on duty) and accepts responsibility for students from 8.00am to 3.40pm only on weekdays (4.30pm on sports training days). Outside these hours, supervision of students and responsibility for them is related to specific sporting or extra-curricular activities and the students officially involved in them. If for any reason you are late and unable to collect your child, they are instructed to go to Out of School Care, where the standard Out of School Care fees (refer to page 33) will apply.

Crunch and Sip, Recess and Lunch

- Healthy food and water are an essential requirement for student wellbeing.
- We encourage all students to bring fruit or vegetables each day to have at a Crunch and Sip break in the morning.
- We encourage students to keep well hydrated with water throughout the day. Each child should bring a named reusable water bottle to school each day.

Allergy aware policy

Rationale

Allergies are very common and increasing in Australia and New Zealand, affecting around 1 in 5 people at some time in their lives. There are many different causes of allergy and symptoms vary from mild to potentially life threatening. Allergy is also one of the major factors associated with the cause and persistence of asthma. Effective prevention and treatment options are available for most allergies. In most schools some children are anaphylactic. We are committed to providing a safe and healthy environment for students. We have adopted an allergy awareness policy to protect students who have mild to severe allergies (anaphylaxis). While 'banning' particular foods and declaring schools to be 'nutfree' is not recommended by Australian Society of Clinical Immunology and Allergies (ASCI) as it is not possible to guarantee such positions, it is recommended that schools develop strategies to promote allergy awareness.

Scope

- To provide, as far as practicable, a safe and supportive environment in which students at risk of allergy or possible anaphylaxis can participate equally in all aspects of the student's schooling.
- To raise awareness about allergies and anaphylaxis in the School community.



- To engage with parents/carers of each student at risk of anaphylaxis to assess risks and the development of risk minimisation strategies for the student.
- To ensure that staff have knowledge about allergies, anaphylaxis and the School's guidelines and procedures within this policy in responding to an anaphylactic reaction.

Background

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. It occurs when a person is exposed to an allergen (such as a food or insect bite). Although death is rare, an anaphylactic reaction always requires an emergency response. Prompt treatment with an EpiPen is required to halt progression and can be lifesaving.

Anaphylactic reactions are usually preventable by implementing strategies for avoiding allergens.

Common allergens for anaphylaxis are:

- foods (e.g. peanuts and tree nuts, shellfish, fish, milk, egg, sesame and soy)
- insect bites (e.g. bee, wasp, jumper ants)
- medications (e.g. antibiotics,)
- latex (e.g. rubber gloves, balloons, swimming caps)

The severity of an allergic reaction is influenced by a number of factors, such as exercise, hot weather and in the case of food allergens, the amount eaten. In the case of severe food allergies:

All students need to be aware that they must eat only from their own lunchbox and not share food.

- Students must understand the importance of washing hands before and after eating.
- Parents must inform Enrolments through the enrolment process or at the time of diagnosis of their child's allergies, and arrange a meeting with the School Nurse.

Café

The Preparatory School Café delivers a delicious menu that strikes a balance between flavour and good nutrition. Every attempt is made to give the students options that are low in sodium, low in fat, have a low Glycemic Index and provide the fuel every growing body needs to get through the day. The Preparatory School Café menu is available online at the Flexischools website www.flexischools.com.au.

Guildford Grammar School Student Cards

All students from Kindergarten to Year 6 are issued with GGS cards within two weeks of commencing at the School or when they turn 4 years old. The card can also be pre-loaded with credit for use in the School Café, via the Flexischools website. For further information regarding the GGS card or to set up your Flexischools account please visit: www.flexischools.com.au. You can also download the Flexischools app.

Please note: the BPAY details printed on the Smartrider side of the card are for the SmartRider account only. Funds credited to this account cannot be used at the School Café.

Flexischools

Guildford Grammar School uses the Flexischools payment system, providing a cashless way to pay for school services and to make interactions with the School more convenient.



Currently the system allows parents to place online orders for the Café from home, work or school anytime via the Flexischools App. Setting up an account for online ordering or card payments is done by registering at www.flexischools.com.au.

Once registered, parents can pre-load the account with funds. Students can make purchases at the Café by swiping their card at the cash register. Parents can view the purchases and set daily spending limits on the student card. For more information on the Flexischools payment system please visit the website.

Online Café Ordering

Breakfast orders can be submitted the previous day by 4:00pm via Flexischools (www.flexischools.com.au). Recess and lunch orders can be submitted online via Flexischools (www.flexischools.com.au) by 9.00am daily, or ordered up to a week in advance. Orders will be delivered to the student's classroom.

Kindergarten and Pre-Primary students can have an account set up and administered by their parents via the Flexischools website. Students in Year 1 to 6 are able to carry their own physical GGS card, which will debit their 'account' when scanned at the time of purchase (recess and additional purchases during lunch time - lunch orders will still need to be placed before 9.00am). Both the virtual and physical cards are known at the School as GGS cards.

Orders via the online system are highly encouraged and recommended. Should you not get an order in on time, it can be written on a lunch bag, with the correct money inside, and taken to the Café. Parents are always welcome in the Café. Please contact the Café Manager with any queries.

Mr Arran Warren

(08) 9377 9239

arran.warren@ggs.wa.edu.au

GGGS Sun Protection Policy

This policy has been adopted to ensure that all staff and students are protected from skin damage caused by exposure to the sun. It applies everyday throughout the school year both on and off the school campus.

Throughout the year, students and staff will be encouraged to protect themselves from harmful UV sun rays in the following ways:

1. Responsible and Proactive Behaviour

- Students are required to wear the correct GGS wide brimmed hat whenever they are outdoors. The Clothing Shop provides students and staff with the opportunity to purchase hats with a 50+UV index rating.
- A 'No Hat- No Play' statement is widely published, articulated and enforced by staff.
- Students without hats are directed to a designated shaded area.
- Students are educated to wear sunscreen prior to arriving at school in the morning, and to reapply at recess and lunchtime.
- Students are encouraged to take responsibility for applying their own sunscreen which they keep in their school bags.

- Sunscreen is provided for all classrooms and for all outdoor events. Regular reminders are issued by staff to students. Staff are unable to apply sunscreen for any child.
- Students can wear sunglasses to protect their eyes from harmful UV radiation while participating in outdoor activities (when safe and practical to do so). Fashion sunglasses with no UV rating are not acceptable. Sunglasses may be worn to and from the school or when outside in the school grounds.

2. Curriculum and Student Education

- Sun protection and skin cancer prevention programs are incorporated into the curriculum at each year level throughout the health strand, 'Personal, Social and Community Health'.
- Teacher reference materials and resources are provided to support sun protection strategies.

3. Environment

- Whenever possible, Priestley Hall or shade is used to counter peak UV index times when Physical Education lessons occur.
- Shade is erected for both parents and students at outdoor carnivals and events when required.

4. Evaluation

We review the effectiveness of this policy each year in terms of:

- Student/staff adherence to SunSmart behaviour
- Regular assessment of shade
- Reflection, evaluation and updating of curriculum materials and activities relevant to SunSmart education.

No Hat, No Play

The Preparatory School requires all children to wear a wide brimmed hat while outdoors. Application of sunscreen during the hot months is recommended. Sunscreen is available in all classes, and at all club and sporting activities.

Lost Property

It is imperative that you label all items of clothing your child brings to school, including bags and shoes. Identification makes it much easier to track lost articles of clothing.

Preparatory School lost property is placed in a large container in the foyer of Joobaitch Wing. Unnamed items remain until the end of term when they are placed on display to be claimed.



Out of School Hours Care (OSHC)

The Out of School Hours Care Centre is a great venue for social interaction, to do homework, to relax or to acquire new talents and friends.

Catering for children aged 3 to 12 years, the service is open:

- **Before School Care (BSC)** 7.00am – 8.50am
- **After School Care (ASC)** 3.00pm – 6.00pm
- **Vacation Care or Student Free Days** 7.00am – 6.00pm

Children can attend clubs and swimming lessons provided by the School and are provided with nutritious meals at each end of the day.

The Centre has a strong philosophy which encapsulates Guildford Grammar School's core values as well as embracing the *My Time Our Place* curriculum and Out of School Hours Care Framework.

- In our place, every child is encouraged to develop to their full potential.
- We have a safe, supportive and caring environment.
- Our children, families and staff are equal and valued.
- Our children and parents are encouraged to share in and participate in the decision making for all.
- We value each other, our environment and the community that is our School and our local area.
- Our management supports and promotes continuous improvement and a great working environment.

The Centre is staffed by a qualified coordinator supported by both permanent and casual staff who are all experienced and relevantly qualified in the education and care of children. There are always staff on hand who are trained to provide first aid in an education and care setting which incorporates anaphylaxis and asthma response as well as diabetes and safe food handling training. The management team are also able to administer prescribed medication should it be required.

QikKids is the software package used by Guildford Grammar School to store family/student data and attendance for Centrelink. With regards to the subsidy, families need to communicate directly with Centrelink to check eligibility. This can be done online via your MyGov account or by phoning 136 150.

For all enquiries, please contact:

**Out of School Hours Care
Centre Coordinator
(08) 9377 9290
outofschoolhourscore@ggs.wa.edu.au**



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Library

The Preparatory School Library is known as the Hamersley Resource Centre, and was named in honour of Mrs Judy Hamersley, the eldest grandchild of the School's founder, Mr Charles Harper. It provides a warm and welcoming learning environment for the whole Preparatory School community between 8.15am and 3.30pm.

The Library houses approximately 25,000 resources including fiction, non-fiction, reference and audio visual materials. Library staff guide and assist students to search the online library catalogue and databases for resources, and an interactive white board complements the learning experience.

Many special events and exciting activities are held in the Library throughout the year. Children's Book Week, where dressing up, games, competitions, visiting authors and awesome displays are successfully organised, is always enjoyed by staff, students and families.



Health and Physical Education

Philosophy

The goal of Health and Physical Education (HPE) is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. At Guildford Grammar Preparatory School, we will expose students to an array of HPE and physical activity experiences which will add a broad range of athletic qualities, fundamental movement skills and game strategies to students physical literacy repertoire. This gives students the tools to lead active lifestyles and be meaningful contributors in a just, loving and peaceful society.

Proudly inclusive, all students at all levels, stages and ages are involved in sport and physical activity at school. Regardless of the level of involvement, our program enables every student to access our enviable facilities, stunning environment and invested professional coaches. We offer a wide range of sporting options, from those which support the development and maintenance of a healthy lifestyle to our 'performance' sports where the focus is on competing and excellence at age and stage appropriate phases.

Wellbeing

Mental and physical wellbeing is a fundamental driver of the sport program and it is compulsory. It provides our students with a structured framework to access regular physical activity and to develop the confidence to continue to be physically active as adults.



Year 1 and 2 Physical Education

The focus of the Year 1 and 2 program is fundamental movement skills including body control skills, locomotion skills, and object control skills. Students will develop a vocabulary for movement and apply concepts dealing with space and body awareness as well as hand/foot-eye coordination. Students will be engaged in activities that

develop basic levels of strength, endurance, and flexibility. In addition, students will learn to work safely in group and individual movement settings.

A major objective is to present activities in a setting of simple games that complements the student's natural inclination to view physical activity as challenging and enjoyable. This will create multiple and numerous opportunities to practise the skill or strategy that is the learning intention for the lesson

with technical instruction being delivered in short, targeted discussions or in a discrete manner.

Year 3 and 4 Physical Education

Year 3 and 4 PE continues to build on fundamental movement skills in a similar manner to the Year 1 and 2 program. Students in Year 3 and 4 progress to using these fundamental movement skills in minor and modified game situations.

Year 5 and 6 Physical Education

The focus of the year 5 and 6 program is game strategies within the context of modified games and modified sports categorised into invasion games, net and wall games, striking and fielding games as well as target games. The aim of this is to create a bank of transferrable skills and strategies for students to draw on as they improve their game knowledge and physical literacy.



Sport

Students are expected to be involved in the sporting life of the School which is a separate program to the Health and Physical Education (HPE) program.

Year 1-3 sport

Activities are selected in order to ensure that they are covering a broad range of fundamental movement skills and are developing overall athleticism in students. Activities currently being offered include:

- **Gymnastics** (Ed-Gym)
- **Athletics** (Run, Jump, Throw Program)
- **Dance** (Edu-Dance)
- **Pickleball**

Students will also get the opportunity to perform and compete on an individual level during targeted swimming, athletics and cross country running carnivals.

Year 4 sport

This program operates in a lightning carnival format with short periods of instruction (6-8 training sessions) leading up to the carnival for each particular sport. This program utilises the expertise of former students as well as external and Senior School student coaches to prepare for the carnivals and provide a sample of each JPSSA sport.

Students will also get the opportunity to perform and compete on an individual level during targeted swimming, athletics and cross country running carnivals.

Year 5 and 6 sport

Students in Year 5 and 6 select a summer and winter sport in which to participate. Teams train on Tuesday before school and play matches on Thursday's after lunch.

Summer Sports

- Basketball
- Cricket
- Physical Recreation
- Equestrian
- Tennis
- Volleyball
- Water Polo

Winter Sports

- Football
- Hockey
- Netball
- Rugby
- Soccer

Students will also get the opportunity to perform and compete on an individual level during targeted swimming, athletics and cross country running carnivals.

Whole school representative teams are entered in the following competitions and sports:

- JPSSA Athletics, Swimming and Cross Country –

traditional format carnivals for Year 4-6, with strong focus on competition

- IPSHA Swimming, Athletics and Cross Country - inclusive and staged carnivals for Year 3-6, with a strong focus on participation

Other annual competitions include:

- SSWA Triathlon
- IPSHA Golf

Coaching philosophy

We endorse a Whole Preparatory School approach, revolving around a Game Sense/Playing for Life Philosophy, as opposed to a traditional skill and drill or progressive part method.

Pill, 2013 states that:

“this method assumes that there is only one right way to perform a skill, but we know from elite sportspeople that frequently they do not kick the ball or swing the racquet like the ideal ‘textbook’ model. The other problem with this approach is that the thinking and problem-solving aspects of successful performance are not central to the initial learning.”

Game sense coaching on the other hand embeds the skill learning into the activities whilst involving many students at the same time through the use of small sided games. By embedding the skill, “A Game Sense approach to skill learning emphasises tactical learning and movement skill

learning in context (play) and therefore, game intelligence (Pill, 2013).” This produces a combination of decision making ability, movement knowledge and movement capability which will help our students improve their Physical Literacy.

Game Sense is the method now employed in resources supplied by many sporting governing bodies and is currently recognised as best practise with in the industry.

Sport Website

The Guildford Grammar School Sports [website](#) is where parents can find details such as:

- Training times and venues
- Fixture information and team selections (password required)
- Carnival and sporting event information including programs for Swimming and Athletics Carnivals.

The website can be accessed through the school website, app or at www.ggs-sport.com.

Sport Uniform Requirements

Information about Sport Uniform Requirements can be found in the [Uniform Guidelines](#).



Quarters

Students are placed into a Quarter (faction) upon entry to the School.

There are four Quarters:

- North (red)
- East (green)
- South (blue)
- West (gold)

The Quarters were established in 1929, to aid organisation, games and sport for a growing Preparatory School community. In 2004, we introduced Quarter banners depicting heraldic emblems – Lion (North), Dragon (South), Stallion (East) and Griffin (West).

Music

Our Music Program

"Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children's education." – Yo-Yo Ma

We believe that Music stimulates the brain and helps young children develop physically, emotionally, socially, intellectually and spiritually. All students at Guildford Grammar Preparatory School participate in a classroom music education program of the highest calibre, with the option of extending their music learning through instrumental tuition and participation in choirs and music ensembles. The classroom music program is guided by the Kodály philosophy and the Orff Schulwerk approach.

Early Learning Centre Music

Music is alive and is an integral part of everyday life in the ELC. Music is introduced in an imaginative, supportive, and inspiring way. The students are encouraged to respond through imitation, guided listening, creative performance, singing and movement.

Singing games help them develop a feeling for becoming part of a group. These games combine speech, playing instruments and movement. They also help to relieve internal tension. Through singing and playing musical games they learn, without embarrassment, to express their emotions. Memorisation is a core element with students learning words, melodies, and actions. Music literacy starts in Kindergarten, with children starting to explore music notation through reading and writing rhythmic patterns. When students enter Year 1, they will have a large musical repertoire that includes guided listening, songs and rhymes to use as a strong foundation for their music literacy journey ahead.

Classroom Music Year 1-6

Starting in Year 1, students are encouraged to respond through imitation, guided listening, creative performance, singing and movement. Music lessons are designed to engage both the mind and the body. Over the six years of music tuition in the Preparatory School the students work on developing the skills and knowledge necessary to be able to; read notation, create, analyse, perform and respond using appropriate musical vocabulary. Students will have the opportunity to perform as a soloist, in small groups as well as in a class ensemble. All the year groups play classroom instruments starting with xylophones, metallophones, djembes and auxiliary percussion. When learning a new skill, the students are encouraged to have a go and to step out of



their comfort zone and to be a risk taker. Time and support are given to nurture the learning of new musical concept.

Special Music Programs

The Year 2 String Program

The Year 2 String program gives each student the experience of learning an orchestral String instrument as a part of the Music classroom curriculum. Each student will be provided with an orchestral String instrument (violin, viola, cello or double bass) for first semester and will be assessed on their progress and performance abilities in second term. Students participate in a weekly small group instrumental lesson and an ensemble class per week. At the end of the first semester the students will be offered the opportunity to continue ensemble lessons for the rest of the year or play in an Orff percussion ensemble in class music time. The string students in second semester will also be offered private music lessons.

Year 6 Band Program

In Year 6 all the students participate in the compulsory band program where they select a band instrument (flute, clarinet, trumpet, trombone) to learn and are involved in weekly ensemble classes. Instruments are provided to the students for the duration of the year. Over the year the students perform regularly. The band provides a wholistic outlet for music skills taught over the eight years of the Preparatory School. Band encourages individuals to shift from an I/me focus to a we/us focus. This program is a group effort which focuses on group goals and the completion of those goals in every rehearsal and performance.

Ensembles

The ensemble program of the Preparatory School is wide and varied. Students may choose from a comprehensive list of ensembles including Choirs, Orchestras, Concert Bands, Percussion Ensemble, Rock Bands and many smaller Chamber Groups. All ensembles are directed by trained music educators and are tailored to the specific ability levels of the students to both challenge and complement the classroom program.

Performance opportunities abound for all students across the school. Ensembles regularly perform at Music Department events as well as at school functions such as Assemblies, Chapel Services, special events and the ever-popular 'Tuesdays Tuesday' performances. The Preparatory School Eisteddfod allows every student the opportunity to perform in an adjudicated, but non-competitive, environment.

Instrumental Music Tuition

The school also offers a comprehensive Instrumental Music Tuition program. This program, run by the School of Music, offers the students the opportunity to learn a musical instrument as a part of their overall educative experience. Lessons are 30 minutes in duration and are held as a part of the regular school timetable. Tuition is available for the following instruments: piano, guitar, bass guitar, violin, viola, cello, double bass, flute, clarinet saxophone, trumpet, French horn trombone euphonium, tuba, drums and voice.



The instrumental music program is co-ordinated by the Director of Music, Mr Kieran Hurley.

For further information about the instrumental music program, please contact :

Administration Officer, Music and Arts

Mrs Kaye Timms

(Senior School Music office)

(08) 9377 9280

music@ggs.wa.edu.au



Art

Students from Year 1 to 6 enjoy building their artistic and creative skills in our specially designed Art Room and Studio area. Children in Kindergarten and Pre-Primary have art and craft taught as part of their developmentally appropriate program within the classroom.

Activities are geared to the developmental level of each year group and include all studio areas such as drawing, painting, collage, a variety of printmaking techniques including lino prints, 3D construction, painting on textiles and many other art activities related to a variety of themes. The School has its own kiln and all classes are exposed to working with clay.

Chinese

Chinese language learning at the Preparatory School is based upon the use of stories and music. Specifically designed stories that are written in the form of plays become the focus for a range of motivating language activities that help students develop confidence and competence in the language as they progress through each story unit.

This approach allows language development to be supported and nurtured within the familiar, predictable context of a story that is the focus for the unit's work. Music is integrated with the story, and in each unit of this program, students will learn to perform a play and a dance to accompany that play.

The vocabulary has been carefully selected, and deemed as essential for students during the initial stages of their language learning. Another component of this program is the Gesture Approach, a technique that uses hand signs to help students learn and remember this important vocabulary found in the plays, songs and other activities. There is an equal, strong emphasis on the development of all four language skills (reading, writing, listening and speaking) through a program that meets the needs of all language learners and their learning styles. Activities are varied, so that students have the opportunity to work individually, in partners, in small groups, and as a whole class.

Camps

Outdoor Education is an integral part of the curriculum at Guildford Grammar School. Beginning in Year 2 and progressing through to Year 9, students participate in camps ranging from an overnighter for the Year 2 students through to week-long camps in the Senior School. The camps are designed to give the students a range of challenging experiences that get them to think a little more, apply their knowledge in different situations, to develop their ability to work with others, and to help them grow personally.

The camps that students in the Preparatory School undertake in Year 2-5 are located at dormitory style campsites within an hour or so of the School. Year 6 provides an opportunity for students to progress in their outdoor experience to tent style camping.

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. Outdoor activities are excellent educational tools because they engage the whole self: the physical, mental/emotional and social. The physical self, because activities require that students are active at a variety of levels; the mental self, because students think and ask questions and the emotional self, because students have feelings about and engage with the physical; and the social self, and because students engage with others. Young people have an instinct for adventure and a need to express themselves physically.



Outdoor Education provides the balance of physical, emotional and mental experiences to help maximise their potential.

And best of all – it's fun!

Excursions

There is much to be gained by going out into the wider community and experiencing some of the many cultural events on offer to schools. All costs for excursions are included in the school fees. Excursion information is emailed to parents by the classroom teacher.

Co-Curricular

The Co-Curricular Program allows students the opportunity to further develop and extend themselves in an array of areas outside the typical classroom or schooling experience. A variety of co-curricular activities are on offer for students within three main areas.

Compulsory Sport (Year 5-6)

Students pick which sport they would like to play for the Summer and Winter season in Year 5 and 6 as outlined earlier in the Handbook.

Sport Clubs (Kindergarten-Year 6)

A range of optional before and after school sport clubs are offered such as Hook into Hockey, Tennis, Soccer, Cricket, Net Set Go, Flippaball and Basketball. Optional coaching sessions are offered in the lead up to carnivals and school representation in sports such as Cross Country, Running Club, Swim Squad and Athletics.

Clubs and Activities (Kindergarten-Year 6)

A broad selection of optional before and after school clubs and activities are offered including Music Ensembles, annual Drama production, Bush Inventors, Coding, Ballet, Chess and much more.

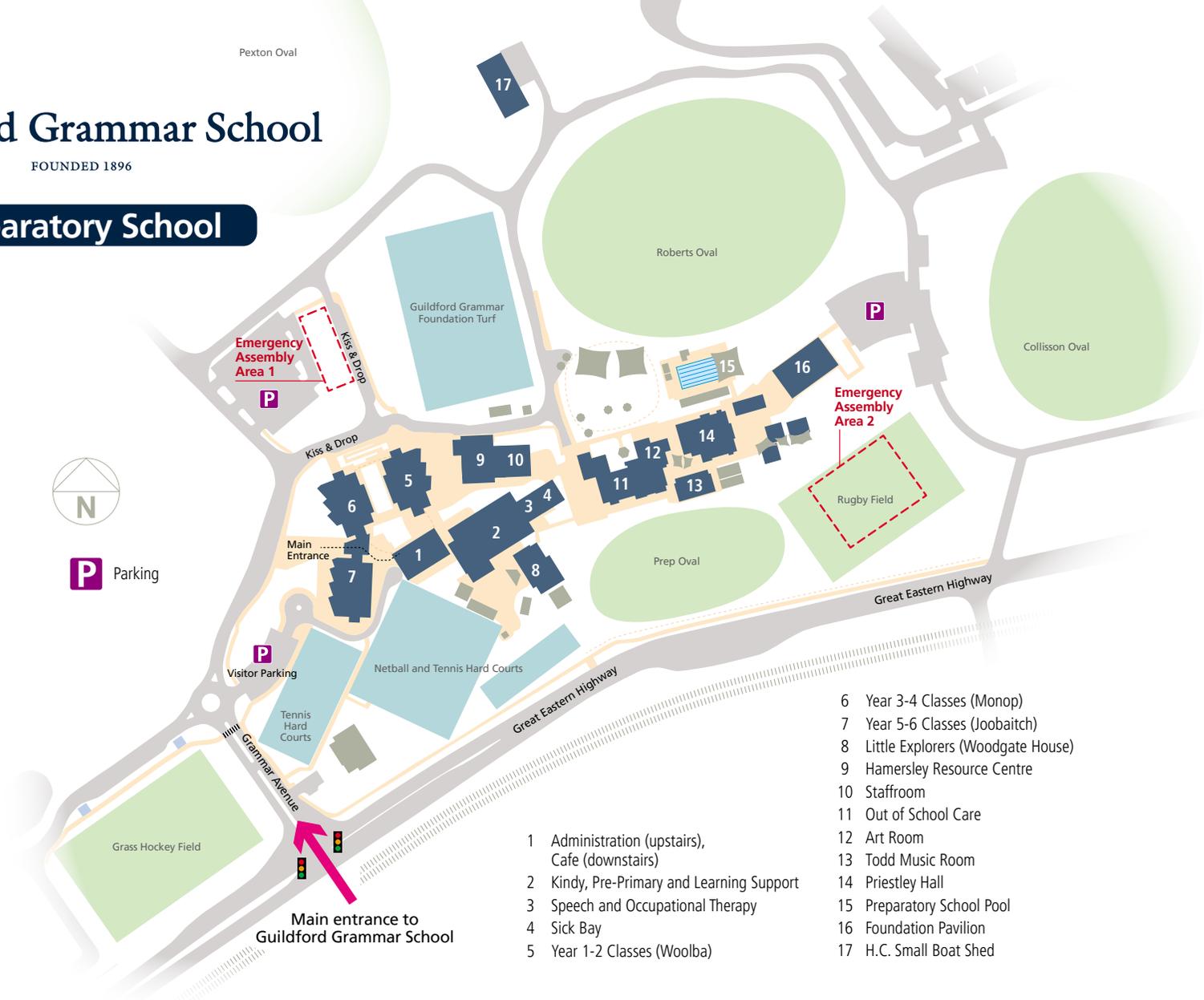




Guildford Grammar School

FOUNDED 1896

Preparatory School



Parking



Visitor Parking

Main entrance to
Guildford Grammar School

- 1 Administration (upstairs),
Cafe (downstairs)
- 2 Kindy, Pre-Primary and Learning Support
- 3 Speech and Occupational Therapy
- 4 Sick Bay
- 5 Year 1-2 Classes (Woolba)
- 6 Year 3-4 Classes (Monop)
- 7 Year 5-6 Classes (Joobaitch)
- 8 Little Explorers (Woodgate House)
- 9 Hamersley Resource Centre
- 10 Staffroom
- 11 Out of School Care
- 12 Art Room
- 13 Todd Music Room
- 14 Priestley Hall
- 15 Preparatory School Pool
- 16 Foundation Pavilion
- 17 H.C. Small Boat Shed



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