

RADFORD COLLEGE

JUNIOR SCHOOL

Years 1 to 6

Parent Handbook

2009

Dear Parents

Radford College Junior School offers a wide range of experiences for all our children, and, consequently, your child will be involved in a variety of teaching and learning experiences. This handbook is designed to assist you in familiarising yourself with some of the aspects of the Junior School. Due to licensing requirements a separate handbook exists for the Early Learning Centre.

This document is also available on our website in our enrolment page.

Yours sincerely

Paul Southwell
Head
Junior School

TERM DATES

Semester 1

Term 1:

Orientation Morning (Years 1 to 6):	Friday, 29 January 2009
Junior School Commences:	Monday, 2 February 2009
College Finishes:	Thursday, 9 April 2009

Term 2:

College Commences:	Tuesday, 28 April 2009
College Finishes	Friday, 26 June 2009

Semester 2

Term 3:

College Commences:	Monday 20 July 2009
College Finishes	Friday, 25 September 2009

Term 4:

College Commences:	Monday, 12 October 2009
Junior School Finishes	Wednesday, 9 December 2009

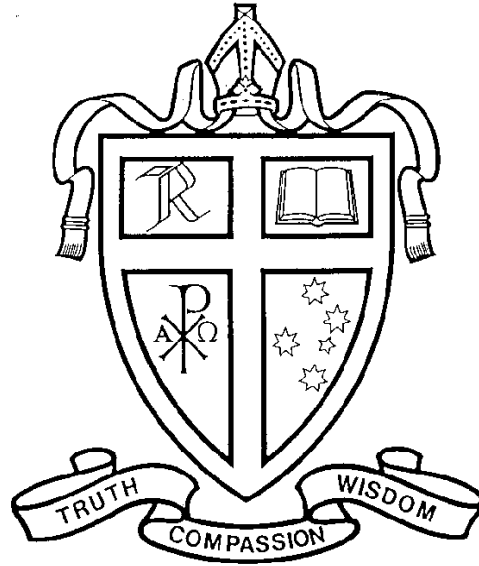
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CREST AND MOTTO

COLLEGE MOTTO: Truth, Wisdom, Compassion

COLLEGE CREST:



The Mitre: The traditional headpiece of a bishop, symbolising the cloven tongues of fire at Pentecost — hence the Holy Spirit

“R”: The original Radford ‘R’

The Open Book: Symbolises the Word of God, or Learning

The Southern Cross: Australian

The Christian Symbols: Alpha and Omega — Jesus is “the beginning and the end of all things”

The Chi Rho: is a monogram of the first two letters, Chi (X) and Rho (P) of the Greek word for Christ.

AIMS OF RADFORD COLLEGE

To provide a purposeful, imaginative and enjoyable learning environment.

The College will provide a learning environment for students which:

- prepares them for life-long learning;
- focuses on the learning process;
- nurtures academic rigour, adaptability, creativity, innovation and flexibility of mind;
- develops a spirit of enquiry and discovery;
- encourages participation in a broad range of academic and co-curricular activities.

To nurture student potential

The College will provide a learning environment for students which:

- encourages the achievement of sound, appropriate and challenging personal goals;
- facilitates their active participation in the learning process;
- helps them accept responsibility for their progress;
- encourages to learn how to learn;
- acknowledges the worth of each individual.

To foster personal values and attributes

The College will provide a learning environment for students which:

- develops self-esteem and confidence;
- fosters self-discipline and encourages them to accept responsibility for their actions;
- encourages participation in group and team activities;
- promotes involvement in the local and wider community;
- allows them to adapt to the challenges of a changing world;
- encourages a concern for the welfare of others and a desire to serve others;
- nurtures a respect for the social and natural environment.

To encourage an understanding and acceptance of Christianity as the spiritual and moral basis of life

The College will provide a learning environment for students which:

- allows them to explore personal beliefs and develops an awareness of spirituality;
- helps them to develop a strong sense of morality and ethics;
- encourages sensitivity to the needs of others;
- nurtures tolerance and acceptance of difference;
- encourages respect of and understanding for the search for truth;
- presents the Christian faith as a meaningful and relevant way of life.

2008 STAFF

Principal

Mr DJ Mulford *BEd, DipEd, MEd, FACE*

Assistant Principal Head of Junior School

Mr PG Southwell *DipTeachPrimary, BEd, GradDipEdAdmin*

Director of Studies

Ms T Stevenson *BA, DipEd, CertCEFL, MEdSt*

Teaching Staff

Mrs A Kelly *BEd(Primary)*

Ms L Nicol *BA, BEd(Primary)*

Ms D Huff-Horwood *BA(Visual), GradDipEd*

Ms T Landos *BA, GradDip(Primary)Ed*

Ms M Lehmann *BA, GradBEd(Primary)*

Mr N Martin *BEd(Primary), MEd*

Mr D Mackay *BEd(Primary)*

Mr D O'Brien *BEd(Primary)*

Ms S Boardman *BEd(Early Childhood), CertTeach*

Ms M Malcolm *BEd*

Mrs D Harrison *BEd, DipTech(Early Childhood)*

Ms T Markovic *BEd*

Mr A Sullivan *BA DipTeaching*

Mr R Heazlewood *BEd*

Mr J Barnett *BSc(Hons) DipEd*

Ms H Blanch *BEd DipArts*

Ms E Wise *BEd(Primary)*

Ms J McKenna *BEd(Primary)*

Ms J Rossiter *BEd(Primary), CertEd(IBO)*

Ms B Lander *BMusEd*

Ms M O'Sullivan *BEd, DipChildcare*

Fr R Browning *BPhysio, GradDipTh, MTh*

Ms J Stanton *DipT, BEd, DipSc*

Ms E Stewart *BA(Chinese), GradDipEd and (Humanities)* Chinese

Learning Support
Music Specialist
PE Specialist
Chaplain/Counsellor
Teacher Librarian

Administration Staff

Ms B Maggs Executive Assistant

Ms K Shevlin Receptionist

Ms J Hillman Teacher Assistant

Ms R Cornelius Teacher Assistant

Ms A Dean Library and General Assistant

JUNIOR SCHOOL CURRICULUM PHILOSOPHY

Our inquiry learning programs extend from the Early Learning Centre, through to the International Baccalaureate (Primary Years Program) in Years 1 to 6.

Elements of the Reggio Emilia teaching and learning philosophy, adopted into our Early Learning Centre, are continued throughout our Junior School. The works of Gardner, Bloom, Steiner, Montessori and De Bono. In particular:

- The viewing of each child as not an 'empty vessel' waiting to be filled, but as a co-constructor of knowledge and a valued member of the community
- The use of student and teacher documentation to demonstrate learning
- The creation of classrooms which are more reflective of our outside environment
- The use of small groups of children to research questions of interest
- The involvement of parents in the process of learning
- Having high expectations of all learners
- The recognition of individual learning needs and styles
- The development of critical and higher thinking in all learning
- Having an international focus which encourages students and staff to make connections to the world wide community
- Using inquiry to inspire and challenge the way we view and learn about the world. Inquiry based.

While the Early Learning Centre incorporates elements of the Reggio Philosophy and the International Baccalaureate Primary Years Program, the Junior School Years 1 to 6 curriculum focus is with the International Baccalaureate program as it builds upon the above philosophies. This allows our students to develop as learners, as enriched people, as a community and as contributors to society.

The aims and philosophy of the College, the International Baccalaureate (IB) and the ACT curriculum framework 'Every Chance to Learn' provide the basis for our Junior School curriculum.

Our Program – International Baccalaureate (IB) Primary Years Programme (PYP)

'The IBO Primary Years Programme provides a framework which brings in-depth thinking and offers the opportunity to connect and make connections with the local, national and international community. It aims to synthesise the best research and practice from a range of national systems with the wealth of knowledge and experience in International Schools which is relevant, challenging and engaging for learners aged 3-12. It aims to develop students' abilities to learn, to truly become life long learners, to see Education as dynamic and respond to ever changing global needs.' (IBO, 2000)

The Primary Years Programme (PYP) focuses on the development of the whole child, in the classroom and the world outside. Our decision to implement the PYP was influenced by its strengths in this area. It offers a framework that meets children's academic, social, physical, emotion and cultural needs.

The children develop a deep understanding of important concepts and conduct research into local and global issues of significance.

Our Junior curriculum aims to make learning relevant and meaningful to our children. Therefore we adopt a balanced curriculum consisting of traditional disciplines and transdisciplinary programs of inquiry units, both of which focus upon the children as

learners. Classroom and specialist teaching staff work together to support this approach. Subject content may therefore be taught in stand alone core disciplines or through integrated program units.

At the centre of the PYP is a commitment to structured inquiry as a vehicle for learning – whether this be in stand alone disciplines or integrated units. Teachers and students develop and use key questions that are concept based. They acquire and apply transdisciplinary skills, develop explicit attitudes and the expectation of socially responsible behaviour using and revisiting the PYP ‘learner profile’ attributes of:

- *Thinkers*
We exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems
- *Inquirers*
Our natural curiosity has been nurtured. We are acquiring the skills necessary to conduct purposeful, constructive research. We actively enjoy learning and this love of learning will be sustained throughout our lives.
- *Communicators*
We receive and express ideas and information confidently in more than one language, including mathematical symbols.
- *Risk Takers*
We approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies.
- *Knowledgeable*
We have spent time in our school exploring concepts which have local, national and global relevance and importance. In so doing, we have acquired a critical mass of essential content.
- *Principled*
We have a sound grasp of the principles of moral reasoning. We have integrity, honesty and a sense of a fair go and justice.
- *Caring*
We show sensitivity towards the needs and feelings of others. We have a sense of personal commitment to action and service.
- *Open-Minded*
We respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of views.
- *Balanced*
We understand the importance of physical and mental balance and personal well being.
- *Reflective*
We give thoughtful consideration to our learning and analyse our personal strengths and weaknesses in a constructive manner.

Subject Domains

The PYP seeks to identify a body of significant knowledge for all students in six principal domains:

- Language (English and LOTE)
- Mathematics

- Science and Technology
- Personal, social and physical education
- Social studies
- Arts

Which is strongly aligned with the Adelaide Declaration of eight KLAs.

Curriculum

The PYP defines curriculum as ‘that which is written, taught and learned’. This is closely linked to the ACT School Curriculum framework definition of ‘that which is planned, guided and implemented’.

Programme of Inquiry (Humanities, Science/Technology, ICT, Personal)

The PYP Programme of Inquiry forms the basis of our integrated units. The Programme of Inquiry is made up of units of Inquiry which are taught at each year level (Years PK to 6). Each year completes six units of inquiry per year. Units of inquiry are concept driven and related topics from different subject areas/disciplines are chosen to link together as integrated units. In deciding/developing units the following considerations are made:

- Does the concept has significance for all students?
- Is the field of knowledge/important content being addressed and are the traditional disciplines being authentically taught (as either integrated or as stand alone units)?
- Does it offer the students the opportunity to explore knowledge which is of genuine importance?
- Is it aligned with the essential content requirements of the ACT Schools Curriculum framework (Every Chance to Learn)?
- Will it be revisited in a scope and sequence throughout the students Junior Schooling years to achieve an articulated curriculum content?
- Does it provide the required discipline balance demonstrated by the PYPs focus upon 2 Science, Technology, 1 Arts and 3 Social Science/Active citizenship units?

The units of inquiry are grouped together under the following transdisciplinary themes or organisers:

- Who we are
- How we express ourselves
- Where we are in place and time
- How the world works
- How we organise ourselves
- How we share the planet.

The transdisciplinary, inquiry approach enables children to examine their experiences from many different points of view, creating a more complete picture of the ideas and concepts they are investigating. Related disciplines can be amalgamated to integrate significant parts of the curriculum. Units of inquiry include learning experiences centred around multiple intelligences and Blooms taxonomy, giving greater understanding of learning styles and creating different levels of differentiation and challenge. Strategies for problem solving, organising and sorting, thinking creatively and reflecting are used in different aspects of the school curriculum and applied to life beyond school. Where disciplines do not integrate they will taught as stand alone curriculum eg areas of English, Mathematics and core skills.

Each unit of inquiry is developed according to the outline provided by the International Baccalaureate Organisation, utilising a common school wide planner, within a spiral scope and sequence. Each unit is also referenced to the ACT Curriculum Framework Essential Learning Achievements and Markers of Progress.

Discipline-Based Learning

Literacy

Children in the Junior School are immersed in and surrounded by language. The study of English and the broader concept of literacy focus upon the appropriate and effective use of language, the use of language as a central means of learning and the development of knowledge about language. Classroom learning programs are assisted by West Australia's 'First Steps' Program, ACT Curriculum Framework, 'Jolly Phonics, Jolly Grammar' programs along with the IBO.

Key components of the literacy program include:

- Immersion – meaningful and purposeful flow of language
- Daily literacy block with exposure to reading, writing. Whole class – small group – whole class approach. Guided reading, priority learning tasks
- Early intervention and extension/differentiation. In class support, reduced teacher ratio
- High expectations
- Demonstration – written and oral language
- Responsibility – allow children to become responsible for the appropriateness and effectiveness of their language
- Engagement – children are meaningfully engaged
- Feedback – children receive positive, timely, consistent feedback from teachers, parents and others in the school community
- Experiences – in another language.

The English curriculum aims to develop in students:

- The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts
- A knowledge of the ways in which language varies according to context, purpose, audience and content
- A knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
- A broad knowledge of the range of texts and a capacity to relate this to contemporary society and personal experience
- The capacity to discuss and analyse texts and language critically
- A knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about meaning and interpretation.

Numeracy

Numeracy is the term given to the combination of the theoretical and practical aspects of mathematics. Mathematics pervades all aspects of our lives – as citizens, in our homes and workplace. This means that our students apply the mathematical skills they learn each day to a wide range of practical problems. Their learning is meaningful because they can see how it relates to everyday life. We begin with a question which we would like the children to answer through mathematical

experience organised by their teacher. Importance is placed upon the learning of number facts, accuracy and recall. However, in all areas of mathematics, children are encouraged to discuss mathematical questions, build models and test hypotheses. A wide range of published maths resources are used to support the teaching of our maths program, which is linked to ACT Curriculum Framework, IBO, 'First Steps' and 'Count Me In Too' programmes.

Key components of the numeracy program include:

- Daily numeracy block. Whole class – small group – whole class structure. Beginning with a question.
- Teacher observation, monitoring. Early intervention, extension and differentiation
- Becoming mathematical problem solvers – working on process of solution, not simply getting right answer
- Learning to communicate mathematically – signs, symbols, terms
- High level practical experiences
- Learning to reason mathematically
- High expectations
- Feedback
- Becoming confident – to explore, discover, guess and take risks
- Realise the importance and relevance of mathematics in everyday living.

The Mathematical Curriculum aims to develop in students:

- A strong sense and understanding of number, including working with money
- An understanding of space and position in space (spatial)
- An understanding of patterns in space and number to help problem solving and logical thinking
- The ability to estimate and measure length, area, perimeter, capacity, mass and time
- Skills to collect, analyse, organise, display and interpret data
- Skills in applying and using the four operations of addition, subtraction, multiplication and division
- The ability to think deductively and laterally when solving problems.

Specialist Areas – reference is made to Primary Years Programme

The Arts (non programme of inquiry)

Music

The classroom music programme is based upon the premise that children have a natural affinity with music and that this can be nurtured through movement, song, chant, creativity, instrumental work and listening. The program involves experiences in beat and rhythm, pitch and melody, tempo and dynamics, texture, form and style. Basic skills in reading and writing notation may be taught.

Visual Arts

The curriculum focus of our visual arts program is to develop the children's ability to make, enjoy and appreciate art.

The creative process is seen as a driving force in learning through inquiry. Focus is on:

- Exploring and developing ideas
- Using skills, techniques and processes
- Presenting and sharing art work
- Fostering art criticism and aesthetics in past and present contexts.

LOTE

Learning another language provides first hand experience of another linguistic system and the culture it expresses, opening the way to a deeper understanding of one's own language and the culture on which it is based. In this instant a close teaching, learning pedagogy is used between LOTE and English.

The PYP seeks to enable children to function as international citizens who, in part, entail the ability to function within and between cultures. Developing a love of languages and capacity to speak more than one language is an integral part of this preparation.

Physical Education

The Physical Education program aims to develop enthusiasm for physical activity, to give encouragement to lead an active lifestyle, and to master a broad range of motor skills. The programme is sequential beginning in the ELC.

Range of physical education activities in the program includes:

- Fundamental motor skills
- Perceptual motor program
- Ball skills
- Movement exploration
- Minor games
- Athletics
- Swimming
- Major games (some modified to suit Junior School children).

Religious Education

Religious Education in the Junior School is delivered through the Religious and Values Education (RAVE) Program.

Key areas include:

- The Bible – stories and parables
- World religions
- Ethics and values
- Philosophy and belief
- Stillness and silence.

Information and Communication Technology

Computers are used throughout the Junior School, across all areas of the curriculum, providing children with the opportunity to become confident in their use and application.

Each classroom has an IWB (Interactive White Board), each teacher a lap top, banks of computers are also in classrooms and the Junior and Senior Library.

Computers are used as a tool allowing children to publish work, store and retrieve data (school and home) and manipulate number. Computers are also used as a resource for information, for reinforcing basic curriculum concepts and processes as well as usage within inquiry units eg power point etc.

CLASSROOM AND ORGANISATION

THE JUNIOR SCHOOL DAY

- Staff are expected to be at the Junior School by 8:15am.
- Start of day – 8:40am
- Morning Session – 125 minutes
- Recess – 10:45-11:10 (25 minutes)
- Middle Session – 100 minutes
- Lunch – 12:50–1:45 (55 minutes)
- Afternoon Session – 95 minutes
- End of School Day – 3:20pm
- 320 teaching minutes/day. (ELC – 290 mins)
- Total per week = 1600 mins/week (Government Primary = 1400 mins/week)

CLASSROOM TEACHER RELEASE/NON-TEACHING TIMES

Class teacher release time is provided by Specialist Teaching Staff in the areas of: Physical Education, Languages, Music, Godly Play and Art. Learning Support Teacher and Teacher Librarian work with Classroom Teacher. Specialist Staff will work closely with Classroom Teachers to align programs (it is anticipated that Specialist Staff will lead some Programs of Inquiry).

SPECIALIST LESSONS Periods per cycle (cycle = 10 days)

	P	K	1	2	3	4	5	6
PE	4/cycle	3/cycle	----- 4 / cycle -----					
Music	4/cycle	3/cycle	----- 4 / cycle -----					
Art	Aide	Aide	----- 3 / cycle -----					
Language			----- 2 / cycle -----					
Godly Play	-----1/cycle-----		----- Class Teacher -----					

Teacher Librarian – each class must visit Library each week (bookings made each term) at least once/week.

ACADEMIC PROGRAM

The curricular program at Radford is designed to:

- provide a purposeful, imaginative and enjoyable learning environment;
- nurture student potential;
- foster sound personal values and attributes; and
- encourage an understanding and acceptance of Christianity as the spiritual and moral basis of life.

The College is comprised of three schools, Junior School (4 year olds to Year 6), High School and Senior School.

EARLY LEARNING CENTRE (4 year olds and Kindergarten)

– A Part of Junior School

The ELC provides a healthy balance of activities for children that are developmentally appropriate for each age group. The programs are designed on the premise that learning should provide each child with enjoyable, exciting and creative learning experiences.

Children enjoy a wide variety of activities in Language, Literature, Music, Creative Arts, Drama, Science, Mathematics, Play and Social Studies as well as opportunities for growth in fine and gross motor skills. Children are actively encouraged to develop their curiosity and creativity through problem-solving and to develop their language skills to assist them in understanding the world around them.

The Kindergarten program is built upon the learning in the Pre-Kindergarten year. An emergent curriculum that responds to the children's questions and encourages the children to think deeply about subjects of interest will provide the framework for learning. The teaching of Literacy, numeracy and other skills will underpin the learning to ensure that the children are able to access and use relevant information in their investigations.

The classroom teachers are responsible for the delivery of the program and they are assisted by an Artist-in-residence, a music specialist, PE and teacher assistants. Godly play is incorporated into our programming with the aim of ensuring that we as a community are listening, imagining and respecting one another and members of our greater community. It is hoped that above all, the children in our Kindergarten year will develop a love of learning, which will remain with them throughout their primary education.

JUNIOR SCHOOL (Year 1 to Year 6)

The Junior School inquiry learning programs extend from the Early Learning Centre, to Year 6 and are delivered through the International Baccalaureate (Primary Years Program). The Primary Years Program (PYP) focuses on the development of the whole child, in the classroom and the world outside. Our Junior School curriculum aims to make learning relevant and meaningful to our children. Therefore we adopt a balanced curriculum consisting of traditional disciplines and transdisciplinary units of inquiry, both of which focus upon the children as learners. Both class and specialist teaching staff work together to support this approach. Subject content may therefore be taught in stand-alone core disciplines or through integrated program units.

The Junior School curriculum organisers reflect the PYP domains of:

- Language (English and Languages Other than English)
- Mathematics
- Science and Technology

- Personal, Social and Physical Education
- Social Sciences
- Arts

Godly Play and Religious values Education is addressed through our College Chaplain or Class Teachers.

The PYP Units of Inquiry form the basics of our integrated units, Classroom teachers work with specialist staff to deliver Units which cover all Science and Technology, Social Science content and some/or much of the content from other domains. Content not covered by the Units of Inquiry are addressed as stand alone curriculum by the class teacher (daily) or specialist teachers in Language Other than English, Physical Education, Visual/Creative Arts and Music.

HIGH SCHOOL

The High School provides a rigorous program of study for students in Years 7-9 that incorporates both emerging fields of knowledge with the subject specific skills and knowledge that characterise the traditional disciplines.

In Year 7 there is an additional intake of students to form 7 classes. Year 7 students are generally taught by two core teachers in the areas of Mathematics/Science, English/Studies of Society and the Environment (SOSE) with specialist teachers in all other Key Learning areas which include Art, Design and Technology, Physical Education and Health, Languages other than English (LOTE) and Performing Arts (Music and Drama). Religious and Values Education, is integrated within all other subject areas.

The learning program is designed to encourage students to become active, compassionate and responsive lifelong learners by providing opportunities for them to:

- explore subject areas in greater depth and explore connections between subjects;
- develop skills in both reflective and inquiry thinking and apply them to different contexts;
- learn and practice tolerance and respect for each other and for their environment; and
- develop communication skills that enable them to create, express and communicate meaning both thoughtfully and persuasively in a range of forms.

SENIOR SCHOOL

The Senior School offers a range of options in Years 10 - 12 for study that enables students to realise their career aspirations through either an academic and/or a vocational pathway. The learning program is structured around two assessment periods each year where students can undertake semester units in a wide range of subjects. Courses consist of a combination of units with coherence of purpose and may be undertaken as minor courses (2 semesters of study), major courses (4 semesters of study), major/minor studies (6 semesters of study), or in some subjects double major courses (7 semesters of study).

Courses are accredited as Accredited (A), Tertiary (T), Registered (R) and Vocational (V) on the basis of specific requirements. A list of courses on offer is on the College website.

As in the High School the learning program offers a broad international curriculum that encourages students to realise their potential, manage their own studies, show initiative, make informed choices, accept responsibility and demonstrate respect for others. After completing their studies at the College we are confident our students will have the skills and understandings necessary for them to contribute as informed participants in local and world affairs with 'truth, compassion and wisdom'.

CURRICULUM STATEMENT

RATIONALE

There are a number of emerging trends in curriculum development that are common to both national and international approaches to education. These trends driven by the changing needs of society require schools to re-think more traditional approaches to curriculum to ensure that all students have the "necessary knowledge, understanding, skills and values necessary for a productive life. This more holistic approach to learning is a fundamental consideration at Radford College and the College has always sought to provide students with opportunities to grow intellectually, socially, culturally and spiritually.

This is demonstrated by our commitment to developing a curriculum that will enable students to respond effectively to rapid and constant changes. Fundamental to this approach is the need to provide all students with learning experiences that help them develop a strong sense of identity, belonging and connection to others. By providing our students with opportunities to develop self-awareness, resilience and a sound understanding of their own capabilities we can ensure that they will be better able to meet the challenges of the future.

To meet these goals we have developed a curriculum framework that enables all students to explore their own understandings through learning and teaching experiences that are engaging, supportive and relevant to the present and future lives of our students.

The Junior School is a Candidate School for the Primary Years Program (PYP) which is part of the International Baccalaureate Organisation (IBO). This program focuses on the development of the whole child, in the classroom and in the world outside. Our decision to implement the PYP was influenced by its strengths in this area.

It is a comprehensive approach to teaching and learning providing an international curriculum model that includes guidelines for what students should learn, a teaching methodology and assessment strategies.

At the heart of the PYP is a commitment to structured inquiry as a vehicle for learning. Six organising themes help teachers and children explore knowledge. Teachers and students use key questions that are concept-based to structure units of inquiry. They acquire and apply transdisciplinary skills while developing an understanding of these important concepts.

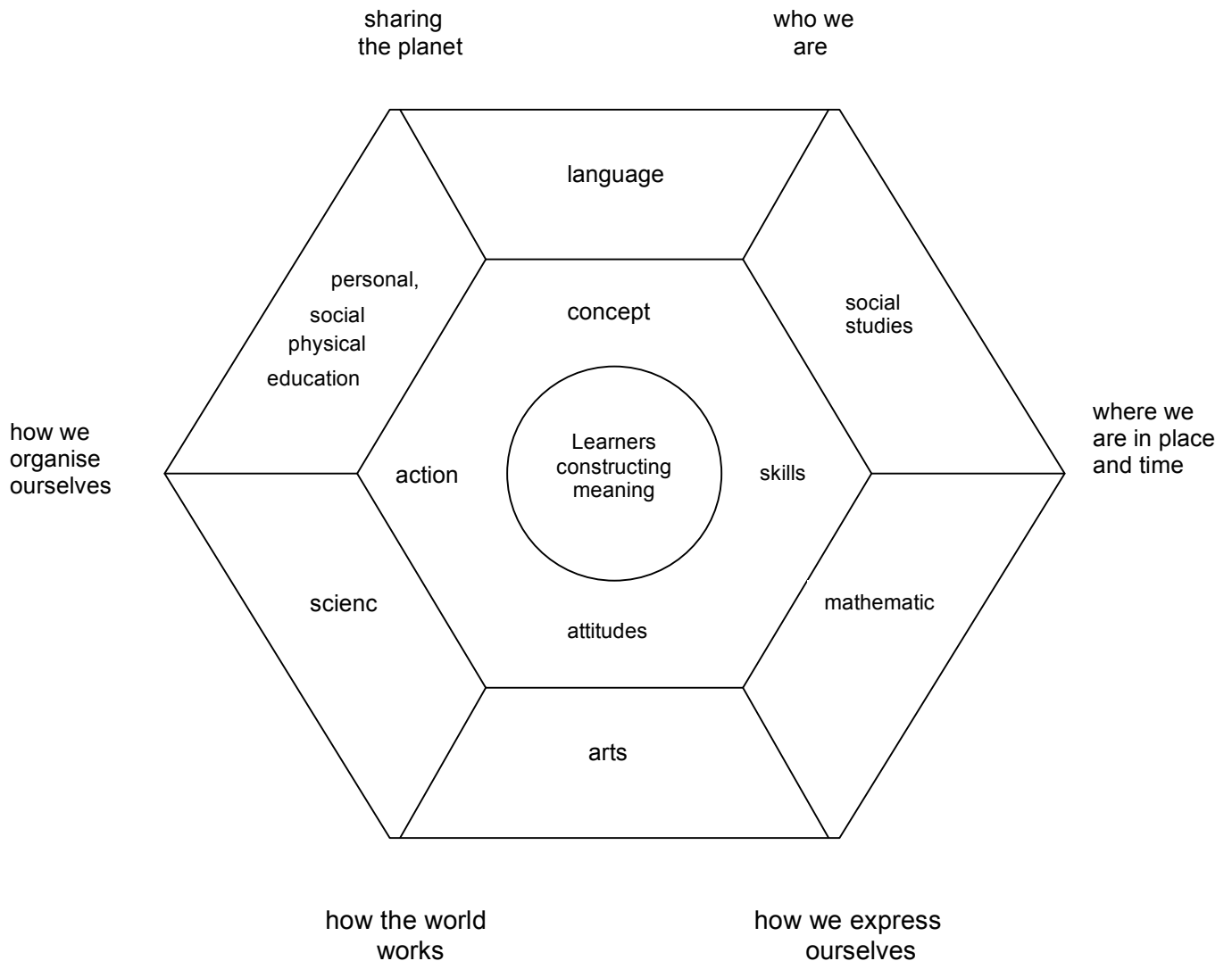
The development of explicit attitudes and the expectation of socially responsible behaviour are also essential elements of the program.

The PYP defines the characteristics of students who are aware of and sensitive to the experiences of others. These create a profile of the PYP student, which helps teachers and students to establish goals, plan units of inquiry, and assess performance. In this respect the program focuses on developing the children's natural curiosity and the skills necessary to conduct purposeful, constructive

research, together with critical and creative thinking skills and the ability to communicate with confidence. They are encouraged to explore new roles, ideas and strategies, courageously and articulately defending those things in which they believe. They gain knowledge in the context of units of inquiry that have global relevance and importance. The program seeks to develop in them the principles of moral reasoning, integrity, honesty, fairness and justice, together with sensitivity towards the needs and feelings of others and a sense of personal commitment to action and service. They are taught to respect the views, values and traditions of other individuals and cultures, and to seek and consider a range of points of view. Importance is attached to their physical and mental balance and personal well-being and they are encouraged to give thoughtful consideration to their own learning and to analyse their personal strengths and weaknesses in a constructive manner.

At the centre of the curriculum are five essential elements: knowledge, concepts, skills, attitudes and action. The aim of the program is to help students acquire a holistic understanding of six main themes, shown on the outside of the curriculum model, through the interrelatedness of these essential elements.

THE SYNTHESIS OF THE ESSENTIAL ELEMENTS OF THE PYP



The PYP identifies a body of knowledge for all students in all cultures, in six subject areas: languages, social studies, mathematics, science and technology, the arts and personal, social and physical education.

The essential elements at the centre of the curriculum model are developed and applied in a context defined by the six transdisciplinary themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet.

Our learning and teaching experiences are supported by the explicit teaching of the skills and content required in each of the eight KLAs, as per the Adelaide Declaration, and is assessed against outcomes.

These outcomes have been developed with reference to the IBO Primary Years Program framework; they align with the ACT Government 'Every Chance To Learn' curriculum framework and reflect the philosophy of Radford College.

ASSESSMENT AND REPORTING

Assessment

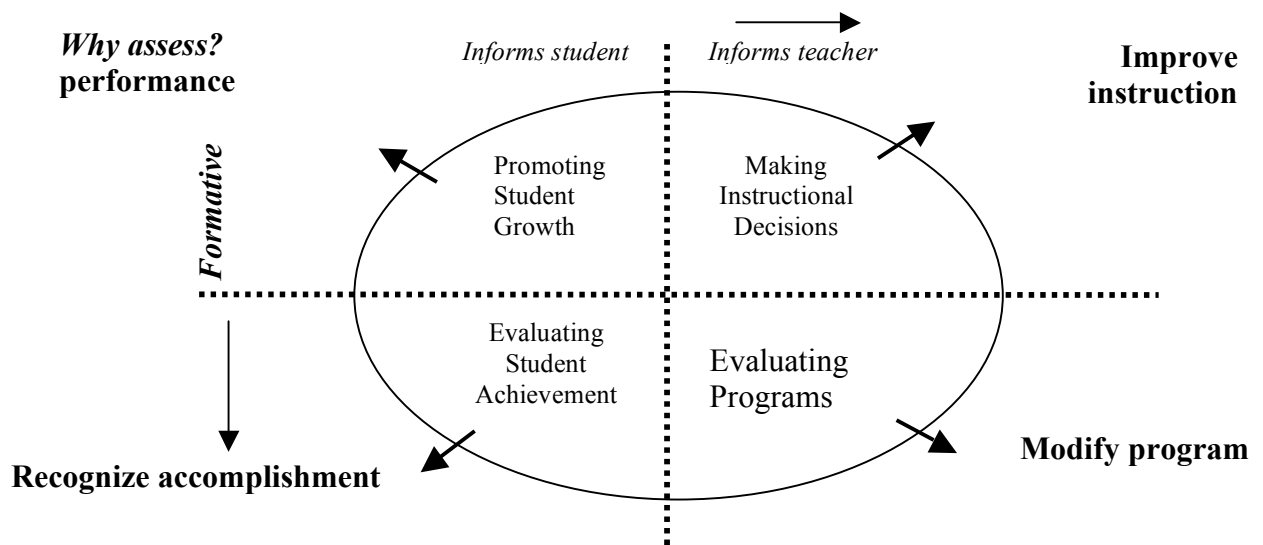
Assessment is integral to all teaching and learning and involves the gathering and analysis of information about student performance. It is central to the PYP goal of 'guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastery of skills, the development of attitudes and the decision to take action". It identifies what students know, understand, can do and feel at different stages of their learning process.

The Purpose of Assessment

The purpose of assessments are to promote student learning, to provide information about student learning, to monitor the effectiveness of teaching programs and to inform decisions about student's future learning.

In the Junior School assessment:

- is ongoing;
- is anchored in authentic tasks;
- where practicable, is a cooperative enterprise between student and teacher;
- is a predominately criteria-based - incorporating set indicator to assist program development/improvement;
- includes reflection as an integral part of the process by encouraging and enabling students and teachers to under self-reflection as part of the assessment process;
- provides constructive feedback to students and teachers that they can use to improve their performance;
- is sensitive to cultural, linguistic, socio-economic, gender, learning styles, emotional and physical differences;
- provides useful, valid and reliable information for reporting to others.



Source: *Assessment of Information Processes and Products* by J. Donham (Follet Software Company, 1998)

Assessment Practices

- Assessment is an integral part of the teaching and learning process in all curriculum areas.
- Students' prior knowledge and experience are assessed prior to the introduction of new learning experiences.
- Assessment is continuous and includes assessment of students' prior knowledge, formative and summative assessment.
- Students are provided with clear criteria for learning tasks. The criteria are transparent and known in advance by students.
- Teachers utilize a range of assessment tools.
- Teachers monitor and assess student progress in the five essential elements – skills, attitudes, concepts, knowledge and (student-initiated) action.
- Teachers monitor and assess student progress in relation to the Learner Profile along with peer and student self-assessment (Important in Term 1 and 3 mid semester reports).
- Students will participate in the assessment process through a variety of methods, including self-reflection, developing assessment tools, and choosing work samples for their Student Portfolios – Learning Stories.
- Progress and performance in the subject domains and the Programme of Inquiry are assessed.
- Summative assessment is designed so that students demonstrate their understanding in authentic contexts and apply it in new ways.

Assessment Strategies and Tools

Formative Assessment

Formative assessment is interwoven with the daily learning and helps teachers and children find out what the children already know in order to plan/modify the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other.

Summative Assessment

Summative Assessment takes place at the end of the teaching and learning process and gives the children opportunities to demonstrate what has been learned. Summative assessments will demonstrate the students' knowledge of and ability to apply their learning. Work samples will be used for consistent teacher judgement across year levels and to moderate student results.

Strategies

- Observations: All students are observed regularly – individually, in groups and in whole class activities.
- Performance assessment: These assessments are goal-directed tasks with established criteria. These are often real-life scenarios and require the students to utilise a range of knowledge and skills in order to assist them in solving problems.
- Selected responses: These are single examples of what students know or are able to do. Examples include tests and quizzes.
- Open-ended tasks: These are situations in which students are presented with a stimulus and asked to communicate an original response. No two students will have the same response.
- Student Portfolios: Teachers and students maintain a portfolio of work that demonstrates academic and social growth; higher order thinking, creativity and student self-reflection.
- Process-focused assessment: Students' skills and developing understanding are regularly observed in context, using checklists and narrative notes.
- Government required benchmark and other mandatory testing.
- Diagnostic assessment: A type of formative assessment (standardised) – intended to diagnose areas of weakness, misunderstanding and strength (useful in evaluating program standards).

Tools

- Rubrics: Rubrics are established sets of criteria for scoring or rating student work. The descriptors inform the student and assessor what to look for in the work and how to assess it using a predetermined scale. The teacher or the students can develop rubrics.
- Benchmarks/exemplars: These are samples of student work that serve as concrete standards against which other samples are judged. These can be used in conjunction with rubrics or continua. (Useful for moderation.)
- Checklists: These are lists of information, data, attributes or elements that should be present in student work.
- Anecdotal records: Anecdotal records are brief written notes based on observations of students. These records need to be systematically compiled, organised and analysed.

- Continua: These are a visual representation of the developmental stages of learning.
- Learning Stories: Documentation of the process undertaken during the units of inquiry which demonstrate the significant learning episodes experienced by the children and include the use of discourse analysis and visual records.

Assessment Planners

Teachers are to prepare their intended assessment program collaboratively in each year group in consultation with the Director of Learning and Teaching prior to the commencement of each unit. Details of assessment will be posted on the internet with the unit outlines no later than Week Two each Term.

Reporting

Reporting is a means of giving feedback from assessment. It provides affirmation of student effort, acknowledges the students' achievement in relation to learning, identifies areas for growth and development and invites participation by parents in supporting their child's progress as a learner.

Effective reporting should:

- be comprehensive, honest, fair and credible;
- be clear and intelligible to all parties;
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice;
- involve parents, students and teachers as partners;
- reflect the values of the school community.

Reporting Protocols

Parent-Teacher Interview

The Parent-Teacher interview is a discussion between the parent(s) and teacher designed to give the parent(s) information about student progress and needs in relation to the school program. It is also an opportunity for the parent(s) to provide information relevant to the student in the school context.

It will include reference to:

- a summary of the Learner Profile;
- areas of strength, and areas which require future development and assistance;
- strategies for students and parents in relation to areas requiring future development and assistance;
- the five essential elements in relation to the Programme of Inquiry and the subject domains.

The Learning Journey

The Learning Journey is a form of Student-led Conference for our Junior students. This is facilitated by the teacher, but led by the student. At a prearranged time, students share and reflect on their learning with their parent(s) as they view their work, which is displayed in the classroom and in their portfolios.

Depending on the developmental stage of the student, the student may discuss:

- both academic and social areas of strength and areas that require further development and assistance;

- the IB PYP Learner Profile;
- the five essential elements in relation to the Programme of Inquiry and the subject domains.

Parents are encouraged to ask questions.

The Written Reports

There will be two written reports. These reports will be detailed summative reports of each semester. They will be distributed at the end of each semester. A learner profile will be maintained by the class teacher on the school's administration system. The profile will follow the student as they move through the college to monitor their progress.

Reporting Timeline

Initial Parent/Teacher Orientation

- Purpose: information sharing – students needs and administrative requirements, for example, daily routines.
- Orientation is scheduled for the day before students commence the new school year.
- Orientation times are booked for families throughout the morning.

Term One: Parent-Teacher Interview

- Interview (Approximately Week 5)

Term Two: Written Report

- Written report sent home at the end of Term Two.
- Portfolios are sent home to share with families.

Term Three: Learning Journeys (End of Term)

- Learning Journey/Open Classroom (Evening) It is important that every child has a significant adult with them for this evening.
- Student Portfolio shared with parents – Learning stories.

Term Four: Written Report

- Written report sent home at the end of the year.
- The Year 3 and 5 NAPLAN test results sent home when available.
- Student Portfolio goes home – to be returned for next years' teacher (home in Week 7, back in Week 8).

Parents/Staff may seek interviews at any stage throughout the year. Culminating activities in respect of Programs of Inquiry may serve as reporting outcomes.

LEARNING SUPPORT

The learning support program in the Junior School is designed to provide for students at both the remedial and extension levels. This is consistent with both the school's philosophy and the principles of the PYP that all students have the right to develop their full potential and to feel secure in the knowledge that individual differences are recognised and valued and given extra support where necessary. In helping students to acquire those tools necessary to access the PYP curriculum, the program supports the establishment of a strong foundation for future learning.

Aims

- To identify difficulties and strengths early and to offer the appropriate level of support to students
- To provide extra support and develop strategies to help students overcome their difficulties
- To offer a curriculum that challenges the gifted student and supports the development of those strengths identified
- To oversee assessments of students and to monitor individual progress, particularly of those considered at risk or gifted and talented
- To keep comprehensive and ongoing records of students' progress
- To maintain regular communication with class teachers, parents, outside tutors and other professionals
- If necessary, to seek the assistance of outside professionals and to put into practice the advice and recommendations received
- To enable students to assume increasing responsibility for their learning
- To support the attributes listed in the PYP Learner Profile

Student selection is based on

1. Class teacher observation and assessment including:
 - Ability to focus on task at appropriate level for age group functioning with peer group
 - Slow/very advanced progress in relation to peer group
 - Behind with work/difficulties with work/very advanced for year level expectations
 - The information from diagnostic and placement testing and both formative and summative assessments
2. Expression of parental concern
3. Assessment by outside professional e.g. psychologist, speech/occupational therapist
4. Results of standardised testing, especially if:
 - More than six months behind chronological age. (In practice we include those with achievement levels behind CA for reading and spelling.)
 - More than three years ahead of chronological age in reading and spelling
5. Where National Benchmarks Testing indicates an ability level significantly below/beyond the peer group

Curriculum Support

- Minimal Support – one-to-one assistance to start work
- Considerable Support: individualised program and above
- Significant Support: ongoing monitoring and both of above

Support includes the use of the following strategies:

1. Individual learning, e.g. organisation and behavioural contracts
2. Curriculum modification, e.g. individualised learning programs in areas such as reading, spelling and mathematics

3. Varying the amount of work required and time allowed to complete work
4. One-to-one teaching assistance with assignments, e.g. providing explicit instruction, time management strategies and scaffolding
5. One-to-one and small group withdrawal
6. Liaison with outside professionals
7. Continuous assessment and monitoring
8. Regular communication with classroom teacher(s)
9. Regular communication with parents through diary, telephone and interview

SPIRITUAL PROGRAM

OVERVIEW

Radford College is an Anglican School within the Diocese of Canberra and Goulburn and seeks to live as a Christian community.

The Christian faith is positively presented as a meaningful and relevant way of life. This is achieved by bearing witness to the teachings of Christ in all aspects of College life.

Through formal and informal study of the Scriptures, students are encouraged to know about this God-given guide for living a Christian life. Corporate worship based on the practices of the Anglican Church aims to enhance the significance of worship and of belonging to a Christian community, both in the present and in life beyond the School.

Students meaning found in intellectual disciplines, in other religious faiths and in the personal lives of individual members of the School community. The Chaplains are available to parents, students and staff for counselling, help, support and spiritual direction.

The practical aspect of Christianity is encouraged through support of a wide variety of charities and community services. Radford College attempts to challenge students to think for themselves in order to discover the meaning and purpose of life.

SPIRITUALITY

The vision of Radford is for a community awakened to truth, wisdom and compassion where the Christian faith is presented as a meaningful and relevant way of life.

Our commitment is to encourage students to explore their personal beliefs; to develop an awareness of spirituality and encourage respect and understanding in the search for truth; to develop a strong sense of morality and ethics.

The important expressions of this vision include:

Growing

Students are encouraged and nurtured as they grow into truth, compassion and wisdom. Programs that facilitate this include Confirmation, staff development, education strategies, retreats, Alpha/Credo ('Christianity Explain' courses), classroom prayer and meditation, innovative chapel services and ISCF/KAI (Inter School Christian Fellowship).

Belonging

Radford's approach is an inclusive one: all belong to the community and are encouraged to discover their gifts.

Serving

Radford seeks to build richer relationships that create just, inclusive, diverse and sustainable communities. Radford has a 'Community Awareness and Service'

program (RAS). This program constitutes the framework for selfless contributions to the well being of its own community and the community at large.

Celebrating

The spiritual focal point of Radford community life is the chapel. This is a sacred space for all, where experiences of God and life and the truths of the Gospel are expressed in word, song and action.

Chaplains

Rev R Browning *MTh DipTh BPhysio*

JUNIOR SCHOOL SPIRITUAL PROGRAM

Within the Junior School the spiritual program will extend far beyond the weekly Chapel or religious education sessions. It will live within all that we do – as we LISTEN, as we IMAGINE, as we RESPECT. The formal program will include age appropriate worship (in Chapel or Assembly) and formal and informal study of scriptures and story telling through our RAVE (Religious And Values Education) program.

The opportunity to worship provides students with a conceptual base from which they can understand, grow and explore their own faith and develop a respect for and understanding of the search for truth, while the latter provides an opportunity for students to participate in shared experiences that can challenge their values and encourage them to take responsibility for their own learning in ways that are meaningful and relevant to their lives as members of a Christian community both today and into tomorrow.

STUDENT LEADERSHIP PROGRAMS

HOUSE LEADERS

- Each of the Three Junior School Houses will elect a Girl and Boy Captain and Vice Captain to serve their House throughout the year at Year 6 and year 4 levels.
- Election process will be overseen by House Staff in consultation with the HOS.
- House Captains and Vice Captains remain as R.T.C. (Radford Tribal Council) members throughout the year.

RADFORD TRIBAL COUNCIL (R.T.C.)

Rather than a Student Representative Council we have decided a Radford Tribal Council is better. We come together to discuss and support all our Junior School students.

Each year level is represented by an equal number of boys and girls. Students nominate for places on the council.

At council meetings 'real life' issues and responsibilities are presented and discussed with an emphasis being upon a true student voice. If issues/goals are unable to be resolved, they are 'debated' in Collegians Circle. The RTC work with the Head of School in bringing student goals to fruition.

YEAR 3 CAMP

During the final term of Year 3, students will be involved in a two day (1 night) leadership camp. During this camp, students will discuss leadership and their roles for Year 4, as well as attempt team building/leadership games and activities. This camp is held at school.

YEAR 5 CAMP

An essential step in the move to Senior Primary is the Year 5 Camp, held in week two of our first term. As year 5 is a significant intake year (two additional classes), this camp provides an important opportunity to develop an understanding of leadership within the Radford Junior School culture and the chance for formal and informal relationship building. The (3 night) camp significantly aids the development of staff-student relationships as well.

CO-CURRICULAR PROGRAM

Please see Junior School Co curricular Co-ordinator as required.

AIMS AND OBJECTIVES

The Radford College Junior School offers a co-curricular program from year 1 *where possible*.

The Junior School strongly supports the Radford College co-curricular aim to balance three objectives:

Personal enjoyment

The development of specific individual and/or team skills

The development of personal skills aligned with the aims of the College

A. Co-curricular Sport

Given the size and age grouping of the Junior School, the following will apply:

- a) Years 1 and 2 students may take part in co-curricular sport introduction through their weekly sport training. Students will be able to trial and practise a variety of sports but not compete on weekends (co-curricular sport is separate from and in addition to Physical Education and in-school Sport times).
- b) Years 3 to 6 students may take part in co-curricular sport, on an increasing scale according to age levels.

Junior School Sports include:

Summer	Winter
Basketball	Netball
Cricket	Rooball/Football
T-Ball/Softball	Rugby Union
	Basketball
	Hockey

Sport Program Requirements

The following are the expectations for the Sport Program:

- Forms available week 1, term 1
- Forms (Summer out in August) (Winter out in February)
- All students in Years 3 to 6 must complete a sports registration form. Students choosing not to be involved in sport must also complete this form. Students wishing to play sport should indicate their preference and return it to school
- Once a student has committed to sport (Years 1-6), he/she is expected to complete the season (training and/or playing).
- Details regarding uniforms will be made available through the Co-curricular co-ordinator.

B. Co-curricular Music

Most Junior School co-curricular Music program is co-ordinated through the Music Department.

Junior School Program includes:

Strings

- a) Year 3 curricular program introduces (all Year 3 students – in class) to the violin.
- b) Year 4 – 6 individual lessons and 'Junior School strings' beginner group.
- c) Wind/Bass
 - Year 5 group tuition introductory program
 - Years 5 – 7 training band
- d) Choral
 - Year 1/2 Warblers choir
 - Year 3/4 Boys choir
 - Year 3/4 Girls choir
 - Year 5/6 Junior School choir

The above is supported by the in-class music curriculum and specialist teacher.

Instrumental Music

Weekly, half-hour lessons are available at the Junior School with instrumental music teachers on the following instruments:

Violin	Guitar	Piano
Viola	Percussion	Cello

The scheduling of lessons will be arranged between the instrumental music teachers and parents. Most lessons will take place during class time on a weekly, rotating basis to ensure that the same classroom lesson is not missed in succession.

A lesson record book is used by instrumental music teachers to note practice sessions, times and set work. Reports are written each semester to give parents an assessment of progress. However, we encourage parent contact with teachers at all times. These reports are separate from a student's academic record.

Music Program Requirements

The following are the expectations for the Music Program:

- In signing up, students are committed to the group for the year.
- Members are required to attend all rehearsals, performances, workshops/lessons as schedules (some may be before school).
- Students need to bring folder, pencil, etc. to all sessions as required
- Practise, practise, practise!
- The Music Department will ensure that all families have copies of the performance calendar, rehearsal schedules and contact list for the group leader/manager.

Instrument Hire

Students participating in co-curricular groups or individual lessons may be able to hire an instrument. All students doing so will be responsible for the care of this instrument and should ensure that it is secured in the Junior School Instrument Storeroom when they bring it to school. Insurance is necessary to cover the instrument as families are responsible for damage and/or loss. A letter of valuation will be available to submit to insurance companies.

Junior School Instrument Hire (possible)

Violin	Guitar
Viola	Percussion
Cello	

Fee for instrument hire in 2009 is \$115.00/semester

Participation Fees

Fees are necessary to supplement costs incurred in running the Co-curricular Music Program (music, copyrights, specialist staffing, conductors, instruments). Fees are charged per semester and placed on students' accounts. In joining a music group, parents agree to pay this fee.

C. Co-curricular Clubs/Activities

include:

- Drama Club, for Junior School productions and Wakakirri involvement;
- Dance Club, for Junior School productions and Wakakirri involvement;
- Chess Club.
- Lego Club
- Debating

Costs to be confirmed prior to 2009

HOMEWORK

Homework is set in the Junior School Years 1 to 6 to help our students revisit, reinforce work from that day (particularly from new work emanating from the daily Literacy and Numeracy block), and to establish good study skills and habits.

The establishment of a homework routine is an important extension of classroom learning. It is advisable for children to have a special area set aside for homework tasks.

All children in Years 1 to 6 will take books home nightly and parents and children keep a reading log.

All children use the school diary. This is seen as an important means of communication between the school and home.

Students are encouraged to record all details of school commitments and homework in their diary. Parents are encouraged to use this diary for contact with the class teacher regarding routine matters such as reasons for homework not completed, an absence note or injury which may affect the child's performance for that day. Each night parents are asked to sign the diary to indicate they have seen it and the class teacher also checks it.

Expected nightly homework times (Monday to Thursday) are:

Year 1 - 10 to 15 minutes per night, MAY be reading only.

Year 2 - 15 minutes three times per week, plus reading.

Year 3 - 20 minutes per night plus reading.

Year 4 - 20 minutes per night plus reading.

Year 5 - 30 minutes per night

Year 6 – 30 minutes per night

(Specialist staff must liaise with class teacher prior to homework being set).

If students/parents find they are doing considerably more than the above, please contact the class teacher.

STUDENT ATTENDANCE

ROLL MARKING

Class teachers mark rolls each morning between 8.35am and 8.50am with absences submitted to Reception for processing.

STUDENT ABSENCE

Requests are to be made in writing to the Head of Junior School if the child is going to be absent for an extended period eg family holiday.

Reception staff are to be notified if your child is going to be absent from school for the day.

LATE ARRIVALS

Students are to report to reception and sign in if they arrive at school after 8.35am.

STUDENT INJURY OR ILLNESS

Students who become ill or injured during the course of the school day should be sent directly to the Health Centre. Seriously ill or injured students may need assistance.

The staff member responsible for the care of the student when the injury/illness occurred (e.g. classroom teacher, duty teacher, etc.) should complete an 'Accident/Illness Record' form and hand it to the staff at the Health Centre.

SENDING STUDENTS HOME FROM SCHOOL

As it is reasonable for parents to expect that their children are under the supervision of College staff members during the time the student is normally at school, no student shall be sent home from school, for any reason, unless the parent or his designate is informed, in order that necessary arrangements can be made.

1. Illness/Injury During the School Day

- 1.1 Should a student become ill or be injured during the school day, and the school Nurse or office staff member, deem that the child should be sent home, he/she shall:
 - 1.1.1 attempt to establish contact with the parent/legal guardian;
 - 1.1.2 advise the parent/legal guardian of the situation and recommended course of action;
- 1.2 If contact cannot be made with the parent/legal guardian, the child should remain under reasonable supervision at the school, or be taken to hospital.
- 1.3 Should the Nurse or designated staff member determine that the health need of a child are best served by immediate transportation to a medical practitioner or hospital, the Nurse or designated staff member shall:
 - 1.3.1 arrange such transport as deemed necessary and appropriate;
 - 1.3.2 assign at least one staff member to accompany the student;
 - 1.3.3 assign another staff member to undertake the tasks identified in 1.1.1 and 1.1.2 above;
 - 1.3.4 remain with the student until;
 - relieved by parent/legal guardian
 - the treatment and safety of the child have been undertaken by the medical staff/institution
 - the child is in the care of ambulance personnel;
 - 1.3.5 refrain from offering consent for medical treatment;
 - 1.3.6 arrange for the student, upon completion of treatment, to be transported home or back to the school if parents cannot be contacted.
- 1.4 The Nurse or designated staff member shall maintain a record which notes the nature and date of the illness or injury, as well as the action taken. See Accident/Illness Record Form.

DEPARTURES

At the conclusion of the day, your child should be collected from the playground, in Sibling area or at the designated drop and go area. To ensure your child's safety, only persons listed on your enrolment form will be permitted to do so. Any changes to this list must be supplied in writing.

VISITORS/VOLUNTEERS

All visitors/Volunteers are required to report to the appropriate reception and sign in and out. Visitors must be escorted around the Junior School and display a visitors badge when in the school grounds.

SAFETY MEASURES

Release of Children Policy

The staff has a duty of care to the children who attend the Junior School. As part of this duty of care, access to a child will be limited to people authorised by the parent/guardian or who have demonstrated entitlement by means of legal documentation. This includes visitations and collection from the School. This duty of care extends to ensure that a child does not leave the School with a person who is deemed by staff to be adversely affected by alcohol and/or drugs etc.

On admission, parents are required to provide:

- Information about people who are authorised to collect a child and/or contact in an emergency;
- Information regarding court orders affecting access to their children;
- Details of any person with whom they do not wish their children to have contact or be collected by;
- The staff with any changes to the information provided.

Staff are required to maintain and update this information immediately.

Procedure for Collection

As friendships between parents are established, it is often the case the different arrangements are made in relation to the collection of a child. Should this be the case the Junior School staff should be informed in the following manner:

- A phone call to the junior School can be made during the day if arrangements for that day have altered after the drop off time. This information will be recorded in the daily diary and the class teachers will be advised.
- If the person collecting the child is not known to the staff, photo identification may be requested before the child is released.
- If a child has not been collected by 3.45pm (and not attending co-curricular activities), he/she will be placed into the after school care program, a parent notified and you will charged accordingly.

EXCURSIONS

Canberra provides a rich source of excursion opportunities. Within the Junior School Excursions may be academic excursions or co-curricular and extra mural excursions.

Academic excursions must be directly related to the curriculum (Unit of Inquiry or Stand Alone Curriculum) being taught.

Co-curricular or extra mural excursions are related to activities deemed as educationally enhancing (music, dance performance) or related to co-curricular contexts (sport, competition, etc).

PASTORAL CARE

OPERATION OF PASTORAL CARE PROGRAM

A number of programs and support structures have been implemented to assist students.

Each student is placed in their year level class. The class teacher is the parent's first point of contact. More serious issues are then passed on to the appropriate Coordinator, Director of Studies, Head of School.

There is regular, ongoing communication throughout the year between class teacher and parents and often the appropriate Co-ordinator, Director of Studies, head of School via phone calls, emails, interviews and letters.

Parents and students formally meet with their class teacher at the start of the year and at the end of Terms 1 and 3 for interviews and Learning Journey.

Teachers closely monitor the students' diaries. They sign them weekly and pass on any concerns to the Head of School. Parents are then contacted.

The Head of School, Director of Studies, Director of Teaching and Learning and Co-ordinators, after reading the end of Semester Reports, note students of concern ie, those underachieving and those with unsatisfactory scores for attitude and application. A meeting is organised with class teachers, Director of Teaching and Learning, Director of Studies, Head of School and parents and student. During these meetings the report is discussed at length, the student sets some short and long term (end of semester) goals. Strategies that may assist the student to achieve these goals are then identified.

Teachers are also involved in Call overs held very early in Term 2. At these Call overs teachers meet individually with the Director of Studies, Director of Learning and Teaching and Head of School to discuss any students of concern after the completion of Term 1 and interviews. Strategies are then discussed to follow up these ensuing discussions with the student, phone calls to parents.

The Junior School attends a timetabled chapel service or assembly service once per fortnight. This is an important aspect of the College's spirituality program and an extension of RAVE (Religion and Values Education) which is compulsory for all students until the end of Year 10. Teachers are encouraged to follow up themes/issues around which the chapel services or assemblies are based.

The College Chaplains form a part of the College counselling team, assisting the part-time Junior School Counsellor.

The PYP learner profile attributes gives the Junior School a 'common language' and focus to support Pastoral Care within and outside the classroom.

BULLYING POLICY

BUILDING A COMMUNITY FOR ALL TO BELONG

A Statement on Bullying and Harassment

Radford is a community where people learn, work, and grow together. Radford seeks to build a different kind of character – one who values those ideals stated in the College motto of truth, compassion and wisdom. Radford seeks to reinforce the values of care and consideration for others, and to be respectful of each individual. We want to build a just and caring community. There is ample room for all manner of people, but there is no room for any form of bullying or harassment. Bullying is

socially unacceptable and is contrary to the Radford ethos of inspiring students to strive to live just and compassionate lives.

It is unfortunate that, in the wider community, many models of adult behaviour, particularly on the sporting field, in politics and in the news, and broadcast on television for us all to see, provide students with unacceptable models of behaviour. As a community we have not only to resist this but also to educate our students at every opportunity as to what constitutes civilised and acceptable behaviour.

Radford College will, therefore, act to prevent any form of harassment or bullying whether it happens at school, at sport, travelling to and from school, at school camps, on excursions, or on any other school-related function. Radford will also deal with harassment that is directed towards students or staff by other students or staff members even outside of school hours.

Radford considers bullying and harassment to be unacceptable practices.

What is Bullying?

A bully is someone who has the wilful, conscious desire to hurt another and involves the deliberate psychological, emotional and/or physical harassment of one person by another person or group of people. There is usually a power imbalance with the bully being more powerful than the victim, and it is usually ongoing. It hurts people and diminishes the Radford community.

Bullying may take many forms and can include:

- making hurtful, sexist or racist comments which includes using offensive names, teasing or spreading rumours about others or their family continuing smutty jokes or comments, using put-downs, belittling others' abilities and achievements;
- unwelcome and uninvited conduct such as rude gestures, ogling, displaying pictures, posters or graffiti that may cause offence;
- any form of physical violence such as hitting, pushing or spitting;
- making suggestive comments or other forms of sexual abuse/harassment;
- forcing others to act against their will;
- verbal threats of aggression against property or possessions;
- acts of vandalism;
- deliberately excluding a student from School activities or other friends;
- cyber bullying ie use of email, text messages, internet, mobile phones and other technological devices to transmit offensive messages or to harass another student.

Bullying is a serious issue

Bullying is wrong and the Radford community will not tolerate it. Doing something about it is a clear and positive statement about the kind of community we want to be; a community that works for justice, cherishes difference and creates a place for all to belong.

Every member of the Radford community has the right to feel safe, cared for and supported. When things do go wrong there is no place for silence or inaction. Those who witness bullying choose either to be a part of the solution or a part of the problem. We are all responsible for the community to which we belong. Our responsibility extends also to the bully, who needs support, strategies and skills in order to take up their place as a positive individual within the community.

This means in practice that:

- no member of the Radford community should be bullied;
- silence is a barrier to be broken down;
- it is everyone's responsibility to report bullying, regardless of the circumstances;
- to say nothing sends a silent message to the bully that they can keep bullying;
- it is important for every member of the Radford community to be proactive.

What can we as a community do if we are a witness to bullying?

Witnesses can make a difference by:

- intervening as the bullying occurs;
- letting the bully know that it is unacceptable;
- reporting the incident to someone you trust as soon as you can;
- making an anonymous report that will advise of the trouble spot, a bully or a victim;
- offering support and friendship to the victim. Encourage the victim to get help through staff, family, Co-ordinators, Director of Learning and Teaching, Director of Studies, Head of School.

The person you report to could be your parents, teacher, coach, Counsellor, Chaplain, Co-ordinator, Director of Learning and Teaching, Administration Staff, Director of Studies (DOS) or Head of School (HOS).

What can you as a parent do if you think your child is being bullied?

- Listen to your child's side of the story, keeping in mind there are usually two sides to every story.
- Contact your child's teacher or Co-ordinator firstly. Information will then go to HOS.

How can parents recognise symptoms in their child?

The College enlists the support of parents in being vigilant for certain telltale signs, often seen in young people who are being bullied. These include:

- being frightened of walking to or from school or changing a normal route home because of fear;
- not wanting to take public transport or begging you to drive him/her to school;
- being unwilling to go to school;
- feeling ill in the morning;
- beginning to do poorly in school work;
- coming home regularly with books or clothes destroyed;
- coming home hungry;
- becoming withdrawn;
- becoming distressed and anxious;
- crying himself/herself to sleep; having nightmares;
- constantly 'losing' possessions or money;
- having unexplained bruises, scratches or cuts;
- becoming unreasonable and aggressive.

What can you as a student do if you are being bullied?

Some issues are quite low grade and can be handled using some of the strategies

suggested in Step 1. This may solve the problem and the matter stops there. However, if the problem is not solved go to Step 2. Sometimes the issue is serious in which case students should go directly to Step 2 which is to report in an official way what is happening. Remember that the bully relies on your being silent!

BEHAVIOUR MANAGEMENT POLICY

To be read in conjunction with the College Vision Statement, Ethos, School Rules, Bullying Policy and Operation of Pastoral Care Program.

A child who is fully engaged in learning usually demonstrates positive behaviour. Therefore the Junior School staff will make every effort to be sensitive to the interests and needs of individual children in order to minimise any inappropriate behaviours.

By anticipating problems and re-directing children into a positive play environment few problems should result. The children will be encouraged to solve minor problems by themselves by discussing with the teachers appropriate words or phrases which could assist in resolving conflict. These verbal skills will empower the child and assist him/her with learning the skills of negotiation and compromise from an early age.

Prevention techniques used by staff include:

- establishing trust and respect with all children;
- ensuring that all children are treated equally;
- ensuring the area is set up so as to minimise 'disruptive' behaviour eg. enough and varied equipment offered to cater for individual interests;
- modelling appropriate behaviour and language eg 'Thank you for your help. I really liked the way you helped to clean up the paint.';
- listening to what children are saying, feeling and respecting other opinions and ways to operate;
- being alert and helping to make transition times between lessons fun and effective;
- giving the children enough warning before the transition to a different activity;
- showing sensitivity to children's needs by planning a pattern of quiet and active activities and monitoring for excitement and tiredness;
- teaching the children to respect the rights of others and providing them with the language to empower them in a more difficult situation eg 'Please do not do that, I don't like it.';
- taking into account the children's age, ability, developmental needs, backgrounds and possible reasons for behaviour;
- spending time with group of children, talking about possible ways to behave in different situations.

Appropriate Behaviour

A strong and enduring behaviour management focus within the Junior School is on identifying and rewarding positive student behaviour, efforts and achievements. Appropriate behaviour/choices outcomes may include:

- positive and immediate verbal feedback;
- make a note in a student's diary;
- stickers/stamps;
- House points;

- celebrating the achievement at Assembly or in the Newsletter;
- certificate;
- home contact via 'Happy Gram' from Head of School.

Inappropriate Behaviour

Making mistakes is part of the learning process, however when behavioural expectations are not met, teachers should utilise appropriate strategies to ensure that they are. It is recognised that we all have our own style, and each situation should be dealt within context, and natural justice should prevail – not many/all incidents are black and white. Students need to be able to present their view of events and incidents should be fairly investigated by staff on all occasions. In the Junior School consequences of inappropriate behaviour should be individualised and relevant. For example, misbehaviour in sport may mean team duties or suspension from the team. Playground misdemeanours could result in walking with duty staff, community service or sitting out.

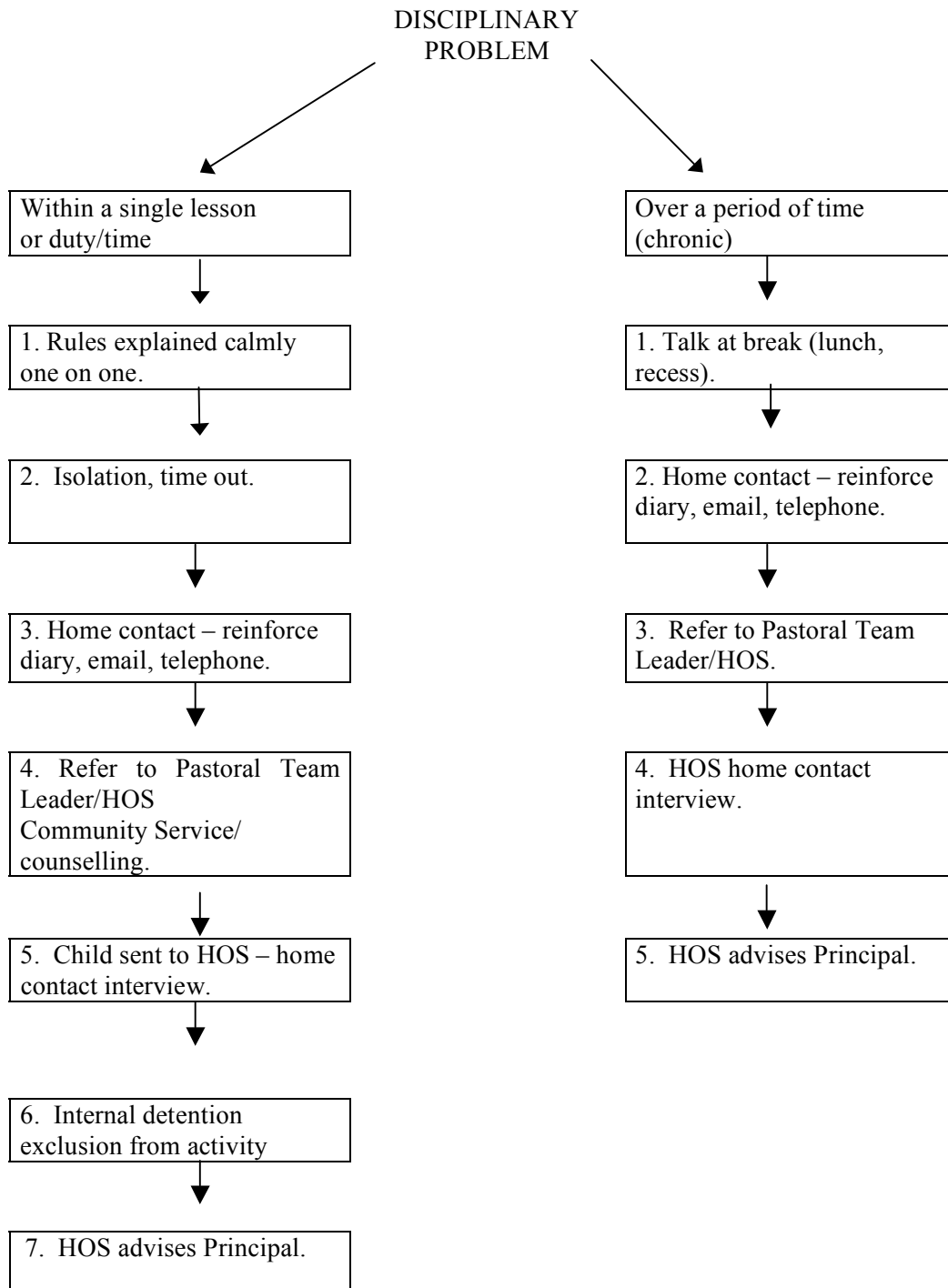
Generally, the class teacher should deal with matters in the first instance. If the problem is serious or ongoing then the Co-ordinator, Director of Studies and Head of School (HOS) will become involved. Parents need to be informed via diary, email, telephone or at interview – as appropriate on all occasions. Detention (Thursday) will only be given in extreme circumstances for severe or persistent misdemeanours eg continued bullying, strong anti social behaviour. The HOS will make that decision in consultation with the School Team. The HOS will notify parents of this decision.

The HOS will keep the Principal informed of persistent behaviour concerns in case action at a higher level (suspension, expulsion) is required.

When students make inappropriate choices the outcomes may be:

- no play in sun if no hat;
- time out;
- home contact (diary, telephone, email, interview);
- walk with duty staff;
- time off playground;
- rules reinforced;
- time out in class;
- time away with buddy class;
- isolation;
- time with HOS;
- practice correct procedures;
- verbal and written apology;
- exclusion from activity;
- counselling;
- perform school community service;
- internal detention;
- others as directed by HOS;
- Principal.

Summary of Disciplinary Pathways



OUR PARENTS

COMMUNICATION

Student Diary

Each child will be issued with a *Student Diary* at the beginning of the year. This will provide parents with information about Radford College and will serve as a means of communication between home and the Junior School. A weekly newsletter from the class teacher will be pasted into the book. This will provide parents with information on the weeks events and any requests that a teacher may have.

Newsletters and Publications

- Fortnightly Newsletter - A fortnightly newsletter is written by the classroom teachers for the enjoyment of parents. Notification of special events, routine information and requests will be made through this newsletter. The Newsletter will be available on the School Intranet.
- Notice boards and documentation areas - Through out the Junior School the notice boards will be used to share with parents any information about special occasions or other issues.
- e-Bulletin- This weekly news and information bulletin is emailed to parents and is also available on the Radford website. It contains information about current events across the College.
- Radford College website – The College website contains a comprehensive overview of college events, curriculum, initiatives and happenings. It can be accessed at www.radford.act.edu.au.
- Principal's Newsletters - At the beginning and end of each semester and term, the principal prepares a newsletter, which is mailed to parents.
- Radford Report - This is a biannual College magazine, which provides information about the strategic plan of the school and curriculum initiatives.
- Radfordian – The Radfordian is the annual yearbook, which is distributed to the College community.

Forums / 'Conversations'

Forums are held as necessary to provide parents with information about the operation of the Junior School and to ask questions regarding any concerns they have in relation to particular areas. Where warranted, parent representatives are also invited to participate in teams that have been specifically formed to review policies and practices.

Daily Start

Each morning the Junior School will come together to celebrate the days start during Terms 1 and 4. During Terms 2 and 3 students host a morning Radio Radford broadcast. Parents are encouraged to attend as the day/week activities are discussed.

Friends of Radford (Junior School)

A sub-committee of the Radford P&F is kept abreast of activities and approaches by the Head of Junior School.

PARENTAL INVOLVEMENT POLICY

Parents play a vital part in the education of their children. Each family has much to contribute to the educational journey being undertaken by their child. Meaningful communication between staff, parents and children is an essential component of the successful day-to-day operation of the Junior School. Both informal discussions and formal meetings are a part of the network of communication and these are supported by regular written information which is given to parents and accessible on the school website.

Should a parent have any concerns, suggestions or questions regarding the Junior School, they are requested to contact their class teacher in the first instance, who will endeavour to resolve any problems or answer any questions.

Any concerns not addressed at this level should be referred to the Director of Learning and Teaching, Director of Studies, Co-ordinator or Head of Junior School. Appointments can be made with the Junior School Executive Assistant.

Your input is valued in such things as discussion groups, daily parent help/assistance, whole school activities/days, excursions and Green Team. I get my best ideas from parents!

Social Activities

Through out the year, parents and other family members will be invited to participate in regular social occasions including such events as Breakfasts, BBQs, Discos, and Parent Evenings etc. Parent suggestions are welcomed.

Parents/Friends Roster – Support Groups

Parents and Friends (Grandparents, significant family members) are warmly welcome to help us within the Junior School. An assistance request will be sent home early in the school year, with assistance welcome on a regular or impromptu manner. In class assistance is appreciated, but we seek your support in understanding that this should occur after Week 4 of Term 1 to allow routines, and setting to be established. We are looking for a variety of assistance which could include:

- Joining us at Assembly or Chapel
- In class, small group work.
- Reading helper, home reader exchange.
- Green Team – to work with out students in re-establishing our environment.
- Co-curricular support – music, sport, clubs
- Excursions
- 'Experts' in Residence speakers or activities.
- Group projects.
- Friends of Radford meetings – a support group only (sub committee of Radford P&F).
- Books – covering, library help.

Any suggestions you may have. We need to make this a warm second home.

OTHER GENERAL INFORMATION

ALLERGY AWARE SCHOOL

Radford College has a small number of students who suffer from severe nut allergies. In order to provide a safe environment for these children, the College is promoting a nut-free environment for years 1-12 to complement the policy of the Browning Early Learning Centre.

ANAPHYLAXIS

Anaphylaxis is the most severe form of allergic reaction. The symptoms of anaphylactic shock may include hives, itching, swelling, watery eyes, runny nose, vomiting, diarrhoea, stomach cramps, coughing, wheezing, throat tightness/closing, difficulty swallowing, difficulty breathing, dizziness, fainting, loss of consciousness or a change of skin colour. The most dangerous symptoms are breathing difficulties or a drop in blood pressure, which can be potentially fatal.

These allergic reactions are normally very quick, symptoms usually becoming apparent immediately the person comes in contact with the allergen, and can threaten the allergic person's life within minutes.

At present there is no cure for anaphylaxis and very few people with nut anaphylaxis will ever grow out of it. A tiny amount of the allergen, a trace amount, is enough to cause a reaction that will threaten the life of these allergic children.

POLICY

In order to protect students with allergies to peanuts and similar nut products, Radford has a policy that no food containing nuts should be brought to school. The canteen does not sell any nut products.

Products that contain nuts include peanut butter, Nutella, fruit and nut bars, chocolate and any other products that have nuts listed in their ingredients. This does not include products that contain the warning "may contain traces of nuts".

Whilst it is not possible to guarantee that nut products will not be in the school due to the large numbers bringing food for their recess or lunch. Children in classes with identified allergy sufferers must ensure they support this policy. The College requests all members of the Radford community make every effort to support this policy so as to ensure the safety and well being of all students.

Students are to ensure that they do not swap or share food and drinks. Parents of students with an allergic reaction to nuts are to inform the College prior to commencement and play a key part in the development of an action plan for their child.

UNIFORM AND SUN PROTECTION POLICY

All uniform requirements are available at the **Uniform Shop**, located near the Performing Arts Centre and book shop.

ALL items **MUST** be CLEARLY LABELLED with the child's name. LOST PROPERTY IS HANDED INTO FRONT RECEPTION AND WILL BE HELD UNTIL THE END OF EACH SEMESTER WHEN IT WILL THEN BE SENT TO THE CLOTHING POOL OR CHARITY.

Sunscreen (SPF 30+) is available at the Junior School, but parents are encouraged to apply sunscreen prior to arriving at school. Students with potential allergies **MUST** be identified by parents.

Junior School staff strongly support our 'No Hat, No Play' policy where students without their hats whilst outdoors must remain in designated areas (shaded). Our 'No Hat, No Play' policy means that students without hats will be restricted in their opportunity to truly benefit and be involved in many of our outdoor activities. Parents' support of this policy is appreciated.

SUMMER Pre K – Year 4	
Polo shirt	Terms 1 & 4 or as required
Shorts or skorts	Terms 1 & 4 or as required
Sports shoes - black	Terms 1- 4
Sports socks – navy blue	Terms 1 - 4
Bucket Hat	Terms 1 - 4
Bag – maroon with school crest	
SUMMER Years 5 - 6	
Radford Summer dress - girls	Term 1 & 4
Grey pleated front shorts - girls	Term 1 & 4
Long grey socks worn with shorts	Term 1 & 4
Pale blue 'peter pan' blouse short sleeved - girls	Term 1 & 4
Tailored pale blue shirt - girls	Term 1 & 4
White ankle length socks - girls	Term 1 - 4
Maroon or Light grey jumper with crest-	Term 1 - 4
Blazer – optional – Garnet with crest	Term 1 - 4
Shoes: plain black polishable leather lace up, regulation heel	Term 1 - 4
Hat – compulsory - navy bucket with embroidered "R"	Term 1 - 4
Maroon or grey vest - optional	Term 1 - 4
Grey long trousers or grey tab sided shorts - boys	Term 1 - 4
Belt plain grey or black leather - boys	Term 1 - 4
Blue stripe long or short sleeved shirt - boys	Term 1 - 4
Plain short grey socks - boys	Term 1 -4

WINTER Pre K – Year 4	
Polo shirt	As per summer option
Long sleeve polo shirt	Terms 2 and 3
Long track pants (boys & girls styles)	Terms 2 and 3
Polar Fleece Top	Term 1-4 as required
Bomber Jacket	Terms 2 and 3 & formal occasions
Gloves	Optional
Beanie	Radford College issue only
Scarf	Navy, Garnet or white only
Bucket Hat	Radford College issue only
Sport shoes	black

Socks	Navy blue
WINTER Year 5 -6	
Grey long trousers 2 front pleats - boys	Term 2 & 3
Tie – junior boys	Term 2 & 3
Blue stripe long sleeve shirt - boys	Term 2 & 3
Skirt – Radford tartan, knee length, wool blend fabric, 2 inverted pleats front and back - girls	Term 2 & 3
Mid grey pleated front slacks - girls	Term 2 & 3
Stockings – grey 70 denier or mid grey cotton blend tights	Term 2 & 3
Socks – ankle length grey or black worn with slacks	Term 2 & 3
Socks – ankle length plain white worn with skirt only - girls	Term 2 & 3
Pale blue ‘peter pan’ long sleeved blouse - girls	Term 2 & 3
Blazer – Garnet with school crest	
Vest – grey or maroon with school crest	
Jumper – grey or maroon with school crest	
Shoes – plain black, polishable leather, lace up, regulation heel	

VISITORS TO THE SCHOOL

SALES REPRESENTATIVES AND OTHER VISITORS

Visits by sales representatives for the purpose of displaying or demonstrating educational materials are required to have a prior appointment with the department concerned. Front Office Reception must be advised in advance and the representative must sign in and obtain a visitors badge before being escorted to the appropriate area. Visitors are also required to sign out before leaving the school campus.

VISITORS TO THE JUNIOR SCHOOL

All visitors to the Junior School must have a prior appointment, sign in and out, and be accompanied by a staff member at all times. Regular helpers such as parents and grandparents must also sign in and out.

VISITING STUDENTS

Radford does **not** have an ‘open campus’ policy. Only ex-Radford students are permitted to visit during the day, and only during lunchtime.

All student visitors must report to the Front Office Reception to sign in and obtain a visitors badge. The receptionist will then contact the appropriate Head of School to advise them of the visiting student. Visiting students are also required to sign out before leaving the school campus.

DIRECTORY

The following list may prove useful in directing parent and student enquiries through appropriate channels:

- a) Individual student programs – class teacher
- b) Advance permission to be absent for more than **one** day – Head of Junior School
- c) Matters related to student illness, lateness – Junior School Reception
- d) Disciplinary matters - Head of Junior School
- e) Uniform – Head of Junior School
- f) Lost Property – Junior School Reception
- g) Student Buses - Mr R Harris (Facilities Manager)
- h) Accounts, Fees etc. - Ms J Martin (Business Manager)
- i) Cocurricular —
 - Clubs – Junior School co-curricular co-ordinator
 - Sport – Junior School co-ordinator
 - Music – Music Department
- j) Library – Junior School Teacher Librarian
- k) Curriculum Issues
 - Director of Learning and Teaching P - 6
 - Junior School Director of Studies P - 6
 - Head of Junior School
- l) Class Placement Issues
 - Junior School Director of Studies
 - Director of Learning and Teaching
 - Head of Junior School
- m) Enrolments - College Registrar
- n) General counselling, personal problems – Junior School Chaplain/Counsellor
- o) Camps - Year 3 - Primary Co-ordinators, Year 5 - Senior Primary Co-ordinator
- p) Canteen – Head of Junior School Executive Assistant
- q) Appointments with Head of Junior School – Head of Junior School Executive Assistant
- r) Appointments with Principal – Principal’s Executive Assistant
- s) Collegians –
 - Friends of Radford Sub-Committee
 - Director of Development
 - Head of Junior School
- t) College Shop – Mrs A Pappas

The Principal and Head of Junior School welcome the opportunity to discuss any matters relating to the progress and welfare of students.

General Advice to Parents: When in doubt, consult you son or daughter’s teacher who will advise you. On most matters related to general student progress and welfare the class teacher should be the first point of contact.