Junior School Handbook 2019
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HVGS Junior School Overview

Welcome
Welcome to the Junior School at Hunter Valley Grammar School. This handbook aims to address key issues that arise in the day-to-day life of a family in our community. Though extensive, it may not be exhaustive. Should you have any questions not addressed in this handbook, please approach a relevant staff member, or the Assistant to the Head of Junior School, Mrs Kephart, for assistance.

The MyHVGS Website
This handbook may be deprecated by updated information. Parents are advised to consult my.hvgs.nsw.edu.au for up-to-date information.
Key Junior School Personnel

Mr Daniel McClintock  
Head of Junior School

Mrs Rachael Hutchen  
Head of Academic Care,  
Head of Stage 3

Miss Madeleine Smith  
Head of Curriculum

Mrs Kylie McPherson  
Head of Stage 2

Mrs Paula Fisher  
Head of Stage 1

Dr Jeanette Lightfoot  
School Psychologist

Mr Ross Murdoch  
Director of Sport

Mr Cameron Wallace  
Gifted and Talented  
Coordinator

Mrs Kelly Birch  
Coordinator of Academic  
Services

Mrs Robyn Kephart  
Assistant to the Head of Junior  
School
School Hours
School hours are from 8:30am until 2:50pm.

The School day begins with roll call and planning for the day. All students must attend roll call. Students arriving to class after 8:40 will be required to obtain a late pass from the Main Administration Office.

Weekly Routines
Weekly routines are established after the commencement of the year’s timetable. Activities may include Choir, Friendly School’s Time, Better Buddies, Assembly, and will be incorporated in the weekly routine.

Class routines and timetables will be distributed by individual teachers at the commencement of Term 1. This will include information on Music, Sport, PE, Languages and other specialist lessons.

Reflection Time is scheduled at the end of each day for all students. This time is used to foster personal growth, develop understanding of personal goal setting techniques and to develop authentic inquiry and learning habits.

Daily Routine

<table>
<thead>
<tr>
<th>Beginning</th>
<th>End</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am</td>
<td>8:40am</td>
<td>Roll Call and Preparation</td>
</tr>
<tr>
<td>8:40am</td>
<td>9:10am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9:10am</td>
<td>9:40am</td>
<td>Period 2</td>
</tr>
<tr>
<td>9:40am</td>
<td>10:10am</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:10am</td>
<td>10:40am</td>
<td>Period 4</td>
</tr>
<tr>
<td>10:40am</td>
<td>11:40am</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:40am</td>
<td>12:10pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>12:10pm</td>
<td>12:40pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>12:40pm</td>
<td>1:10pm</td>
<td>Period 7</td>
</tr>
<tr>
<td>1:10pm</td>
<td>1:40pm</td>
<td>Recess</td>
</tr>
<tr>
<td>1:40pm</td>
<td>2:10pm</td>
<td>Period 8</td>
</tr>
<tr>
<td>2:10pm</td>
<td>2:40pm</td>
<td>Period 9</td>
</tr>
<tr>
<td>2:40pm</td>
<td>2:50pm</td>
<td>Reflect and Review</td>
</tr>
</tbody>
</table>
Contact with Teachers

Parents are invited to be involved in many class activities and to arrange this with their class teachers. Opportunities for involvement will be discussed at the annual “Meet the Teacher Night”, usually held on the Wednesday evening of Week 2, Term 1, as well as throughout the years, responsive to Units of Inquiry and opportunity.

HVGS staff and parents are expected to take a collaborative approach to problem-solving and managing issues which can arise in the life of a child. Should parents require a meeting with the class teacher, they can make this request via Mrs Kephart or direct to the teacher via their HVGS email address. Mrs Kephart can be contacted on 02 4931 0735. On occasion, Junior School staff may request that you be available to meet with them. On such occasions, parents are expected to, in good faith, attempt to make arrangements to be available for a meeting at an agreed time. Such an approach is an outworking of the School’s partnership with parents in their responsibility to educate a child.

To avoid disruption and offence that can arise when staff are unable to accommodate spontaneous requests, parents are discouraged from visiting classrooms throughout the normal day unless arrangements are made with teachers in advance.

All classroom and playground visitors must register with the Main Administration Office and obtain a visitor’s pass. From here, they should enter the Junior School via Mrs Kephart’s office who will be able to assist with directions.

Absence from School

All absences, whether for a full day or any part of a day (late arrival or early departure), require an explanation and consent in writing from a parent or guardian. The Education Act requires parents/guardians to provide the School with such notice within 7 days of the absence.

After the roll being confirmed for the day, an SMS text is sent to the parents of absent students. A reply to this text, explaining the absence, suffices as written notification. Unplanned absences generally fall under the categories of illness, misadventure or other circumstances beyond a family’s control.

Planned absences

Applications for exemption from school attendance must be made in writing on the appropriate form as prescribed in the NSW Government Exemption Guidelines. Parents/guardians are required
to complete and submit the application form to the Principal in advance and in sufficient time to enable assessment and notification of the outcome.

Reasons for granting exemptions from school may include:

- Exceptional domestic circumstances, including but not limited to participation in family holidays during school term where it is considered that this is in the best educational interests of the child
- Other exceptional circumstances
- Employment in the entertainment industry or participation in elite sporting events for short periods of time i.e. for one or two days

Forms are available online from the Parent Portal and in hard copy from the Main Administration Office. The relevant forms are entitled “Exemption from Attendance at School” and “Application for Extended Leave – Vacation Travel”.

Where the application is approved a Certificate of Exemption will be issued to the parent.

**Late Arrival/Early Departure**

Students arriving after 8:50am must report to the Administration Office to receive a late pass prior to proceeding to class.

When a parent or guardian requires collection of a student for an early departure, the following process is in place:

- The parent is to sign in at the Administration Office where details of the absence must be provided in writing, an early departure will be issued
- Either the office staff will send for the student or, in some cases, the parent may proceed to the student’s class. This decision is made at the discretion of the School.
- If the parent collects the student from call, they are to present the early departure slip to the teacher to collect the student – the early departure slip is retained by the parent
- The parent and the student return to the Administration Building to sign out before departure
Appointments During School Hours

It is an expectation that appointments (medical, dental etc.) will occur outside of school hours. If this is not possible, please consult with your child’s teacher to avoid important calendar clashes. Parents should adhere to the above procedure when collecting/returning students.

Notification of Change of Afternoon Travel/Care Arrangements

The School understands that plans can change throughout the day. Parents are advised that, should a change of routine occur – e.g., a child who had planned to catch the bus is now required to await collection at the pick-up zone – they are required to notify Mrs Robyn Kephart in the Junior School office before 2:10pm. Should notification occur after this time the delivery of the message to students cannot be guaranteed.

Student Welfare

What to do if a student has a problem?

If you are a student with a problem and need to talk with someone about it, the following people would like to listen and help:

- The class teacher
- The Head of Stage
- The Head of Academic Care (Junior School)
- One of the school psychologists
- A school captain or Year 6 student leader
- A trusted classmate
- Any member of the teaching staff
- The Head of Junior School

Remember, the people at Hunter Valley Grammar School would like to help you.

What can parents do if they need to speak with someone?

Generally, the best course of action if you have a concern is to speak with the relevant classroom teacher in the first instance. If the matter is not resolved satisfactorily, you may then wish to address the Head of Stage, the Head of Academic Care, and then the Head of School.
There are times, though, when this process is not ideal. For serious and confidential welfare concerns, it may be more appropriate to make contact with the Head of Stage, the Head of Academic Care, the Head of Junior School or a School Psychologist in the first instance.

**Sick Bay**

- The central sickbay is located in the Main Administration Office.
- No medicines are to be used at school without a permission letter from parents/guardians.
- All medicine, including Panadol, is to be given to the School Nurse located in the central sick bay in an envelope with the required instructions and the student’s name.
- If a student is unwell, he/she is to initially report to Mrs Kephart in the JS office. Mrs Kephart will take care of minor first aid and forwards more serious concerns to the central sickbay as appropriate. All details/treatments are recorded electronically.
- For all serious illnesses and accidents, the parent/guardian is contacted.
- Students on ADD, ADHD or other medication need to be registered with the Administration Office and complete appropriate forms which clearly indicate the medication and dosage required. Medication is to be taken to the central sickbay located in the Administration building on Monday mornings. Medications will then be distributed from the central sickbay in the Main Administration Office to students when they visit the office at the appropriate time.
Learning at Hunter Valley Grammar School

Curriculum in the Junior School

The Junior School curriculum can be considered as an interplay and interweaving of three primary factors: who we are as a School; the International Baccalaureate Primary Years Program, and; the New South Wales documented Australian Curriculum. Each factor aligns with and complements the others.

The Principal, Mr Paul Teys, has the overall responsibility for curriculum P-12. In the Junior School, the Head, Mr Daniel McClintock, maintains oversight of K-6 curriculum with Miss Madeleine Smith, the Junior School Head of Curriculum. Miss Smith works closely with staff to develop Units of Inquiry and that align with our School ethos and goals, the New South Wales Educational Standards Authority requirements and the requirements of the International Baccalaureate PYP.

The Dean of Curriculum and Innovative Learning, Mr Nick Jolliffe, assists Miss Smith in overseeing and coordinating Junior School curriculum.

HVGS Curriculum

HVGS promotes a Values for Life education for each student. We embrace each child’s intellectual, emotional and spiritual development, encouraging the pursuit of excellence in all areas, and developing in students the desire to be lifelong learners who grasp life’s opportunities.

We do this in a community that lives its values and provides each student with a range of quality educational and developmental experiences.
The International Baccalaureate

HVGS is the region’s only School which is authorised to teach the International Baccalaureate Primary Years Program. International Baccalaureate (IB) World Schools share a common philosophy, a commitment to high-quality, challenging, international education.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The New South Wales Curriculum, based on Australia’s National Curriculum

The aim of the Australian Curriculum is to ensure that all young Australians are equipped with the skills, knowledge and capabilities that provide a foundation for successful and lifelong learning and participation in the Australian community.
The attributes of a PYP Learner

The PYP Learner Profile is a statement of who our students are and who they are becoming.

<table>
<thead>
<tr>
<th>PYP students at our school are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
</tr>
<tr>
<td>Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.</td>
</tr>
<tr>
<td>Thinkers</td>
</tr>
<tr>
<td>They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.</td>
</tr>
<tr>
<td>Communicators</td>
</tr>
<tr>
<td>They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.</td>
</tr>
<tr>
<td>Courageous</td>
</tr>
<tr>
<td>They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.</td>
</tr>
<tr>
<td>Knowledgeable</td>
</tr>
<tr>
<td>They have spent time in our schools exploring themes, which have global relevance and importance. In so doing, they have acquired a critical mass of significant knowledge.</td>
</tr>
<tr>
<td>Principled</td>
</tr>
<tr>
<td>They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.</td>
</tr>
<tr>
<td>Caring</td>
</tr>
<tr>
<td>They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.</td>
</tr>
<tr>
<td>Open-minded</td>
</tr>
<tr>
<td>They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.</td>
</tr>
<tr>
<td>Well-balanced</td>
</tr>
<tr>
<td>They understand the importance of physical and mental balance and personal well-being.</td>
</tr>
<tr>
<td>Reflective</td>
</tr>
<tr>
<td>They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.</td>
</tr>
<tr>
<td>Endeavouring</td>
</tr>
<tr>
<td>They strive to succeed, personally recognising the difference they make to their own learning.</td>
</tr>
</tbody>
</table>
Home-Learning (Homework)

Rationale
Home-learning provides an avenue for students to practice and revise the skills and understanding learnt in the classroom. It is also an avenue by which students can prepare for the lessons ahead. Home-learning is considered useful for developing an attitude of responsibility. It is important that students appreciate that learning is not restricted to the classroom and that tasks completed at home form an important part of their learning.

Home-learning provides the teacher with a means of obtaining input from parents, allowing them to make a significant contribution to the educational process at home.

Regular, well-structured, home-learning will encourage children to develop independent working skills and to seek help (where appropriate) from other sources. It also helps students gain an awareness of areas in which they need extension or additional assistance.

Students ought to:

- complete nominated tasks within the times specified for their Year group
- feel comfortable to seek assistance from teachers if home-learning is generating difficulties
- complete tasks to the best of their ability in both neatness and content
- complete their home-learning tasks without parental insistence.

Students are expected to:

- bring their diaries to all lessons
- write all home-learning tasks in their diaries and to check these daily
- have their diaries signed by their parent/guardian each weekend, indicating that parents are aware of the tasks set and completed and any other notes
- produce their diaries each day for their Class Teacher
- take a responsible attitude toward completing tasks at home and be prepared to devote the necessary time and effort to complete it to the best of their abilities.

On some occasions, the tasks set for a week will fall short of the loads specified for that age group. It is desirable that students take advantage of these times and use them for revision and reading. Students need to individualise their work routines as they approach their Secondary School courses.
Guidelines for Parents to Assist with Home-Learning

Parents are expected to support the aims and objectives of this policy and recognise learning at home as a valid educational activity. Parents are asked to help provide a suitable environment for the completion of learning at home. This may include:

- a quiet area away from distractions such as the television and/or siblings;
- a suitable workspace which provides a comfortable table and chair with adequate lighting and ventilation; and
- support and encouragement in the formation of good study habits.

Parents should use some discretion in the amount of involvement they have in their child’s tasks at home. Children ought to be able to complete their home-learning with limited parent involvement.

Parents are asked to inspect the child’s home-learning as frequently as possible and:

- take note of the amount of home-learning;
- discuss the completion of the tasks with their child;
- read any comments inserted by teachers and act as required by such comments; and
• sign the diary in the space provided to indicate that the diary has been sighted and the tasks completed.

Home-Learning Load Guidelines
Per weeknight, we expect that home-learning tasks we set would require around the amount of time indicated below.

Kindergarten
Some literacy and numeracy activities, including shared reading with parents or other additional reading activities. Approximately 10 minutes per night.

Years 1 and 2
Literacy and numeracy activities, including spelling, mathematics, and reading. Approximately 15 to 20 minutes, with individual reading encouraged before bed each night.

Years 3 and 4
Literacy and numeracy activities, including spelling, mathematics, reading and response tasks. Increased amounts of home-learning will be aligned with the Units of Inquiry, and specialists can provide small amounts of home-learning. Approximately 20 to 30 minutes, with individual reading encouraged before bed each night.

Years 5 and 6
In Stage 3, increased independence is required of students in their home-learning. More tasks set will follow-up on activities from across the curriculum including Language, Mathematics, Spelling, the Units of Inquiry and Project/Research work. Students should also build a revision and study routine in Stage 3. We expect that a night’s homework may take 45 minutes, inclusive of and supplemented by individual reading which is encouraged nightly.

General Home-learning Procedures
The times indicated in this document are average loads, which should be expected from Monday to Thursday nights. Friday nights and weekends would normally be left free of formal home-learning activities, but could be used in part for long term projects and revision purposes. Some students may choose to spread their work over more than 4 nights, others complete their homework in fewer. This would then alter the times indicated above.
Teachers request the support of parents by asking that a note be recorded in the student diary when set tasks have not been completed in the suggested time frame and that, where possible, missed tasks be re-scheduled. Home-learning can be responsive to student and family capacity.

For teachers, home-learning provides the opportunity for the consolidation of work presented in class. Teachers will therefore set consequences for home-learning commitments that have not been met in the specified time without parental explanation.

**Assessment**

Various types of assessment are used at Hunter Valley Grammar School in order to accommodate different strengths, to provide different perspectives and to give a comprehensive picture of the student’s knowledge, skills and understanding. Assessment can be formative (in that it is ongoing and informs immediate teaching practice) and summative (in that it is a cumulative assessment of achievement at the conclusion of a Unit of Inquiry).

Examples of assessment techniques in the Junior School include:

| Early Stage 1 – Kindergarten | Normed and standardised assessments of literacy, numeracy and developmental milestones; anecdotal records; checklists; verbal questioning; testing of sight words and phonograms; work samples for assessment generalisation of skills; observations; reading benchmarking; quiz of materials taught; self-appraisal of work; questioning in class; verbal explanations; teacher assessment of quality of work created benchmarked against student in other classes and NSW assessment exemplars; open-ended tasks; collaborative reviews; formative and summative tasks. |
| Stage 1 – Years 1 and 2 | Normed and standardised assessments of academic achievement in literacy and numeracy; running records for oral reading; observations, discussion and whole-class sampling to gain pre-teaching knowledge; work sampling; benchmarking; design-and-make projects and research; simple rubric feedback; teacher-student conferencing; small tests; open-ended tasks; self-reflection tasks; collaborative reviews; formative and summative tasks |
| Stage 2 - Years 3 and 4 | Normed and standardised assessments of academic achievement in literacy and numeracy, reasoning and Science; consolidation of students’ ability to self-assess; formal and informal observations; running records of oral reading fluency; |
ongoing anecdotal records; weekly and periodic quizzes; work sampling; design-and-make projects; research presentation and explanation; rubric feedback; teacher/student conferencing; open-ended tasks, self-reflection; collaborative reviews; formative and summative tasks.

Stage 3 - Years 5 and 6
Normed and standardised assessments of academic achievement in literacy and numeracy, reasoning and Science; increasingly developed and actionable self-assessment and reflection; observations and dialogue between students and teacher and students and peers; ongoing anecdotal feedback; weekly and periodic quizzes of knowledge, skills and application; work-sampling across the for benchmarking; design-and-make projects and research; presenting to peers for feedback; rubric feedback; teacher/student conferences; open-ended tasks: self-reflection; collaborative reviews; formative and summative tasks.

Reporting
Reporting to parents about student achievement takes several forms. Parents are encouraged to contact the school as often as they require to gain information regarding their child’s progress and accomplishments, in relation to outcomes, skills, attitudes, knowledge and concepts. Formally, we communicate about progress through the methods outlined below.

Parent-Teacher Interviews, Three-way Conferences, and Student-Led Conferences
Parent-Teacher Interviews and Conferences are held each semester, in mid-Term 1 and mid-Term 3. For students from Kindergarten to Year 2, interviews are generally held without the child present.

For students in Years 3 to 6, Three-Way Conferences take place, incorporating teacher, parent and student input. Student-reflection is key to meaningful progress, and so the child’s own reflections on what has worked well and where is best to focus attention next is incorporated into the content of the interview. While for Year 3 students the teacher maintains a significant degree of control over the process, as student increase in independence and maturity, these conferences become student-led.

The use of portfolios and reflections on the Learner Profile attributes is at the forefront of these conferences, allowing the student’s work and the student themselves to contribute to the feedback and goal-setting process. Additional interviews, based around student needs, are held as required. Staff and parents are expected to be flexible, collaborative and reasonable in making arrangements for meetings and interviews.
Written Reports

Written reports are supplied to parents twice a year, in Terms 2 and 4. Within these reports, parents are provided with feedback on their child’s achievement compared against NESA-mandated stage outcomes. It is a Federal Government requirement that school reports include a five-step reporting framework, which at HVGS takes an “A to E” approach, with descriptors ranging from “Outstanding” to “Limited”.

As well as a report on overall performance in English and Mathematics, written reports also address achievement across the Units of Inquiry and within subject-specialist’s lessons. The written report also outlines each child’s personal work habits, attendance and application, as well as the teacher’s overall feedback on the student reflecting on the semester.

Throughout the process of assessing, recording and reporting on student achievement, HVGS staff collaboratively plan, linking with NESA and IB PYP requirements, with the aim of creating a robust and meaningful assessment and reporting framework. This is reviewed annually by staff, and is included in the NSW Schools Registration process and the PYP Schools Evaluation audit.
Uniform, Dress and Appearance

Our School’s expectations around uniform, dress and appearance aim to reduce any pressure on our students to ‘compete’ for the most fashionable styles or accessories, or to feel left-out because of a family’s choice not to go for the latest trend. As a School, we aim to set a standard of which can all be proud and which brings credit to students, parents and the School.

Winter Uniform is worn from Mothers’ Day until Fathers’ Day. Summer Uniform is worn for the remainder of the year.

The School’s Uniform Code is an expectation that relies on parental support. The School relies on parents/guardians providing the correct uniform and monitoring their child’s uniform and grooming on a day to day basis. Parents who have accepted the offer of an enrolment at the School have accepted these uniform regulations. Persistent breaches of the School’s uniform policy compromises enrolment.

Girls’ and Boys’ Summer and Winter Uniform, including formal options

<table>
<thead>
<tr>
<th>Junior School Girls’ Uniform</th>
<th>Junior School Boys’ Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>• Maitland Tartan dress with white collar</td>
<td>• Open necked checked shirt</td>
</tr>
<tr>
<td>• White ankle socks</td>
<td>• Grey shorts</td>
</tr>
<tr>
<td>• Navy jumper (must <strong>not</strong> be worn without blazer outside the school grounds)</td>
<td>• HVGS boys’ socks from uniform shop</td>
</tr>
<tr>
<td>• Teal blazer (made to measure)</td>
<td>• Akubra hat</td>
</tr>
<tr>
<td>• Black leather, plain, lace-up school shoes (no punch hole decorations or jogger-style)</td>
<td>• Black leather, plain, lace-up shoes (no punch hole decorations or jogger-style)</td>
</tr>
<tr>
<td>• School all-season hat</td>
<td>• Teal blazer (if warmth is required)</td>
</tr>
<tr>
<td>• Navy hair ribbons for day-to-day wear</td>
<td>• White short-sleeved shirt for formal wear</td>
</tr>
<tr>
<td>• White hair ribbons for formal-wear</td>
<td>• Tie for formal-wear</td>
</tr>
</tbody>
</table>

**Summer Formal**

Summer Formal uniform will be expected when representing the School and at many School functions, including Presentation Day. Students attending

**Summer Formal**

Summer Formal uniform will be expected when representing the School and at many School functions, including Presentation Day. Students attending
evening functions, even as members of the audience, are expected to wear formal uniform.

Girls' Summer Formal uniform includes a white hair ribbon and blazer.

*It is important that all items of uniform are clean, pressed and well-presented, especially when formal uniform is called for.*

<table>
<thead>
<tr>
<th>Winter</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maitland Tartan winter-weight tunic</td>
<td>• White long- or short-sleeved Midford shirt, buttoned up to the neck</td>
</tr>
<tr>
<td>• Long-sleeve white Midford shirt</td>
<td>• Grey trousers, winter weight</td>
</tr>
<tr>
<td>• Navy jumper (must <em>not</em> be worn without blazer outside the school grounds)</td>
<td>• Maitland Tartan tie</td>
</tr>
<tr>
<td>• Teal blazer (made to measure)</td>
<td>• Teal blazer (made to measure)</td>
</tr>
<tr>
<td>• Navy stockings</td>
<td>• Trouser belt should only be black</td>
</tr>
<tr>
<td>• Black leather, plain, lace-up school shoes (no punch hole decorations or jogger-style)</td>
<td>• Black or grey socks (short socks only)</td>
</tr>
<tr>
<td>• Tab tie – Maitland Tartan</td>
<td>• Akubra hat</td>
</tr>
<tr>
<td>• School all-season hat</td>
<td>• Navy jumper (must <em>not</em> be worn with blazer outside the school grounds)</td>
</tr>
</tbody>
</table>

**Winter Formal**

Winter Formal uniform will be expected when representing the School and at various School functions. Students attending evening functions, even as members of the audience, are expected to wear formal uniform.

Girls' Winter Formal uniform includes a white hair ribbon and blazer, either with or without a jumper.

*It is important that all items of uniform are clean, pressed and well-presented, especially when formal uniform is called for.*

<table>
<thead>
<tr>
<th>Winter Formal</th>
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<tbody>
<tr>
<td></td>
<td>Winter Formal will be expected when representing the School and at various School functions. Students attending evening functions, even as members of the audience, are expected to wear formal uniform.</td>
</tr>
<tr>
<td>Boys' Winter Formal uniform includes a white button-up shirt and blazer, either with or without a jumper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>It is important that all items of uniform are clean, pressed and well-presented, especially when formal uniform is called for.</em></td>
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</table>
**Girls’ and Boys’ Sports Uniform**

<table>
<thead>
<tr>
<th>Junior School Girls’ Sports Uniform</th>
<th>Junior School Boys’ Sports Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Sports Uniform</strong></td>
<td></td>
</tr>
<tr>
<td>• Navy collared shirt with school crest</td>
<td>• Navy collared shirt with school crest</td>
</tr>
<tr>
<td>• House-coloured shirts (worn only at school and house-based carnivals)</td>
<td>• House-coloured shirts (worn only at school and house-based carnivals)</td>
</tr>
<tr>
<td>• Navy sport shorts</td>
<td>• Navy sport shorts</td>
</tr>
<tr>
<td>• White HVGS sport socks</td>
<td>• White HVGS sport socks</td>
</tr>
<tr>
<td>• Cross-trainers or running shoes (no colour requirements)</td>
<td>• Cross-trainers or running shoes (no colour requirements)</td>
</tr>
<tr>
<td>• Navy broad brimmed hat with school crest</td>
<td>• Navy broad brimmed hat with school crest</td>
</tr>
<tr>
<td>• School sunglasses (optional)</td>
<td>• School sunglasses (optional)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td></td>
</tr>
<tr>
<td>• Navy collared shirt with school crest</td>
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</tr>
<tr>
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</tr>
<tr>
<td>• School sunglasses (optional)</td>
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</tr>
<tr>
<td>• Navy track suit with school crest (compulsory in winter)</td>
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</tr>
</tbody>
</table>

NB: Additional representative shirts may need to be purchased as students qualify for particular teams.

**Dress Rules**

**Uniform for travelling to and from School**

Students are expected to travel to and from School in their School uniform regardless of whether they are using public or private transport.
Students who do not wear their uniform to and from School will have a notation in their School diary and will be reported to their teacher for follow-up. A second notation will result in a detention.

**Wearing uniforms to a shopping centre and other public venues outside School hours**

Students who visit shopping centres or other public venues on their way to and from School are required to wear their complete School uniform, neatly, with no additions or deviations. The School hat will not be required in doors.

Students who are recognised at these venues by staff will be issued with a diary note and will be reported to their teacher or Head of Stage. Continual infringement will result in an interview with the Head of House and Head of Stage with the parents and student.

**Blazers**

Blazers are a compulsory uniform requirement when the winter uniform is being worn and when attending some functions both at School and outside school.

Failure to wear a blazer will incur the same consequence as for failure to wear uniform to and from School. In the case of attendance at a function outside School, failure to have the blazer will result in the student being withdrawn from the function.

**Hats**

Hats are required to be worn to and from School daily and when outside at School at all times, except during the period from Mother’s Day to Father’s Day when the UV index is generally lower. For further information, see the Sun Safe policy for guidelines on wearing hats within the School grounds throughout the regular School day.

As with blazers, hats are an integral part of the School uniform and the same consequence will be applied.

**Scarves**

The only scarf to be worn to school is the School scarf, purchased form the uniform shop. Any other scarf will be removed and confiscated, to be collected by parents from the School office.

**School Bags**

School bags are available from the uniform shop. Each student must have an approved navy bag with School crest. Student K-4 require an HVGS library bag.
Jewellery
Jewellery is to be kept to a minimum and must not exceed the following.

Piercings and Earrings
Girls may wear a matching pair of plain gold, silver or pearl sleepers or studs, one in each ear lobe. More than one piercing in each ear is not permitted. Piercings to any other visible part of the girl’s body is not permitted. Boys must not have piercings.

Students with piercings that contravene School rules will have their parents contacted and they will be sent home, not to return until the inappropriate piercing stud or ring has been removed.

Spacers of any description are not permitted and must be removed and not reinserted, allowing the flesh to regrow.

Watches and rings
One plain watch and plain ring of gold or silver colour (no stones) is permitted for both boys and girls. Watches with Internet connections are not permitted at School.

Necklaces, chains and the like
Necklaces, chains, bracelets and anklets are not to be worn to school, whether or not they can be seen.

If jewellery is worn that contravenes the above it will be confiscated and held by the appropriate sub-school assistant until collection by a parent. If the offence is repeated, the jewellery will not be returned until an interview is held between the Head of School and the parent.

Appearance
Students with aspects of their appearance which does not comply with uniform requirements will be sent to a member of the Junior School Executive to correct the issues and have the breach recorded. Marked deviations from requirements will result in removal from the playground until the hair is corrected or the child collected from the office. The Head of Junior School, or a delegate, exercises sole discretion as to what counts as a ‘marked’ deviation, family expectations and current trends are not considered mitigating factors.

A member of the Junior School Executive will communicate with phone parents indicating the requirement for correction. A second breach of requirements will result in a lunch detention. Continued breaches will be considered in accordance with the School’s Behaviour Managements
Guidelines and will be considered ‘blatant disobedience’. Continual breaches of uniform compromise enrolment.

Hair

Hair which does not comply with uniform requirements will be sent to a member of the Junior School Executive to redo their hair appropriately and have the breach recorded. Marked deviations from requirements will result in removal from the playground until the hair is corrected or the child collected from the Office. A member of the Junior School Executive will phone parents and issue a letter indicating the requirement for the hair to be cut prior to return to School. A second breach of requirements will result in a lunch detention. Continued breaches will be considered in accordance with the School’s Behaviour Managements Guidelines, and will be considered ‘blatant disobedience’. Continual breaches of uniform compromise enrolment.

Girls’ Hair

Girls must wear their hair tied back in a conventional style, i.e. a ponytail, plait or bun. All loose strands not long enough to be contained within the band must be clipped or pinned off the face using hair clips or pins. Girls must only wear navy blue ribbons or navy blue headbands to School. Formal uniform includes a white ribbon or headband.

Boys’ Hair

All boys’ hair must be cut in a conventional style, clear of the collar and off the eyes at all times. Hair styles which do not adhere to this include those with marked, immediate variations in the hair length and drastically asymmetric styles, where hair is significantly longer on one side.

Nail Polish

Coloured nail polish may not be worn to School. Students wearing nail polish will be sent to the appropriate sub-school office to have their nails cleaned. Records will be kept and managed as per the guidelines above, under heading “Appearance”.

Make up

Girls are not permitted to wear makeup at School. Students wearing make-up will be sent to the appropriate sub-school office to remove their makeup. Records will be kept and managed as per the guidelines above, under heading “Appearance”.

Exceptional reasons for inability to wear full school uniform

If for some exceptional reason students are unable to wear their complete school uniform a signed note from the parents or guardians should be recorded in the diary to be presented to the class teacher at roll call.

Rules and Expectations

Hunter Valley Grammar School is a community of respect

All members of the Hunter Valley Grammar School community have the right to enjoy a safe, ordered environment, free of harassment where people treat one another with kindness, honour and respect.

We demonstrate self-respect by:

• Striving to reach our potential in all areas, including academic and co-curricular activities and citizenship
• Taking pride in our behaviour and appearance
• Focusing on our health and safety

We demonstrate respect for others by:

• Helping to create an environment of encouragement and support within our P-12 school community
• Listening with consideration to the opinions and ideas of others in the community even when they are different from our own
• Respecting the privacy and property of others in the community.

We demonstrate respect for the School by:

• Adhering to the rules of the School at all times
• Maintaining the grounds and facilities by cleaning up after ourselves and others when necessary
• Being a positive, honourable representative for the School in all endeavours and at all times

Rights and Responsibilities

Foundational to our culture of respect is the understanding that our community is one in which we have rights, which are ensured through the mutual upholding of our responsibilities.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Reciprocal responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be treated with dignity and respect</td>
<td>• To treat staff, students and visitors with consideration and respect.</td>
</tr>
<tr>
<td></td>
<td>• To respect the rights of others to work free of distractions.</td>
</tr>
<tr>
<td></td>
<td>• To move around the School in an appropriate manner.</td>
</tr>
<tr>
<td></td>
<td>• To display behaviours which, at the School and in public, bring credit to oneself and the School.</td>
</tr>
<tr>
<td></td>
<td>• To wear the School uniform correctly and with pride.</td>
</tr>
</tbody>
</table>
| To feel secure in an environment free from negative actions from others and from harmful substances and objects. | Not to bring to School substances which are harmful to health and items which have the potential to cause injury.  
Not to hurt or cause harm to others. |
|---|---|
| To study, work and pursue activities in pleasant, well-kept surroundings. | To contribute my best efforts.  
To help keep classrooms tidy.  
To respect School grounds and property.  
To eat and drink outside classroom blocks, the library building, etc.  
To remain within School bounds.  
To dispose of litter in the bins provided.  
Not to bring chewing gum to School. |
| To have belongings treated with care. | To respect the belongings of others.  
To understand that valuables should be left at home or stored securely, and that mobile phones are to be switched off and stored securely. |
| To be communicated with clearly, politely and respectfully. | To communicate with others clearly, politely and respectfully. |
| To have viewpoints and contributions respected. | To treat the viewpoints of others with respect.  
To respect the ethos of Hunter Valley Grammar School. |
All students are required to respect the traditions and ethos of the School and its continued good name.

A student’s ongoing enrolment in the School is placed at risk by a serious breach of student responsibility. Examples of serious issues include bullying, use of alcohol or illegal drugs, smoking and theft.

**Policy on Harassment**

All members of the Hunter Valley Grammar School Community have the right to enjoy a safe, ordered environment, free of harassment, where co-operation and positive interaction are encouraged, people are valued, and property is respected. The comprehensive Harassment Policy is published in the school diary and is discussed during pastoral times.

**Kinds of Harassment**

Harassment is ongoing verbal and/or physical attacks against a person. It is meant to hurt physically and/or emotionally.

This can be done by an individual or by a group gathering together to harass someone.

**Physical Harassment**

Physical harassment can include:

- Hitting, punching, jostling, pushing, spitting or sexual abuse.
- Frightening others by threatening these actions against them.
- Hiding, damaging or destroying the property of others.

**Non-Physical Harassment**

Non-physical harassment can include:

- Name-calling or putting others down
- Using offensive names, making suggestive comments or other forms of sexual harassment
- Using abusive language to others
- Making degrading comments about another’s culture, gender, religious or social background
- Ridiculing a person or making hurtful comments about his or her body or face.
- Writing crude notes or crude drawings about others
- Spreading rumours about people or their families
• Belittling another person’s abilities and achievements
• Deliberately isolating a student

**Actions to intervene**

Should a student harass someone, one or more of the following may occur

• Discussion about the behaviour with parents, the Head of Stage or a member of the Junior School Executive
• Removal from the classroom/playground
• Loss of privileges
• Mediated meetings and the opportunity to offer apologies
• Creation of a Behaviour Support Plan
• Exclusion from the facilities/property that have been misused for a period of time
• Loss of student’s personal time
• Discussion about the student’s behaviour with the Head of the School. Parents may be informed or required at that discussion
• Discussion about the student’s behaviour with the Deputy Principal and Principal
• Internal and external suspensions
• Expulsion

Harassment is not tolerated at Hunter Valley Grammar School

**Acceptable use of the Internet**

Hunter Valley Grammar School requires the responsible use of technology in general and the Internet in particular.

Unacceptable uses of the Internet include, but are not limited to:

• Searching for inappropriate or unacceptable material (pornography, extreme violence, illegal activities, etc.). Retrieving, displaying, printing or transferring such material
• Use of Internet facilities without permission
• Invading the privacy of individuals
• Using the network for financial or commercial gain
• Vandalising that data of another user, including the users of the School’s network
• Use of unacceptable language
• Violation of copyright and plagiarism
• Monopolisation of an Internet access terminal
• Any other inappropriate or improper use as deemed so by the IT Manager, Librarian or member of the Executive
• Utilising social media sites-emails for bullying or harassment
• Attempts to circumvent the School's filters and safeguards

Student access to the Internet is available in the School library and in classrooms. The use of email accounts other than those provided by the School, FTP, Chat, social media and other activities are not permitted on School-operated devices.

Use of the Internet is both a responsibility and a privilege. All users of the Internet are therefore expected to use it in a responsible, efficient, ethical and legal manner. Failure to accept this responsibility may result in the removal of the user’s access privileges to the Internet.

Any malfunction or other problem should be reported immediately.

Social media in the Junior Years
Access to Social Media in the Junior Years is problematic and dangerous. HVGS's Junior School is a "No Social Media Junior School". Our advice to all parents is that they take adequate steps to ensure that their children do not have online accounts for services which require users to be 13 years or over. Though the social media landscape is always changing, this includes Youtube, Facebook, Instagram, Snapchat and almost any app in which communication with strangers is possible.

It is Junior School policy that students with prohibited accounts are ineligible for student leadership roles, and will have their positions revoked if found to be in breach of the terms of use of an online social media provider.

If concerns arise in the home facilitated by a student’s access to technology the School’s advice to parents will be the removal of access to the device or service in question. All technology in the home should be set up with adequate parental controls.

General
After School Care
After School Care (ASC) runs each day from 2:50pm to 6:00pm on the School premises. ASC is located in the K-2 Multipurpose Centre. Children can be enrolled in ASC on a permanent, part-time
or casual basis where possible. Our ASC is staffed by HVGS employees, not outsourced, and provides a caring and warm environment for children who cannot be collected from School at 3:00pm. All bookings are made through Mrs Robyn Kephart in the Junior School Office direct on 02 4931 0735 or kephartr@hvgs.nsw.edu.au. After School Care places are in high demand and bookings are essential.

Should there be a change of routine involving After School Care, Mrs Kephart must be notified in order to satisfy Duty of Care Requirements. Failure to notify may result in the application of an Administrative Fee.

**Better Buddies Program**

The Alannah and Madeline Foundation is a national charity keeping children safe from violence. Their key prevention program is the Better Buddies Framework, a whole-school initiative designed to create friendly and caring primary school communities where anti-social behaviour is reduced.

In Better Buddies, Year 6 children are buddied up with Kindergarten children. Together, they learn and experience caring for others, friendliness, respect, valuing difference, including others and taking responsibility.

Better Buddies enables younger students to feel safe and cared for while older students feel valued, useful and respected.

**Camps and Outdoor Education**

As part of the School’s commitment to holistic education, an Outdoor Education program is in place for students in Years 3 to 11. The fundamental aim of this program is to challenge and extend students to maximise their potential not only intellectually, but also emotionally, spiritually and physically. This program may involve both classroom lessons and a range of activities in the outdoors. The principal activity each year is a camp.

Each camp is designed with a program of experiential learning activities appropriate to the students attending and in keeping with the School’s Outdoor Education philosophy. Students will participate in a range of activities such as bushwalking, orienteering, abseiling, rock climbing, canoeing, expeditioning, initiative challenges and activities associated with camping.

**Aims and Objectives of Year Camps**

The Year Camps are designed to provide the experiences necessary to enable students to develop:
• Self-awareness
• Independence
• Confidence
• Self-discipline
• Communication skills
• Leadership skills
• The ability to work with others in a team
• Problem-solving skills
• Initiative
• Flexibility/consideration for others
• Outdoor/camping skills
• An appreciation for the environment.

Above all, it is hoped that the Year Camp Programs will engender in students a love for adventure and the outdoors while empowering them (through their experiences) to be better citizens.

Transport
Transport to camps is arranged by the provider and students are accompanied by HVGS staff.

Meals
All meals are provided as part of the camp experience and are usually provided by camp providers. On some occasions, students will be responsible for the preparation of their own meals from rations provided.

Costs
Costs associated with school camps form part of the annual tuition fee. The annual multi-night excursions in Years 5 and 6 are separate from the camping program, and an extra cost is billed to families for these experiences.

Medical Concerns
Medical forms are required as part of the mandatory information that parents are to supply to the school prior to a camp. If a child requires medication, this must be given to the teacher responsible for medicines prior to the camp, with written instructions, and in original containers. Students are not to self-administer unless explicit written permission has been provided by parents and the School agrees that this is appropriate.
Parents are required to provide to the School in writing any special requirements, student habits or medical conditions that staff need to be aware of for the student to participate in the camp and be safe.

**Camp Notes and Documentation**

The School provides parents with a detailed letter, which describes as a minimum, the following:

- philosophy of the camp
- the desired outcomes for students’ learning and personal development program
- a list of activities in which students will participate
- contact details of (both) the teacher-in-charge and camp provider
- clothing requirements
- bedding requirements
- requirements for eating utensils
- detailed transport arrangements
- hygiene and health requirements and arrangements
- recommended spending money (if applicable)

The information package will also include:

- forms for the identification of any medical requirements, approval for any emergency treatment, and other written consent form for specified activities
- A list of supervisory personnel, along with their emergency contact number(s), including a mobile phone contact number, for the duration of the excursion

If the itinerary involves student participation in adventure activities (e.g. white-water rafting, rock climbing, canoeing, etc.), parents/guardians will be provided with details about such activities, along with separate and specific parent permission forms to be signed by the parents/guardians.

Expectations regarding student behaviour while on camps, along with its requirements for both supervised and unsupervised activities, will be clarified and will conform with HVGS general behaviour expectations.

**Staff/Pupil Supervision Ratios at Camps**

Staff to student ratios at camps are reflective of a risk-management approach. Low risk activities are staffed differently from higher-risk ones. Some outdoor education activities, such as abseiling and canoeing, have inherent risks beyond normal school activities; trained employees at campsites
are considered as part of the student/teacher ratio and their expertise is essential in running these activities safely.

Canteen
The Canteen operates each school day, providing morning teas and lunches.

Hunter Valley Grammar School minimises the amount of cash handling by students at the School. Canteen orders for Junior School are placed online. Parents need to set up a Parent Profile at http://my.hvgs.nsw.edu.au/canteen.html

In order to make a purchase, families need to deposit funds into their ‘My Student Account’. Further information can be provided by the Accounts Department.

Kindergarten to Year 6 students are still able to use cash to purchase small items.

The Canteen is dependent upon voluntary helpers so parental assistance is required. If you are able to help please contact the canteen direct on 4931 0740.
Change of address or contact details
Families who change address or contact details should notify the director of enrolments as soon as possible in order for the School to maintain up-to-date records. Please ensure change of phone numbers are notified immediately to the Main Administration Office.

Co-curricular Sport
Saturday and evening team sports are run throughout the School. School soccer, basketball, hockey, netball, cricket and touch clubs compete each year in local competitions. If you would like your child to register for these sports, information can be collected from the Teacher in Charge of Junior School Sport, Mr Murdoch at appropriate times. A complete list of co-curricular activities can also be found on the School’s website.

Confiscated items and belongings
Items that have been confiscated will be named and kept for collection by parents.

Curricular Sport
In general, our School encourages student participation in sporting activities both in and out of School. School organised sporting activities within School time are a compulsory part of the curriculum and we ask parents to support the School in our endeavour to encourage students to enjoy sports, train hard, and participate with school spirit. Our School motto, “Success Through Endeavour”, is exemplified through our sports program.

All student participate in sports lessons throughout the year. School Sport is divided into Summer and Winter Sport. Summer Sport covers Terms 1 and 4, and Winter Sport covers Terms 2 and 3.

Term 1’s major sports carnivals are Swimming and Cross Country. Advanced swimmers who are representing HVGS at HRIS (Hunter Region Independent Schools) and CIS (Combined Independent Schools) level are given specialised coaching where possible, depending upon availability of coaching staff. All swimming carnivals are conducted during Term 1.

Students who are representing at HRIS and CIS level in Cross Country are encouraged to join the HVGS running group that meets weekly.

Winter Sport choices (Terms 2 and 3) include Basketball, Netball, Junior Soccer and skills-based tabloid. Kindergarten, Year 1 and Year 2 children do the tabloid only.
In Term 4, children build experience in Touch Football, Softball, Volleyball, Cricket, and skill-based tabloid sports. A competent swimmers group also trains in preparation for the Term 1 Hunter Valley Grammar School, Hunter Region Independent Schools, and Combined Independent Primary Schools swimming carnivals, which are held in Terms 1 an 2. Competitive and capable swimmers are encouraged to continue training throughout the Christmas holidays, ready for carnival-participation early in the new year.

Other specialist sport experiences are also offered throughout the year, including golf, equestrian, softball, rugby and more. Parents are notified of these options as they arise.

School sport is run within a House Competition framework. Opportunities to engage in a variety of co-curricular sporting activities outside school hours are also available. Notification is given at appropriate times throughout the year and the complete document is available on the School website.

The Director of Sport in the Junior School is Mr Ross Murdoch.

Diaries
Diaries are designed to help develop positive work habits, foster student organisation, and provide a vital link between home and school. Diaries are issued to students in Years K-6 at the beginning of the school year. The diary is to be signed by parents each week to acknowledge the completion of set tasks and that communication between home and school has been checked. Parents should use the diary as a means of quick communication with the class teacher. Diaries in grades K-6 are also used as reflection journals for students. Reflection provides the opportunity for students to share their learning journey with parents.

Drama Productions
A number of high-quality, educationally approved productions are engaged by Hunter Valley Grammar School throughout the year. These include Years 5-8 Musicals, Years 9-12 Musicals, the annual Christmas Celebration and more. These productions are designed to complement curriculum, cultural and pastoral experiences. Parents will be notified as to the nature of the productions via notes and the newsletter.

Excursions
Students are involved in excursions which support units of study. Parents receive notice prior to the excursion via a permission notes, which includes information such travel arrangements, timing,
and personnel responsible. Permission notes should be returned to Mrs Kephart in an envelope clearly labelled with the child’s name and class. Full School uniform is worn on excursions unless other instructions are issued. Any queries regarding the excursion should be directed to the class teacher.

The School reserves the right to refuse participation in an excursion to any student if that student’s behaviour record indicates there is the foreseeable likelihood of placing the child in question, or others, at risk.

If an excursion or activity is likely to prove a health risk to the individual, every reasonable step will be taken to include the student, though there are times when the child’s participation in that excursion or activity is not an acceptable risk.

**Fortnightly Newsletter**

The Fortnightly Newsletter is automatically sent via email to the parent listed first on the enrolment form. Families requiring the second parent also to receive the Newsletter, please request by email to Mrs Susan Boyd (Communications Manager) at boyds@hvgs.nsw.edu.au.

The newsletter’s purpose is to inform parents of School events and to report items of interest. Most importantly, it provides a vital communication link between home and school.

**House Allocation**

Students are allocated a House upon enrolment by the Director of Enrolments, Mrs Jennifer Fisher. Siblings and children of former students are placed in the same house as each other. Students new to the School are placed in a House depending with the aim of maintaining balance in the total number of students in each House, and the balance of boys and girls in each house.

Hunter Valley Grammar School has 4 houses:

- Barrington (Blue)
- Gloucester (Green)
- Liverpool (Yellow)
- Watagan (Red)

**Library**

The Weeks Library is open from 8:00am until 4:30pm, Monday to Thursday, and from 8:00am until 4:00pm of a Friday during School Terms.
Year 4-6 students may use the library between 3:00pm and 3:55pm Monday to Friday and during lunchtime, however they should be productively engaged in study. Students using the library are required to be signed in and must be collected or go to After School Care by 3:55pm. A permission note is required and can be obtained from Mrs Kephart.

Homework Club also operates as a co-curricular activity K-2 library for students from Years 3-6. Details of co-curricular activities are shared termly.

In class time, students in K-2 visit the K-2 library for borrowing, reading and literacy lessons. Students in Years 3-6 also visit the Weeks Library on a regular basis. During library time, students are engaged in literacy learning activities, as well as developing library and information skills, researching, pursuing their own interests through free-choice borrowing, and taking on the best next challenge for them as readers through the Literacy Pro Lexile reading program. Students borrow books that reflect their own interests as well as their current reading abilities.

Students and members of staff each have an allocated barcode. The barcodes for students in Years K-6 are retained in a folder for ready access at the enquiry desk, whilst students in Years 7-12 are issued with a laminated library card to which the barcode is attached. The card must be produced if students wish to borrow.

The library facilities include an automated catalogue, networked computers, CD-ROM and internet access, a scanner and printer, which students may use in accordance with the school’s Acceptable Use Policy. Photocopying facilities are also available at 10 cents per copy.

Students in Years K-6 may join the Scholastic Australia Book Club and Library staff provide information about this.

**Laptops at School**

The use of a laptop at school may be allowed as part of a Personalised Learning Plan, in consideration of a student’s particular disability. This matter should be discussed with the Head of School who will consider the request and liaise with relevant School personnel.

**Location of teachers and classes throughout the day**

All enquiries regarding location of classes throughout the school day should be directed to Mrs Kephart in the Junior School Office.
Lost property

To help with identification of lost clothing/property, please ensure the child’s name is clearly marked on all items. All property found at HVGS should be handed into the Assistant to the Head of Junior School, Mrs Kephart.

Lost property with a legible name on it will be returned to the named student. Students may check with Mrs Kephart during the second half of lunch for any items they have lost. The lost property cupboard is kept locked at all times. Students who leave clothing in other areas of the school, such as the Cameron Centre, should also revisit these areas to search for their clothing.

Lost School diaries

Lost diaries should be reported immediately to the class teacher. Families will be required to purchase a replacement School diary.

Music

HVGS offers a first-class music program, which incorporates the in-class curriculum as well as numerous extra-curricular opportunities. Activities such as Choir, Ensembles and Band are available through the co-curricular program. Children wishing to learn instruments may do so in ensembles and private lessons. Enquiries should be directed to Mrs Reid, Assistant to the Director of Music, who can assist with timetabling and availability queries, as well as provide information regarding costs.

All students, K-6, participate in an in-class music program which includes listening, composing and performing. The program incorporates keyboards, percussion, stringed instruments, wind instruments, movement and singing, all aimed at developing basic musicianship and fostering connection with how we, as humans, express ourselves.

Mobile phones and Internet-enabled devices at School

While appreciating that many parents wish their children to have phones for safety reasons, there is no need for their use during school hours. If emergencies arise students and parents should contact each other through the Main Administration Office.

Mobile phones must not be switched on during lesson time and should remain off and in the student’s bag or locker throughout the day. Phones remain the student’s responsibility at all times. Parents are reminded that the normal channel of communication with students is through the Main Administration Office.
Other electronic items such as gaming devices and smart watches must not be used during school hours. Again, if they are brought to School, they remain the responsibility of students and must be securely stored in bags. Earphones are for personal use and should not be shared.

Students who do not adhere to these rules will have their devices confiscated. Confiscated devices are not returned to students, but rather to parents. Repeated infringements may require an interview with the Head of School or Principal.

**Stationery Requirements**

A list of equipment required by each child for their day-to-day participation in class activities is issued prior to the beginning of the academic year. It is the responsibility of each family to ensure that the required equipment is either at school or carried each day.

**Transport to School – Buses and Trains**

Up-to-date information on transport to and from School, including public and private buses, is available at my.hvgs.nsw.edu.au

**School Student Transport Scheme**

The NSW provides free travel for students on NSW Public buses, and subsidies for private transport where no public transport is available. Details are found at:


**Public Transport – How to apply for an OPAL Card**


Buses run from Singleton, Rutherford, Cessnock, Kurri Kurri, the Lake Macquarie Area, Dora Creek, Toronto, Nelson’s Bay, Raymond Terrace, Medowie, Nelson Bay, East Maitland, Bolwarra, Paterson, Woodville and Victoria Street Station. Dungog students catch a train to Maitland Station where they are picked up by the appropriate school bus. If a card is lost a new one must be obtained via the link above.

**School-operated bus express to Newcastle**

The School operates a private bus express to Newcastle in term time. To ride this bus, students must attend HVGS, live in Newcastle and have been issues an HVGS Bus Pass. Casual use of this bus by students visiting Newcastle is not permitted.
The service is express, with one stop in Newcastle at Union Street near the intersection with Tooke Street, near the netball courts, then direct to HVGS. The bus departs Union Street at 7:45am, arriving at HVGS at approximately 8:25am. It departs HVGS at 3:15pm, arriving at Union Street at 4pm.

Applications for a place on the HVGS bus are available from the Main Administration Office, or by emailing Diane Towers (towersd@hvgs.nsw.edu.au).

**Behaviour when travelling on public transport**

Students on public transport are representing the School and commensurate behavioural expectations are therefore applied. Students travelling to and from school on public transport are subject to the same rules as at School. Any rules applied by the bus companies or rail authorities must also be adhered to by all students. Any concerns regarding buses or behaviour of students on buses should be logged with the Head of Junior School or the Head of Academic Care (Junior School).

**Valuables at School**

Students should not bring large sums of money or valuable items to school. Any items brought to school remain the responsibility of the student at all times.
School Song

We’re the students of the Hunter Valley Grammar School
   Proudly this we do acclaim
Till our goal we gain, excellence is our aim
   Honour to our School’s good name.

   Hills, plain and river, Hunter Valley is our land
   Here in life we take our stand
Red, Green, Yellow, Blue; harmony and friendship too
   Years of loyalty will stand by you.

   This our mighty Hunter Valley
   Will remain our heritage
Young and eager, strong and vibrant
   Marching forward heads held high
And when we say we’ve always won
   They’ll ask us all just how it’s done
We’ll proudly point to everyone
of the Hunter Valley Grammar School.
## Campus Facilities Directory

<table>
<thead>
<tr>
<th>Block</th>
<th>Facilities</th>
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</thead>
<tbody>
<tr>
<td><strong>Admin</strong></td>
<td>Reception</td>
</tr>
<tr>
<td></td>
<td>Principal (Upstairs)</td>
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<tr>
<td></td>
<td>Deputy Principal</td>
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<tr>
<td></td>
<td>Director of Enrolments/Registrar</td>
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<td></td>
<td>Accounts (Upstairs)</td>
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<tr>
<td></td>
<td>Sick Bay</td>
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<tr>
<td><strong>A Block</strong></td>
<td>Language staff</td>
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<tr>
<td></td>
<td>Language classrooms</td>
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<tr>
<td><strong>B Block</strong></td>
<td>Mathematics classrooms</td>
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<td></td>
<td>Mathematics staff</td>
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<td><strong>C Block</strong></td>
<td>English staff</td>
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<tr>
<td></td>
<td>English classrooms</td>
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<tr>
<td></td>
<td>Science laboratories</td>
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<tr>
<td><strong>D Block</strong></td>
<td>Business and Humanities classrooms</td>
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<tr>
<td></td>
<td>Business and Humanities staff</td>
</tr>
<tr>
<td></td>
<td>Careers Room</td>
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<tr>
<td><strong>E Block</strong></td>
<td>Science laboratories</td>
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<td></td>
<td>Science staff</td>
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<tr>
<td><strong>V Block</strong></td>
<td>Art rooms</td>
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<td></td>
<td>Art staff</td>
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<td></td>
<td>Photography Dark room</td>
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<tr>
<td><strong>H Block</strong></td>
<td>PE</td>
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<td></td>
<td>PE staff</td>
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<th>Block</th>
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<td><strong>F Block</strong></td>
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<td></td>
<td>Home Economics/Textiles rooms</td>
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<td></td>
<td>Industrial Technology rooms</td>
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<td>Design Technology staff</td>
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<tr>
<td><strong>IT Block</strong></td>
<td>Computer staff</td>
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<td></td>
<td>Computer classrooms</td>
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<td><strong>M Block</strong></td>
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<td>Library facilities</td>
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<td><strong>Library</strong></td>
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<td>Lecture Theatre</td>
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<tr>
<td><strong>H Block</strong></td>
<td>Student Academic Support Services</td>
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<td></td>
<td>Secondary</td>
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<tr>
<td><strong>P 1</strong></td>
<td>Years 1 and 2 Classrooms</td>
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<tr>
<td></td>
<td>Head of Junior School</td>
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<td></td>
<td>Heads of Curriculum (Junior School)</td>
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<td></td>
<td>Head of Academic Care</td>
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<td></td>
<td>Middle Leaders' Office</td>
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<td>JS Administration Office</td>
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<tr>
<td><strong>P 2</strong></td>
<td>Years 3 and 4 Classrooms</td>
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<tr>
<td><strong>P 3 and 4</strong></td>
<td>Years 5 and 6 Classrooms</td>
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<tr>
<td><strong>ELC</strong></td>
<td>Pre-School</td>
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<tr>
<td></td>
<td>Kindergarten classrooms</td>
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<td><strong>P5</strong></td>
<td>Years 4 and 2 Classrooms</td>
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<tr>
<td></td>
<td>Specialist Teachers' Staffroom</td>
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<tr>
<td></td>
<td>Primary Common Room</td>
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<td></td>
<td>Academic Services - Junior</td>
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<tr>
<td></td>
<td>Student Toilets/Change rooms</td>
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<tr>
<td></td>
<td>Sports Canteen</td>
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