



TINTERN  GRAMMAR

# JUNIOR PREP–YEAR 6 HANDBOOK 2021





# TINTERN GRAMMAR

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## Letter from the Heads of Junior Schools

Dear Parents,



Welcome to the Girls' Junior School, at Tintern Grammar. We are delighted to have you and your family as members of our School community in 2020. In this Handbook you will find valuable information to guide you through the Junior School journey, including an overview of Girls' Junior

School routines and expectations, as well as critical information regarding the pedagogy of our teaching and learning.

Tintern Grammar is a supportive learning environment where each student is valued and nurtured to be their very best self. In the Girls' Junior School, our students are enthusiastic about learning and all aspects of school life due to the tenacious planning and teaching from our committed, high calibre staff.

Our commitment to parallel education, and in particular Girls' Education ensures your daughter has focussed opportunities designed to develop confidence, and self-esteem. She will learn from doing, being, working with others and through the challenges that School life can present. Girls are encouraged to take risks with staff being there at all times to support and guide, challenge her when appropriate, and celebrate her accomplishments.

Parents have an important role in developing their child as a successful learner, working in positive partnership with the School. Together we can help your daughter to be her best self, laying strong foundations for a life time of learning success. If at any time you or your daughter require additional support, or you are unsure please do not hesitate to contact us; we are here to assist.

At Tintern Grammar our School motto is *Factis Non Verbis* (By Deeds Not Words). We seek to live out this motto in everything we do, being guided by the Tintern Compass and Learner Profile. Our actions intend to inspire your daughter, to develop pride in her School and to encourage her to reflect upon her journey of self-improvement.

I wish each girl a successful 2020, full of learning, fun and personal growth.

**Mrs Allison Prandolini**  
**Head of Girls' Junior School**



A very warm welcome to the Boys Junior School, at Tintern Grammar. I am delighted that you and your family are a part of our Junior School Community for 2020. This handbook is designed to provide you with a general overview of the routines and curriculum that ensure that our

Junior School is a supportive, rewarding and engaging environment for all boys and their families.

Our Junior School has its foundations in 'The Tintern Compass', with the development and promotion of each value or 'point' being a focus each and every day. This occurs through our programs designed to specifically cater for the developmental needs of boys and the regular interaction between our staff and boys. We are proud of our Junior School environment which we believe nurtures and encourages each boy.

We believe that we know boys and that is why our teaching needs to be engaging and yet caring, because as experts agree, "Boys don't care how much you know, until they know how much you care."

Whilst this handbook should provide you with valuable information, it is most important that you always contact us at school should you have any questions, concerns or issues to discuss.

We aim to provide the best learning experiences and opportunities for our boys. A strong partnership between the boys, parents and staff is critical for this to occur.

I wish every boy a fulfilling journey through the Tintern Grammar Boys' Junior School as we continue to 'stand tall, many voices one'.

**Mr Adam Kenny**  
**Head of Boys' Junior School and Director of Students**

## Core Values at Tintern Grammar – ‘The Compass’

At Tintern Grammar we believe it is important that our boys and girls experience and are taught guiding values that will remain with them for life. ‘The Compass’ was originally a key daily focus at our Southwood Boys Campus.

In keeping with the Tintern Grammar Board’s 2020 vision of ensuring a distinct path for every girl and every boy and ensuring that our students will be more confident, happy, resilient and ready to embrace life, as well as morally grounded and respectful with a generous spirit, this inspirational teaching tool has been adopted across Tintern Grammar.

The development and promotion of each Compass point is a focus each and every day for every Tintern Grammar student. This occurs throughout our programs and is designed to specifically cater for the developmental needs of our boys and girls at each stage of their schooling journey.



## Introduction

This handbook has been produced to give parents the information that will enable them to work with the Junior School in providing the best possible education for their daughter or son.

Additional guides, letters and newsletters connected with your daughter’s and son’s education will be sent to you at the appropriate time. The information in this handbook is correct at the time of issue, and parents will be kept informed of any changes that occur. While details may alter from time to time, policies and procedures are unlikely to change significantly, and this handbook will be a valuable source of information throughout your daughter’s and son’s time in the Junior School.

## Part A - History and Structure of the School

### School Aim

Tintern Grammar provides educational and cultural experiences that offer each student opportunities to:

- develop an enquiring mind
- find purpose and enjoyment in learning
- value and appreciate excellence and opportunity
- develop personal and professional skills for life

in the context of the dynamic and challenging environment of C21 Australia and its global context.

Students are encouraged to strive for:

- academic, creative, spiritual and physical maturity
- personal excellence of endeavour
- an ability to relate to others in a positive and affirming manner
- self-discipline and responsible use of authority

in an environment which engages students, staff and families in co-operation and respect, and in which care, compassion, challenge, fulfilment and commitment are guiding values.

### By Deeds Not By Words

The school has used the symbolic representation of the bishop’s mitre as its crest since 1918 when it became closely associated with the church. At that time it also adopted the motto *Factis Non Verbis* which is Latin for ‘by deeds not by words’.

## History of Tintern Grammar

Over 130 years ago Mrs Emma B Cook (our founding principal) wanted 'an excellent school' for her sons and daughters. Not satisfied with any of the established schools in Hawthorn, she started her own school - Tintern. It was not long before neighbours pressed Mrs Cook to allow their children to attend. Even while the school was in its infancy, its reputation for excellence grew so rapidly and widely that before long many country families also sent their children to attend the school.

In 1918, the Church of England Trust purchased the school property and what was initially a school for the whole family became a school for girls. Continued growth led to the need for more spacious and modern facilities to suit a widening range of educational activities. In 1953 the school moved to its current site (just over fifty acres) at Ringwood East.

In 1999, as a means of providing girls and boys with similar quality education whilst still recognising the gender differences in development, the Tintern Board established Southwood Boys Grammar School, a complementary school for boys. In 2011 we extended this further by opening our Early Learning Centre for 3 and 4 year old boys and girls. Today, Tintern Grammar is one of Australia's oldest and foremost independent schools in Australia. The School is committed to achieving its aims through a rigorous process of continuous improvement - ensuring that Tintern Grammar's future is as bright as its past.

Our academic, pastoral, physical, cultural and community aims take place within a Christian framework. Emphasis is placed on personal excellence of endeavour and the development of a wide range of skills. In addition, students are led to appreciate their cultural heritage and to develop an awareness of the needs of other people.

## Tintern's Headmistresses and Principals

|                        |             |
|------------------------|-------------|
| Mrs Emma B Cook        | 1877 – 1910 |
| Miss Agnes Cross       | 1911 – 1918 |
| Miss Hilda Ball        | 1918 – 1928 |
| Miss Anne Peterson     | 1929 – 1933 |
| Miss Ethel Colebrook   | 1933 – 1939 |
| Miss Constance Wood    | 1939 – 1968 |
| Miss Margaret Hamilton | 1969 – 1982 |
| Mrs Sylvia Walton      | 1982 – 2005 |
| Mrs Jenny Collins      | 2006 – 2014 |
| Mr Brad Fry            | 2015 –      |

## The House System

The House system was adopted in 1924. There are five Houses at Tintern Grammar.

|                 |        |
|-----------------|--------|
| Butterss Cross  | Blue   |
| Gordon Grant    | Green  |
| Mansfield McKie | Red    |
| Somner Stewart  | Purple |
| Dann Watt       | Gold   |

A range of activities take place throughout each year which are aimed at fostering and developing House spirit and camaraderie among the girls and boys at all levels. House poetry and public speaking competitions and swimming, athletics and cross country events are just a few of the activities organised.

## Girls' Houses

|           |   |
|-----------|---|
| Cross     | Miss Agnes Cross was Tintern's second Headmistress.   |
| Gordon    | Three Gordon sisters attended Tintern. Florence, Olive and Inez were all Head Prefects.   |
| Mansfield | Named after the Tintern founder, Mrs Emma B Cook, whose maiden name was Mansfield.  |
| Somner    | The Somner sisters were pupils of Tintern: Agnes, Jessie and Frances. Both Agnes and Jessie were also staff members.                          |
| Watt      | Kathy Watt distinguished herself as a gold and silver medallist in cycling at the 1992 Olympics. Her mother and sisters all attended Tintern. |

## Boys' Houses

The Boys' Houses have been named after Bishops who have been Chairmen of the Tintern Grammar Council.

Butterss  
Dann  
Grant  
McKie  
Stewart

## Names of the Junior School Buildings

|                  |   |
|------------------|---|
| Watson Library   | Junior School Library                     |
| I J Day Building | After School Care & Specialist Classrooms |

Colebrook Wing  
Colebrook Hall  
CM Wood Centre

Girls' Junior School  
Junior School Assembly Hall  
A whole school performing area for major concerts and events  
Boys' Prep to Year 6 teaching block

Learning Enhancement teaching unit - near the Watson library.

Tintern Grammar Early Learning Centre is located beside the Junior Schools site.

## Term Dates 2021

|                              |  |
|------------------------------|--|
| Term 1 starts                | Friday 29 January (Years 7, 11, & 12) and new students (8, 9 & 10) |
| Term 1 starts (all students) | Monday 1 February  |
| Term 1 ends                  | Thursday 1 April   |
| Term 2 starts                | Tuesday 20 April   |
| Term 2 ends                  | Friday 18 June   |
| Term 3 starts                | Tuesday 13 July  |
| Term 3 ends                  | Thursday 16 September  |
| Term 4 starts                | Monday 4 October   |
| Term 4 ends                  | Friday 10 December (Junior & Middle Schools)                       |

## Public Holidays 2021

|                   |                    |
|-------------------|--------------------|
| Australia Day     | Tuesday 26 January |
| Labour Day        | Monday 8 March     |
| Good Friday       | Friday 2 April     |
| Easter Monday     | Monday 5 April     |
| ANZAC Day         | Saturday 25 April  |
| Queen's Birthday  | Monday 14 June     |
| Mid Term Break    | Friday 20 August   |
| Mid Term Break    | Monday 1 November  |
| Melbourne Cup Day | Tuesday 2 November |

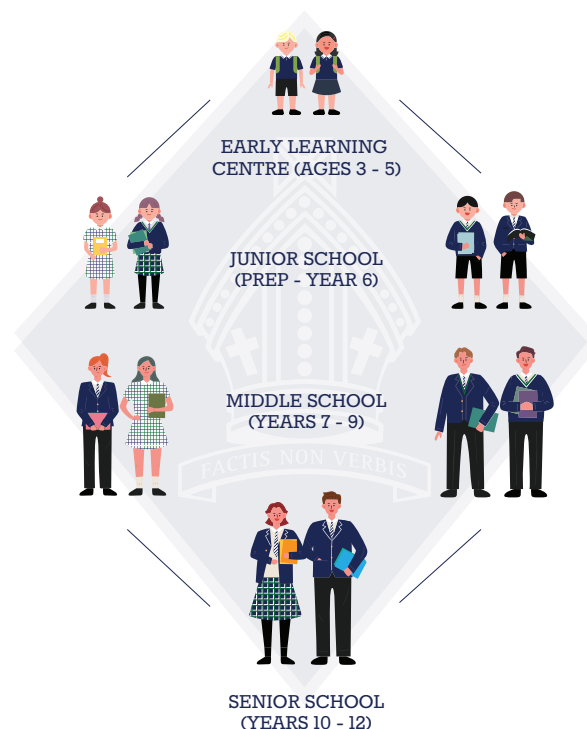
## Junior School Bell Times

|                  |   |
|------------------|---|
| Lessons          | 8.35am  |
| Recess           | 10.25am   |
| Lessons          | 10.55am   |
| Supervised Lunch | 12.55pm   |
| Lunch            | 1.05 – 1.45pm   |
| Lessons          | 1.45 – 3.00pm (ELC)<br>1.45 – 3.15pm (Prep – Year 2)<br>1.45 – 3.30pm (Years 3 – 6) |

## School Structure

Tintern Grammar operates under a parallel learning model.

- Boys and girls learn together in our ELC classes.
- Prep – Year 9 boys and girls learn separately.
- Years 10 – 12 students come together to create a joint Senior College.
- The Principal and Vice-Principal oversee the whole of the school.



## Staff List

### Tintern Grammar Executive Members

**Mr Brad Fry**  
Principal

**Ms Oriana Constable**  
Acting Vice Principal

**Mrs Allison Prandolini**  
Head of Girls' Junior School

**Mr Adam Kenny**  
Head of Boys' Junior School and Director of Students

**Mr Brett Trollope**  
Head of Middle School

**Mrs Heather Ruckert**  
Acting Head of Senior College

**Rev. Alison Andrew**  
Chaplain

**Mr Damien Horman**  
Business Manager

**Ms Rae Byrom**  
Director of Admissions and Marketing

## Junior School Staff 2020

|   |                        |
|---|------------------------|
| Head of Girls' Junior School                            | Mrs Allison Prandolini |
| Head of Boys' Junior School<br>and Director of Students | Mr Adam Kenny          |

### Junior School Management Team

|                                      |                          |
|--------------------------------------|--------------------------|
| Prep-Year 2 Cluster Co-ordinator     | Mary Whitcher            |
| Year 3-6 Cluster Co-ordinator        | Mrs Sandy Batty (Term 1) |
| Curriculum Co-ordinator              | Ms Miranda Price         |
| Daily Organiser                      | Ms Claire Macdonald      |
| Learning Enhancement<br>Co-ordinator | Mrs Rachel Macey         |

### Girls' Classroom Teachers

|                 |                     |
|-----------------|---------------------|
| Prep            | Mrs Nicky Thomas    |
| Year 1          | Mrs Mary Whitcher   |
| Year 2          | Ms Michelle Gluskie |
| Year 3          | Ms Karen Dang       |
| Year 4          | Mr William Fogarty  |
| Year 5A         | Ms Miranda Price    |
| Year 6          | Ms Amy Brown        |
| Music           | Mrs Shari Bhatt     |
| Performing Arts | Mrs Jacquie Casey   |
| Art             | Mrs Naomi Greco     |
| Library         | Ms Emily Mars       |
| PE              | Ms Olivia Goder     |
| French          | Ms Jude Mathers     |

### Boys' Classroom Teachers

|                 |                     |
|-----------------|---------------------|
| Prep            | Ms Mallory Peters   |
| Year 1          | Mrs Jennifer Sloane |
| Year 2          | Mr John Bonnyman    |
| Year 3          | Ms Elise Nicholson  |
| Year 4          | Ms Claire MacDonald |
| Year 5          | Mrs Jenny Steffens  |
| Year 6          | Mrs Ros Neilson     |
| Art             | Mrs Maria Lumsden   |
| Library         | Mrs Emily Mars      |
| Music           | Mrs Shari Bhatt     |
| Performing Arts | Mrs Jacquie Casey   |
| PE              | Ms Olivia Goder     |
| French          | Ms Jude Mathers     |

### Learning Enhancement

|  |   |
|--|---|
| Head of Learning<br>Enhancement                      | Megan Sholz   |
| Junior Schools' Learning<br>Enhancement Co-ordinator | Mrs Rachel Macey  |
| Learning Enhancement Staff                           | Maria Dell'Oste<br>Fiona Teague<br>Kate Heymanson<br>Emma O'Neill<br>MJ Ryan Bennett<br>Colleen Yardley |

## Junior School Reception

|  |  |
|--|--|
| Assistant to Heads of Junior<br>School       | Ms Debbie Quirk  |
| Junior School Receptionist                   | Mrs Jessica Mici   |
| After School Care Co-ordinator<br>Assistants | Mrs Karen Woolsey<br>Miss Kate Woods<br>Ms Mikaela Kelly<br>Ms Mikaela Kelly |
| Breakfast Club                               |  |

## The Record Book

The Tintern Grammar Record Book provides a vital means of communication between home and school. It is also an excellent way for our students to learn the essential skills of personal organisation and planning. As such, it is viewed as an official document and all students are encouraged to take care and pride in its use.

The Record Book is to be used daily and should only contain relevant and pertinent school details. All writing is to be neat and the use of stickers by students is not permitted. The Record Book is to be used as a daily diary and all students are encouraged to use it effectively.

Students should carry their Record Book to and from school every day.

Parents are asked to check the Record Book every night and to sign it at the end of each week.

The loss of a Record Book should be reported to the class teacher. A replacement fee will be placed on the school account.

The Record Book should contain:

- reminders and notes for the following day
- homework set for each day or week
- signatures of parents or guardians and the class teacher as evidence of a regular weekly scrutiny of each girl's and boy's program, acknowledgement of reminders etc.
- a record of the before-school, lunchtime and after-school co-curricular activities (particularly Years 3 to 6)
- notes/comments from the teacher or from the parent(s)

## Information for parents

Please use the Record Book as a means of communication with the class teacher.

Enter any details pertinent to your child's welfare or progress or relating to any homework concerns.

If a student is to attend After School Care, a note can be written in the Record Book specifying the day of attendance.

Please enter a note in the Record Book if for any reason your child is unable to complete set work or to attend a school commitment.

## Part B - Operational Matters

### Absence from School

For all absences, we ask that parents telephone the Absentee Hotline on 9845 7722 between 8am and 9am on the day of the absence.

The school does not encourage leave or absence for holidays within the school term. When there is a family obligation necessitating absence, we ask that a letter of request be sent well in advance to the Head of Junior School.

### After School Care and Breakfast Club

A daily After School Care program operates from 3.30-6.00pm for all Tintern Grammar students from ELC to Year 6. A nutritious snack and a variety of activities are provided. Before School Care is provided in the I J Day Building.

Parents can book their child into After School Care by writing a note in their Record Book or by telephoning the Junior School Reception on 9845 7826 by 12.30pm on the day required. Parents are advised that the manners and behaviour of students in After School Care and Breakfast Club are expected to be respectful and appropriate.

Fees are added to the school bill and are as follows:

### After School Care

|         |   |
|---------|---|
| \$18.00 | 3.30pm – 6.00pm                             |
| \$15.00 | Late fee charge after 6.00pm                |
| \$30.00 | Family Rate (see brochure for more details) |

### Breakfast Club

|         |               |
|---------|---------------|
| \$15.00 | 7.15 – 8.10am |
|---------|---------------|

### Holiday Program

This is run by Team Holiday in conjunction with Tintern Grammar.

### Appointments

Parents are invited to make appointments to discuss any student matter/queries at any time of the school year with the Head of Junior School or class teacher. These appointments can be made by telephoning the Junior School Reception on 9845 7826 or by contacting the teacher directly.

### Assemblies

Our Assemblies are an important part of our Junior School, as they provide an opportunity for us to share and celebrate our students' achievements and life in general at Tintern Grammar. During Assemblies, we focus upon one of our 'Compass Values' and this is reinforced in class during the week. Musical performances and class reports are also featured in Assemblies.

Boys' Prep – Year 2 Assemblies are held on Friday mornings in the Southwood Centre (8.40am – 9.15 am).

Boys' Year 3 – 6 Assemblies are held on Monday mornings in the Colebrook Hall (8.40am – 9.25 am).

Girls' Prep – Year 2 Assemblies are held on Thursday mornings in the iroom (8.40am – 9.15am)

Girls' Year 3 – 6 Assemblies are held on Wednesday mornings in the Colebrook Hall (8.40am – 9.25am)

We warmly welcome parents to any of our Assemblies.

### The Tintern Song

Come Tinternites all  
young and old, near and far  
Lend your voices and swell our school song  
Our school with its burden  
well borne in the past  
its foundations laid steady and strong

'Tis by deeds, not by words  
that we stand or we fall  
So we'll work with a will  
Yes we'll work one and all  
For the welfare and honour of Tintern

Of our homeland we'll sing  
young Australians are we  
and in love of our country are one  
In our minds be the breadth of her wide rolling plains  
In our hearts the glad warmth of her sun

'Tis by deeds, not by words  
that we stand or we fall  
So whenever she needs us  
we'll answer her call  
and we'll work for our own land Australia

To be true to our God, to our country, our school  
and repay the great debt that we owe  
Let our joy be in service with no thought of self  
So that all those who meet us may know

'Tis by deeds, not by words that we offer our praise  
To the school, and to those who in earlier days  
Helped to build the traditions of Tintern

## The Southwood School Song

Standing tall, many voices one  
We are here for the journey on  
Pioneers of a brave new plan  
Hope in mind, we are growing strong

Deeds above words, we've begun  
Rock and Water, father, son  
We are part of a faithful team  
All are equal in the Southwood dream

We are Southwood boys  
Hold the compass in our hand  
Stand up Southwood boys  
The future of this land

Ninety-nine, our school is born  
Its founders see a vision bloom  
With Tintern standing by  
The best of both worlds let our spirit fly

Reaching goals with an open heart  
Take control of your destiny  
Learn for life in a changing world  
Be the best you can hope to be

We are never alone, with our teachers to guide us  
Whatever it takes, they are on our side  
We are the voice of our community  
Whatever we do, we are touching lives

Commitment, fulfilment, compassion and respect  
Confidence, responsibility, independence, integrity  
Commitment, fulfilment, compassion and respect  
Confidence, responsibility, independence, integrity

Moving on with the course of time  
Skills you gave us stretch far and wide  
We remember our Southwood days  
The best years of our life.

## Advance Australia Fair

Australians all let us rejoice  
for we are young and free  
We've golden soil and wealth for toil  
our home is girt by sea

Our land abounds in nature's gifts  
of beauty rich and rare  
In history's page let every stage  
Advance Australia fair

In joyful strains then let us sing  
Advance Australia fair

Beneath our radiant Southern Cross  
we'll toil with hearts and hands  
To make this Commonwealth of ours  
renowned of all the lands

For those who've come across the seas  
we've boundless plains to share  
With courage let us all combine to  
Advance Australia fair

In joyful strains then let us sing  
Advance Australia fair

## Bicycles

Junior School students must seek permission, from the Head of Junior School if they wish to ride to school. Approved helmets are compulsory. Students are not permitted to ride in the school grounds.

## Books, Stationery and Other Supplies

Supplies are purchased by Junior School staff and distributed to students on the first few days of the school year and as needed. The parents' responsibility is to cover books and clearly label all items. The school fees include a set amount for all students' supplies. All students should bring a pencil case with them on their first day.

## Boys' Education

We strongly believe that boys have unique and wonderful qualities that should be nurtured and embraced. Hence we provide staff and programs that are able to engage and motivate boys to learn and flourish. Much research indicates that at an early age, the gender differences in children are profound.

Dr Leonard Sax states "Sex differences in childhood are larger and more important than sex differences in adulthood" (Why Gender Matters p93). In our Junior School, boys will be boys...and we love that

## Bus

A Charter Bus is available for all students. Buses arrive at Tintern bus bay (near the Tintern Sports Centre in Loma Street) at approximately 8.10am and depart at approximately 3.30pm. The bus routes are revised and extended each year to suit the individual needs of the students. Students using the coaches are expected to wear seat belts and behave sensibly.

For younger students, we will assign a Senior School student travelling on the same bus route, to look after your daughter or son.

Please contact the Transport Manager on 9845 7892 or email [transport@tintern.vic.edu.au](mailto:transport@tintern.vic.edu.au) if you require further information about this service.

## Caring for our Surroundings

Every student is called upon to care for and to maintain our attractive surroundings. This reflects the situation in the general community, where people who drop litter or deface surfaces or walls are seen as anti-social.

## Charities

Supporting charities and being aware of others less fortunate than ourselves is an important part of the life of students in the Junior School. Every Term our Year 6 leaders, guided by the Senior Staff, organise fundraising for a worthy cause. Some charities supported in the past have included Breast Cancer appeal, aid projects in Peru and Vietnam and a soup kitchen in our local community. Money is raised through a variety of methods such as multicultural days, sausage sizzles, free dress days and raffles.

## Class Representatives

At the beginning of the school year, parents are invited to volunteer as a Class Representative. It is an important role within our school community and serves as a vital link between the parent body, teachers and school management. Tasks of a Class Representative may include: co-ordinating the parent year level social functions; meeting all parents in their respective year level and endeavouring to stay in touch; sourcing volunteers for events or activities and assisting new parents to settle into our community.

Class Representatives are supported and guided by the Community Relations Office and the Presidents of The Tintern Association and The Southwood Parents Club.

## Club Tinwood

Club Tinwood promotes interaction between our Junior Schools' girls and boys through fun and engaging activities. This optional social activity is provided to students in Years 3 to 6. Each Club Tinwood offers something different such as art, trivia, sports, and games activities. Booking forms are sent home well before each activity.

## Communication

The Junior School values open and honest communication between home and school. Parents are well informed about events and news in the Junior School through a number of avenues;

- The Junior School Record Book
- The Junior School Newsletter (via email)
- Appointments with the Head of Junior School or class teacher at convenient times
- The Principal's Newsletter - Aspectus (via email)
- Parent Portal
- Formal parent/teacher interviews
- Emails to the Head of Junior School or class teacher

## Communication between Students and Parents

Occasionally, students may have a reason to contact parents during the day. If so, students must report to the Junior School Reception and a call will be made on their behalf. Students are not permitted to make calls by using a personal mobile, watch or send emails without reference to staff.

If parents need to send a message to students during the day, a telephone call should be made to the Junior School Reception (a message bank facility operates if the office is unattended).

## Compulsory Dates

There are a number of compulsory events in the Junior Schools. Notice is provided well in advance.

## Contacting the School

The Head of Junior School, classroom teachers and the Co-ordinator of Learning Enhancement may be contacted to discuss your daughter/son or any concerns about her schooling.

Junior School Reception 9845 7826

Head of Girls' Junior School [aprandolini@tintern.vic.edu.au](mailto:aprandolini@tintern.vic.edu.au)

Head of Boys' Junior School and Director of Students [akenny@tintern.vic.edu.au](mailto:akenny@tintern.vic.edu.au)

Absentee Hotline Tel: 9845 7722  
(between 8.00 - 9.00am)

Office Hours 8.00am – 4.00pm

## Counselling

Counselling assistance is available to all students. The counsellors assist in a variety of issues, including school and other matters. From time to time our counsellors also run small group sessions relating to social skills or bereavement. All sessions are private and confidential. Appointments can be made directly by contacting the Director of Student Services on 9845 7863.

## Dogs

Dogs are **not permitted** on site unless authorised by the Head of Junior School and under direct staff supervision.

## Excursion Advice

Excursions occur regularly throughout the year. Families are notified in advance of excursions. Forms must be returned to the Junior School via Ed Smart.

## Farm

Everybody enjoys the Tintern farm called Tinternwood. Students will often need their gumboots. ELC and Year 4 students regularly visit the farm. Other classes go to the farm when the class teacher makes particular arrangements. The dates and times will be notified in the Record Book accordingly.

Students in Years 3-6 are also able to enjoy the farm by joining our optional club called 'Tinternwood Junior Farmers'. The group visits the farm during lunchtimes.

## Girls' Education

Research into education in diverse contexts often concludes that there are distinct advantages found for both boys and girls to learn in gender specific classrooms during their earlier years at school. At Tintern, our girls are able to benefit from the very best that girls-only education has to offer.

Our teachers tailor their classes and curriculum for the girls' specific needs and strengths. All activities are open to the girls and they often engage in more risk-taking: they participate, influence and lead. Activity selection is free from gender stereotyping, with our girls partaking in cricket, Kilometre Club, our Horizon Science Club, Robotics Club, outdoor education and camps. They have access to a wide range of leadership opportunities and can work through the challenges of pre-adolescence without fear of embarrassment. Prominent women also visit the Junior School to speak about their experiences and to inspire the girls.

## First Aid

### Trained Staff

First Aider Mrs Jessica Mici

First Aider Mrs Debbie Quirk

Please note that all Tintern Grammar Junior School Staff hold a Level 2 First Aid certificate and have completed Anaphylaxis and Asthma training. Every year all Junior School Staff update their CPR, anaphylaxis and asthma training.

## Medical Form and Emergency Numbers

It is a requirement of Tintern Grammar that a Student Medical Consent Form be completed at the beginning of each school year. In the event of a change in the student's medical needs during the year, it is the parent's responsibility to notify the school.

Every student who has an on-going medical condition or illness should have an individual written Management Plan (Action Plan) from the treating doctor.

This plan should contain details of:

- the usual medical treatment needed by the student at school or on school activities
- the medical treatment and action needed if the student's condition deteriorates
- the name, address and telephone numbers for emergency contact and the student's doctor

If your child develops any new medical condition after she has begun at Tintern, the Head of Junior School needs to be fully informed in writing.

## Immunisation Certificates

By law, all schools are required to have a copy of each student's immunisation status certificate. New students are required to provide one during the enrolment procedure.

## Asthma

Children with asthma should have inhalers in school at all times. Every student with asthma should have a written asthma management plan filled out by the family doctor or paediatrician in consultation with the student's parent/guardian. This will be attached to the student's medical records and kept by the First Aid service.

The management plan should include:

- Usual medical treatment – medication taken on a regular basis when the student is well or as a premedication to exercise.
- The medical treatment and action needed if the student's condition deteriorates.
- The name, address and telephone numbers for emergency contact and the student's doctor.

## Anaphylaxis Management Policy

Please refer to the Anaphylaxis policy which is available on the school's website, [www.tintern.vic.edu.au](http://www.tintern.vic.edu.au)

## Medicines

All medication for students in the Junior School is to be administered through the First Aid service in the Junior School Reception where records of administration are kept. ***The only exclusion to this is the Asthma puffers.***

If your child has been unwell and requires the final dose of a course of antibiotics prescribed by the doctor, our First Aiders are happy to administer it. However, your child must be fit enough after the period of absence to come to school. The medicine must be in the bottle prescribed by the doctor with the child's name and dosage on it. Please ensure that a signed and dated permission note is given with the medicine or is in your child's Record Book, stating the dosage and time to administer the medicine. It is the parent's responsibility to leave medicine with the Junior School Reception in the morning and to collect the medicine from the office at the end of the day. Medicine should not be left with

your child. Students should never administer any form of substance to another student. We cannot accept any responsibility for failing to administer medicines.

## Accidents in School

Our First Aiders are available to deal with any minor injuries. The First Aider will also fill out details on a minor injury form and give your child a copy to take home. In the event of a more serious incident, the school nurse will assist.

## Illness in School

If your child is feeling ill, we will look after him or her to the best of our ability. If he or she is unable to cope with his or her work after a short rest and time with the First Aid service, we shall make every effort to contact you to arrange for him or her to be taken home.

## Head Lice

Head Lice is a problem affecting children of all ages. We recommend that you regularly check for head lice by using head lice combs which are available from any pharmacy. Please notify us immediately if an infestation occurs. No student should attend school if she has not been treated; if head lice are detected students will be sent home.

## Parent Involvement

Parents are very much encouraged to participate in the many educational ventures in the Junior School. Parents and friends of Tintern can assist through a variety of activities including art, farm visits, mathematics and craft sessions, discussions, reading tasks and accompanying excursions. It is essential that discussions about students are not held with other parents and that due confidentiality is maintained. Please indicate your desire to be involved by contacting your child's class teacher – we would be delighted to have your assistance

## Working with Children Check (WWCC)

At Tintern it is very important to us that we provide the safest possible environment for all in our community. In this context, we are requesting that all parent volunteers undertake a Working with Children Check (WWCC). There is no fee for a check for volunteers. Application forms are available from the Junior School Office or any Post Office. Each WWCC is valid for five years. Please give a copy of your WWCC card to the Junior School Reception so we can update our records.

Involvement in The Tintern Parents Group (TPG), The Tintern Fair, Friends of Music and Class Representatives are also some other ways in which parents and grandparents can help and become involved within our community.

## The Tintern Parent Group

All parents are automatically members of the parent groups known as "The Tintern Parent Group". They work closely to provide social events for families while at the same time raising funds to enhance the school facilities. If you are interested in being involved, contact the Community Relations Office on 9845 7877 or email [development@tintern.vic.edu.au](mailto:development@tintern.vic.edu.au)

## Late Arrival

Students arriving late after 8.35am must report to the Junior School Reception so that their names are removed from the absentee records. Late arrivals will be recorded in the daily roll as well as on the Parent Portal.

## Leaving the Premises

Junior School students may only leave school during the day if they are collected from their classroom or the Junior School Reception. The accompanying adult will need to sign out the student from Reception.

## Lost Property

Parents are asked to make sure that ALL clothing is clearly marked with the student's name. Every effort is made to return lost belongings to the owner. Lost property is stored at Reception.

## Lunches and Canteen

Students need to bring their own lunch each day. Please ensure that your child's lunch is sufficient but not excessive and that he or she likes the food.

Below are a few points to remember:

- there is no provision to cut up fruit
- there is no provision to warm food
- try not to use wrappers as we are a Sustainable Futures school
- try to use small plastic containers to bring food to school

## Canteen

The Canteen operates every day of each school term. An updated Canteen menu is emailed each term. Preps may order lunch from Term 1 onwards. Lunch orders - All lunches are ordered via Flexi schools. <https://www.flexischools.com.au/Download> the app from the App Store or from Google Play.

## Mobile Phones and Digital Watches

Students are not permitted to use mobile phones (phone calls and text messages) during the day. If parents wish students to have a mobile phone (for use during travel to and from school), the phone must be left in the school bag during the course of the day or may be left at the Junior School Reception for safekeeping. If they are brought to and kept at school, this is entirely at the owner's risk. The School cannot accept any responsibility for theft, loss, damage or health effects (potential or actual) resulting from a mobile phone at school.

Students wearing watches with call or text capability will be asked to place their watch on flight mode during the school day. At the end of the day, students may reconnect their watches to receive any messages.

Parents requiring to contact their child during the school day are asked to do so via Junior School Reception.

[Mobile Phone Policy – Students](#)

## Parking

Parents are asked to be mindful of the limited amount of parking available within the school grounds and to be very careful when parking and collecting or dropping off students.

*The carpark near the ELC is exclusively for parents of ELC students. All ELC parents are provided with a special ELC car permit. The ELC car park is only available to Junior School parents from 3.30pm (unless parents are using Before School Care).*

## Learning Management Portal

Parents and students can access this site through our Tintern Grammar portal. The sites present the latest photographs, news, notices, newsletters, vodcasts and Junior School calendar dates.

## Uniform Shop

The Uniform Shop is situated near the Sports Centre (entry is at the junction of Loma and Morinda Streets, Ringwood East). Please check the website for the most up-to-date information on opening hours.

The Uniform Shop will be open for the following times:

Mondays (during School Term) 8.00am - 4.30pm  
Wednesdays (during School Term) 8.00am - 4.30pm  
Fridays (during School Term) 8.00am - 4.30pm

Telephone 9845 7824

Email [uniformshop@tintern.vic.edu.au](mailto:uniformshop@tintern.vic.edu.au)

Payment: cash, cheque, visa, mastercard and Eftpos

Existing students can purchase items and put them on their school account. Parents are also able to phone or email purchases (which can be placed on the school account). Uniform items can then be delivered directly to your daughter's classroom.

## New Students

Parents of new students are advised to make an appointment for a uniform fitting, as this will avoid waiting time.

## Second Hand Uniforms

Second hand goods are sold on consignment; 80% of the proceeds are given to parents and a 20% handling fee is charged by the school. A form (available from the Uniform Shop) must be completed by the parents listing all the goods.

The items must be freshly laundered, in very good condition and on wire hangers tied together with the list attached. Proceeds of second hand goods are credited to school accounts (or if from a past student a cheque will be issued) at the end of each Term.

## Valuables

Personal property of value should not be brought to school. If, for any reason, a large sum of money is brought to school, it should be handed into the Junior School Reception for safe-keeping.

## Waiting after School

A Junior School student who has not been collected by 3:45pm will be placed in the After School Care program which operates until 6pm. The appropriate charge will be made.

## Visitors to the School

All visitors to the school are expected to call at the Junior School Reception or Administration area to receive a Visitor's Card.

## UNIFORM POLICY

Below are the Tintern Grammar uniform requirements. Tintern Grammar students are expected to take pride in their personal appearance. When wearing the School uniform in public, it should adhere to the expected and approved standards, be worn appropriately and students should appear neat and tidy.

### All Students - General

- Care with appearance is expected. The prescribed uniform should be well-presented. Well-pressed uniform, clean shoes and signs of obvious care are required.
- The School uniform should not be mixed with casual or other clothing.
- Apart from inter-school and recreational sports days or House Sports days, the School blazer is the outer garment to be worn to and from school - an exception being days when the forecast maximum temperature is 30°C or above, or when the temperature reaches this level unexpectedly during the day.
- Only badges issued by the school may be worn with the uniform.
- Any student whose hair falls below the bottom edge of their collar will wear their hair tied back with a hair tie in one or more of the School colours (navy blue, maroon, green or white).
- Students with pierced ears may wear only one small plain pair of metal studs or sleepers (one only in each lobe). Other than this, no visible jewellery may be worn by boys or girls.
- Visible piercings other than the above are not permitted while wearing the School uniform.
- Make-up, including mascara, is not to be worn.
- Coloured nail polish or shellac and other artificial nail coverings are not to be worn.
- Extreme hairstyles and unevenly or unnaturally coloured hair are not permitted.
- The prescribed School jumper may be worn, but never as the outer garment to and from school.
- Scarves, if worn in winter, must be plain navy blue. They may not be worn to any School Assembly.
- ELC students are permitted to wear a plain white skivvy during colder months. Any other additional undergarments should not be visible.
- On rare occasions there may be a scheduled "free dress day" or an excursion where parents/ guardians

are advised that their son/daughter may wear casual clothes. On such days it is requested that parents pay particular attention to their child's attire.

Again, the principle of taking pride in one's appearance applies. Shorts/dresses or skirts that are too short or low slung are not acceptable and nor are any clothes that will expose a bare midriff or bare shoulders. Offensive t-shirts are not permissible. For safety, footwear must enclose the foot completely (i.e. no thongs, sandals, or open-toed shoes).

- A student deemed to be dressed inappropriately may not attend any School excursion as applicable. Instead, the relevant Head of School will ring to arrange for a parent or guardian to collect them from school.
- As per the Sun Smart Policy for their relevant section of the school, students from ELC – Year 6 are expected to wear the School broad-brimmed hat when at play in Terms 1 and 4 or attending PE classes or sporting events.
- Students from Years 7 – 12 are required to wear a hat when attending PE classes or sporting events and are strongly encouraged to wear a hat when outside in Terms 1 and 4.
- For designated formal occasions, all students will be required to wear their School uniform with tie, unless the temperature and conditions demand otherwise. Students will be informed ahead of time if this is to be the case.

### Girls School Uniform

This uniform may be worn all year round and is compulsory for the winter months (1 June to 31 August) and on designated formal occasions.

- Blazer
- Long sleeve white blouse/shirt with school mitre (two different cuts available)
- School jumper when desired
- Winter skirt (Years 6 - 12) worn with navy tights and 'T-bar' shoes or black polishable lace-up shoes or
- Uniform navy trousers worn with navy school socks and black polishable lace-up shoes
- Winter tunic (Prep - Year 6) worn with navy tights or knee length navy socks or
- Uniform navy trousers worn with navy school socks and black polishable lace-up shoes
- School tie (Years 3 – 12)

Girls in Years 3 – 6 have the option to wear either trousers or summer shorts with the long sleeve shirt and tie between 1 June to 31 August.

Year 12 students are permitted to wear the Year 12 jumper during their Year 12 year.

### Girls Summer Option

This option is available from the start of Term 1 to 31 May and from 1 September to end of Term 4.

- Summer dress or
- Summer short sleeve shirt with mitre and summer shorts (summer shirt not to be worn with school tie or trousers)
- White school socks
- 'T-bar' shoes or black polishable lace-up shoes

### Girls Uniform Requirements

- Mid-calf plain white school socks without insignia or branding must be worn in summer
- Summer dress to touch the kneecap in a normal stance when a student looks down at their feet
- Undershorts: girls may wear plain black 'bike shorts' under their summer dress
- The girls' square-tailed blouse or the summer short sleeve shirt to be worn untucked. The hem should sit at mid-fly, not sitting above the top of the shorts and not lower than the crotch line
- The skirt or tunic will touch the kneecap in a normal stance when a student looks down at their feet
- Ties must be worn with the top button on their shirt buttoned and the tie worn against the button
- Navy tights may vary in weight and material in deference to the temperature and student preference, but may not feature a pattern

### Boys School Uniform

This uniform may be worn all year round and is compulsory between 1 June and 31 August and on designated formal occasions.

- Blazer
- Long sleeve white shirt with school mitre
- School jumper when desired
- Trousers worn with navy school socks
- Black polishable lace-up shoes
- School tie (Years 3 – 12)

Boys in Years 3 – 6 have the option to wear either trousers or summer shorts with the long sleeve shirt and tie between 1 June to 31 August.

### Boys Summer Option

This option is available from the start of Term 1 to 31 May and from 1 September to end of Term 4.

- Blazer
- Short sleeve summer shirt with mitre (not to be worn with school tie or trousers)
- Summer shorts

- Navy school socks
- Black polishable lace-up shoes

### Boys Uniform Requirements

- Mid-calf plain navy school socks without insignia or branding must be worn
- The older style summer shirts with uneven scallop hems must be worn tucked in
- The new style summer shirts are worn untucked. The hem will sit at mid-fly, not sitting above the top of the shorts nor lower than the crotch line
- The new style summer shirt will be the Tintern boys' required uniform from Term 1, 2022
- If a tie is worn, the top button on their shirt must be buttoned and the tie done up against the button.

Students will be given a reasonable opportunity to address inappropriate wearing of the uniform. This will be followed up by Year Level Coordinators in the secondary school and class teachers in the Junior School. Continued breaches of the School's uniform policy will result in an escalating set of consequences. In repeated cases, contact will be made with parents to seek support of the School's expectations.

### Sports Uniform

- Sport: on inter-school sports and recreational sports days only (i.e. not Physical Education), students are expected to wear full correct sports uniform to and from school. Only on such days may the Sports Rugby top be worn to and from school. On House Sports days students are expected to wear full correct sports uniform to and from school to which they may add appropriate articles in House colours upon arrival at school.
- Physical Education: students from Years 3 – 12 must change into their correct PE uniform at the start of practical PE classes and then change out of PE uniform for other classes. They are not allowed to stay in PE uniform throughout the day. The exception to this is when PE is timetabled for Period 1 or Period 4, students may arrive or leave school respectively, in PE uniform but must wear School uniform for the remainder of the day. When Junior School students have after-school sporting activities, they may travel home in sports uniform.
- Physical Education: Prep – Year 2 students are permitted to wear the correct PE uniform to school and remain in it all day when they have timetabled PE lessons.
- Students must wear plain, unbranded white sport socks with their uniform. Students may choose between wearing anklet socks or mid-calf length socks.

### School Bags

- Tintern Grammar School Backpack and Sports bags are a required item of uniform for all students
- All students must use the Tintern Grammar Backpack appropriate to their section of the school to bring required class items to and from school. (see Uniform Shop List)
- All students must use the Tintern Grammar Sports Bag appropriate to their section of the school to bring required sports/PE gear to and from school.
- Students must not use non-Tintern Grammar bags to bring items to and from school.

### School Shoes ELC – Year 12

- All students (Years 3 – 12) must wear black polishable lace-up shoes
- Girls may alternatively wear black polishable 't-bar' shoes.
- Students in ELC may wear sports shoes with a non-marking sole. They should be a neutral colour (not black) and have velcro fastening.
- Students in Prep to Year 2 may wear black polishable school shoes with Velcro fastening.
- Students in Year 2 may also wear black polishable lace up shoes.
- Sports shoes must have non-marking soles.

## PART C – CURRICULUM ISSUES

### Curriculum

From the very young learners in the Prep class to the Year 6 students who are entering adolescence, Tintern Junior School students enjoy an exciting and motivating learning environment. Comprehensive curriculum and an engaging and interesting co-curricular program nurtures every student.

All Junior School programs are based on a sound understanding of the needs of young learners and are underpinned by a desire to harness the student's natural curiosity and inspire her to acquire skills. Creativity, imagination and discovery are all encouraged by caring staff who support every effort and ***applaud every success.***

### Learning Environment

The skills-based and comprehensive Junior School curriculum embraces key aspects of the Australian Curriculum and Standards Frameworks and has been specifically designed to cater for the learning needs of Tintern students. Based on a firm belief in the essence of a sequential, well-organised curriculum foundation,

Tintern aims to equip young learners with strong literacy and numeracy skills. It also seeks to develop learners who are resilient, creative and flexible thinkers.

At Tintern Junior School we are in the process of modifying and adapting our curriculum to incorporate the learning intentions of the new Australian Curriculum which was launched nation wide in 2013. We are dedicated to integrating the vision and values of the Australian Curriculum and sustaining the development of a strong, creative and engaging curriculum to cater for the needs of individual students. Tintern staff are committed to the provision of a learning environment which values highly and reflects essential key motivations:

- Respect for individual needs
- Rigorous attention to detail and a high regard for accuracy
- The integration of technology into all learning areas
- Opportunity for revision, consolidation and extension
- Pursuit of personal excellence
- Pride in personal achievements
- Recognition of the importance of student motivation and engagement

## Prep – Year 2

In this vital stage, young learners enjoy a skills-based educational program which emphatically promotes strong literacy and numeracy skills. Creativity, imagination and individual styles are highly valued and all educational pursuits concentrate upon capturing the natural curiosity and ever-present enthusiasm of young students. Manners, courtesy and respect for others are integral features of the teaching programs at this level. The successful Literacy Program is a very strong feature of the teaching of literacy from ELC to Year 2. Teachers are very aware of the critical need to explain the importance of learning and the place of good listening skills and attention to instructions.

## Teaching English

Reading, writing, spelling and speaking are very high priorities in the Tintern Grammar Curriculum. The effective and popular Literacy Program captivates young students with a full integration of literacy skills with music, mime, imagination and stories. Students become fully involved in this program – learning to read, write and create in exciting ways. The learning environment for these students is stimulating and attends to individual needs through whole class, small group and ability-based teaching opportunities. Specially trained staff are

very involved in teaching sessions and act as tutors to small groups and as advisors to teachers. Evaluation of individual progress occurs regularly. Parents are always welcome to observe, assist with, or participate in learning activities.

## Teaching Mathematics

The acquisition of strong skills in Mathematics and the development of a love of the subject are critical aspects of our strong ‘hands on’ Mathematics curriculum.

The Mathematics Program, The Early Years Numeracy Program, reflects a commitment to teaching, an understanding of concepts and the acquisition of skills. Students learn basic mathematical concepts through activity, challenge, variety and simple problem-solving tasks. Evaluation is ongoing and, like Literacy studies, parents are provided with detailed progress reports. The development of a one-to-one, task-based interview is a major initiative of this program, providing a very comprehensive picture of each student’s progress.

Our mental maths program is also given due recognition, with regular opportunities for students to develop these skills.

## Integrated Studies and French

Young learners develop a growing awareness of the wider world through a well planned, sequential program. Students are introduced to term topics covering personal health and safety activities, local area knowledge, an understanding of the community and personal development issues. Organisational skills are taught to young learners through a variety of interesting tasks and pursuits. Presentation skills form an important part of each teaching session and pride in student work is highly valued. Years 1 to 2 also enjoy two lessons per week of French which serves to introduce them to foreign languages.

## The Junior School Library and Resource Centre

Staff work closely with classroom teachers to provide meaningful learning experiences and to teach learners to become motivated and independent learners.

## Middle Primary Schooling (Years 3 to 4)

Young learners move from the early school years with a background of solid basic skills. The 8+ year old is now ready for the transition to a more formal classroom setting and age-appropriate heightened expectations.

Staff at this level work closely together to provide a curriculum which fosters further skill development. Tasks are designed to promote self-confidence and students learn organisational and investigative skills through a wide variety of interesting and challenging tasks. Again, specially trained staff who work in the Learning Enhancement area are busy teaching in classrooms or in their own special unit.

## Teaching English

The development of strong skills in English is seen as a high priority at the middle primary level. Writing, spelling, grammar, punctuation and reading are priorities in the school day and the rigorous Literacy Program has been fully implemented. Students are encouraged to take pride in their work and to be responsible for attention to detail and accuracy. An absolute commitment to the teaching of grammar and punctuation can be observed on a daily basis. The well-equipped and welcoming Junior School Library provides an ideal focal point for the rich reading program pursued at these levels. Regular testing occurs and progress information is available to parents.

## Teaching Mathematics

Close attention is paid to Mathematics and associated learning areas. Skill acquisition occurs through drill, practice, experience and investigation. All students are encouraged to be confident in mathematical areas and to develop the skills necessary to combine established mathematical knowledge with initiative in approaching problem-solving tasks. We use a range of question types to probe and challenge children's thinking and reasoning while also encouraging them to explain their mathematical thinking and ideas. The primary maths series Maths Plus for Victoria, written specifically to cater for the Australian Curriculum, also provides diagnostic reviews at regular intervals to help pinpoint the weaknesses and strengths of each student. We aim for high yet realistic mathematical expectations of all children which promote and value effort, persistence and concentration.

## History, Geography, Science, Health and French

The middle primary school years see all students involved in a challenging and varied Integrated Studies program. Each year level has a set topic which is studied in-depth throughout each Term. A balance between academic content and promoting an understanding of the world around them ensures that the Years 3 to 4 students acquire sound research and reference skills through investigation and exploration. Again, the Junior School Library provides an ideal focus for the work studied at this

level. Note-taking, summarising, lecture-style information gathering, visual literacy and comprehension are central to strong research skills. Years 3 to 4 also enjoy two lessons per week of French which serves to introduce them to foreign languages.

## Technology

Technology is integrated in every subject when appropriate and in a carefully designed curriculum through which students learn to master a variety of computer skills.

## Upper Primary Schooling (Years 5 to 6)

Students in the upper primary years complete work which commands respect from all those who value high standards and detailed and accurate work. Students are encouraged to develop independence and responsibility for their own learning as well as to become self-confident and self-reliant. At this level, teachers foster the students' sense of belonging to a community of positive and productive learners. Resilience, flexible thinking and creative work are pursued in every task undertaken.

Technology is integrated into every learning area and a sound use of computers is well established.

## Teaching English

All students are engaged in a busy skills-based English program which insists upon attention to a solid development of spelling, writing, grammar, punctuation, reading and comprehension. Students are encouraged to become confident and enthusiastic readers and writers. The Literacy Program is effectively implemented and student success is constantly recognised.

## Teaching Mathematics

Mathematics at the upper primary level builds upon earlier mathematical skills. Activities range from basic concepts to a high level of mathematical inquiry for a number of students. Assessment is ongoing and parents are always welcome to enquire about student progress. For advanced students, there are numerous opportunities for extension and entry into a variety of competitions.

## History, Geography, Health, Science and French

The Integrated Studies program at these pre-adolescent levels aims to encourage learners to acquire knowledge and factual information about the wider world, and to process this by becoming discerning and clear thinkers.

The Years 5 to 6 units of study form a sequential and skills-based curriculum planned in conjunction with the Junior School Librarian. Research and reference skills are taught through a well-planned and rigorous approach to learning. Summarising, note-taking and the selection of main points are taught rigorously. Use of material from the Internet is explored and students are taught to be discerning and exacting researchers. Students in Years 5 to 6 continue to enjoy two lessons per week of French which serves to continue their understanding of foreign languages and whet their appetites for Year 7 subject choices.

## Specialist Subjects

Tintern students from Prep to Year 6 enjoy a rich, engaging and broad range of experiences in Art, Music, Library and Sport/Physical Education. Each specialist staff member's passion for his or her subject area motivates and involves the students.

### Junior School Music

We learn by experiencing and this is especially true in music education. Therefore, the fundamental basis of the Junior School music curriculum is to make and create music at all levels and in a variety of ways.

The influence of Orff and Kodaly philosophy is essential to the developmental style of the program where elements of rhythm and melody are introduced in their simplest form with the younger students and then developed to a more complex stage as the students develop the appropriate skills. Music notation skills are developed at each level as well as the appreciation of music from different cultures, styles and periods. In Term 4, the curriculum changes its focus to Performing Arts, with all year levels involved in their own productions.

### Performance opportunities

- All students are encouraged to perform both instrumentally and vocally in various ways and in many contrasting situations.
- During the infant years (ELC to Year 2), classes may perform at Special Friend's Day, assemblies, lunchtime concerts held at the end of each Term and the End of Year concert.
- Students in Years 3 to 6 perform at functions such as Music Night, lunchtime concerts, assemblies and at Speech Night. Students who belong to an ensemble may also perform at various music festivals, eisteddfods and concerts held outside the school.
- All students in Years 3 to 6 belong to one of the choirs, which perform regularly.
- House Performing Arts - girls in Years 3 to 6 are involved in choral, instrumental and dance items within their House. Rehearsals are conducted by Year 6 student leaders in conjunction with staff at recess and lunchtimes, with a performance as the culmination.
- Orchestra, Junior School Band, Paganini Strings, Junior Strings and chamber ensembles are available for instrumental students to participate in.
- Combined Cabaret Evening - all Year 3-6 students are involved in this annual event designed to showcase the musical talents of individuals, choirs and instrumental groups

## Physical Education

The aims of our PE and Sports programs are to provide opportunities for students to experience a range of different games and sporting events and to participate in competitions in a friendly and supported manner.

We encourage our students to aim to give their best; to demonstrate perseverance by fulfilling the commitments of being a team member; to be involved in a sporting team regardless of ability; to develop skills and fitness specific to particular sports and hence experience success and enjoyment through participation; to develop and foster good sporting attitudes and a high standard of sporting with regards to self-control, discipline, co-operation, tolerance and respect for others and to enhance House and School spirit.

## Student Conduct

Team members will observe the highest standard of sportsmanship at all times by;

- accepting without question the decision of umpires and officials
- shaking hands with the opposing team at the end of all matches
- being gracious in victory and defeat
- abiding by the competition rules and regulations
- treating team mates, opponents, spectators and officials with respect and courtesy

## SunSmart

- all sporting activities will be cancelled on days when the temperature is above 32 degrees Celsius
- students are to wear a broad-rimmed hat for all PE classes and sports sessions throughout the year

- where possible, games will be scheduled to avoid the hottest time of the day or be conducted indoors/under shade
- sunscreen is available for purchase from the Uniform Shop

## Term 1 Sports/Events

- Intensive Swim Program (Years 3 to 6) - conducted in the Tintern pool by trained/qualified coaches from the Nunawading Swim School.
- House Swim Carnivals (for boys and girls Years 3 to 6) - consists of three parts: a water aerobics warm-up, a series of swim races and ball games in teams.
- Junior School Swim Squad - an after school training opportunity for any students who wish to and qualify for the District swimming trials.
- VPSSA Swimming and Diving Trials - open to students swimming at high levels wishing to represent Tintern.
- VPSSA Ringwood District Tennis Trials - nominations of two students who play tennis at a high level will be submitted.

## Term 2 Sports/Events

- VPSSA Interschool Sports Competition - involves all students in Years 5 and 6.
- House Cross Country (Years 3 to 6) - the distance covered is dependent on age group and ability level.
- VPSSA Cross Country - selected from the finalists from the House Cross Country and successful students at this level go on to represent Tintern at the Zone and then State level.

## Term 3 Sports/Events

- Athletics Trials (Years 3 to 6) - the student with the best time in each event (plus one emergency) will be nominated to join the Athletics team.
- VPSSA Athletics - involves the Athletics team selected from the Athletics trials.
- Snow Sports - for any interested Junior School students. A parental chaperone is essential.

## Term 4 Sports/Events

- Intensive Swim Program (Prep to Year 2) conducted in the Tintern pool by trained/qualified coaches from the Nunawading Swim School.

- House Athletics Carnival (Years 3 to 6) - consists of three parts; a tabloid of field events, a series of track events and ball games in teams.
- Prep - Year 2 Swimming Carnival - separate for boys and girls
- House Athletics Sports (Girls Pre-Prep to Year 2) - consists of three parts; a tabloid of field events, a series of track events and ball games in teams.

## Visual Art

Visitors to the biannual student Art Show at Tintern often remark on the high standard of skill and creativity evident in the Junior School display. All Junior School students attend Visual Art lessons on a weekly basis.

The Visual Art Curriculum seeks to develop students' intellectual, imaginative and expressive potential in a wide range of two and three dimensional art media. The students sequentially develop their skills and techniques and establish knowledge of processes which form a basis for personal expression. The students develop an understanding of aesthetics and how Visual

Art relates within particular social, cultural and historical contexts.

## Library

All library lessons are held in the Watson Library which was named after Betty Watson who was a former Head of Junior School. The Library collection consists of general non-fiction, fiction (including picture books, novels for young readers and experienced readers and class sets of literature study books), sound recordings and DVDs. Students, staff and parents are all welcome to borrow from this Library. Everyone can also search the catalogues from the main Cullen Library as we can organise inter-Library loans.

All students in Junior School have a scheduled Library lesson each week. One of the most successful initiatives has been our students' level of participation in the Premier's Reading Challenge and the introduction of STEAM activities in 2016.

Whether students want to work on an assignment, or simply read a book, the Watson Library provides a perfect environment for learning activities and a resource and technology centre for the Junior School.

## Assessment

The Junior School has a rigorous and on-going program of student evaluation at all year levels. Parents are invited

to view results/evidence of student work and to discuss student progress throughout the year. Interviews are held regularly and communication is encouraged between home and school regarding assessment and subsequent action. Written reports, inclusive of hard data reflecting student progress, are provided twice yearly. In addition to the classroom testing program, Years 3 and 5 students undertake the national state-wide testing program, NAPLAN (National Assessment Program - Literacy and Numeracy). Some Years 3 to 6 students enter into the University of New South Wales examinations in Science, English, Spelling and Mathematics on an annual basis. Standardised tests in reading and mathematics are conducted at most levels.

## Learning Enhancement

The Learning Enhancement Centre is a vital area of the Junior School. The department offers support to students with learning and other disabilities through the primary and secondary areas of Tintern.

A number of these students receive funding under the Commonwealth and State Government Guidelines for Disabilities and Impairments. Staffing includes Special Education teachers, Speech-Language Pathologists, classroom teachers and Integration Aides. The program aims to enable students who experience difficulties with learning to engage in the school curricula more effectively. The student's learning, personal development, self-esteem and, at the senior secondary level, post school options, are all integral to the program.

Referrals to the Learning Enhancement Department come from a variety of sources, e.g. hospitals, private psychologists, speech pathologists, schools and parents, and also from staff within Tintern Grammar.

The work of the Learning Enhancement Department is multi-faceted. It includes working with the following: the student; relevant teaching staff e.g. class/subject; parents; private providers e.g. psychologists, speech-language pathologists; outside agencies such as the VCAA (Victorian Curriculum and Assessment Authority) and AISV (Association of Independent Schools of Victoria) for Government funding; outside professionals to whom the student is referred for additional assessment or information and counselling staff.

## Primary

The Primary timetable is flexible and adjusted to the needs of the student receiving assistance. Learning Enhancement staff provide a range of skill development programs in conjunction with supporting the classroom curriculum. This takes place in small withdrawal groups, individual support and classroom-based support.

## Funding

The State and Commonwealth Government provide some funding for students with specific disabilities. Learning Enhancement staff submit applications for funding each year in September for the following year. Funding received from the State Government covers individual therapy sessions, for example speech therapy, occupational therapy etc., and the Commonwealth Government funding provides funding for Integration Aides.

## Reporting

Students receiving Learning Enhancement are offered Program Support Group (PSG) meetings at least twice a year and also receive a written report twice a year.

## Highly Able Students

Individual excellence and achievement is monitored and given recognition at Tintern Grammar. Tintern has a solid commitment towards the identification and subsequent academic programming for students who are deemed to be highly able. Programs accommodate specific curricular provisions as well as co-curricular offerings. At all times, motivation to encourage the pursuit of excellence and fulfilment of potential is a high priority for able students. Students in the highly able category undertake various competitions throughout the year and participation and success are always applauded.

## G.A.T.E.WAYS

The Junior School is also involved in the G.A.T.E.WAYS program which offers individual day programs that are topic based and, in the last term, a team challenge competing against other schools.

G.A.T.E.WAYS (Gifted and Talented Education, Extension and Enrichment) was established in 1994 by Will and Jill Lawrence, who both had backgrounds in teaching and parenting gifted children. It is their aim to provide opportunities for 'like-minds' to participate in programs which will challenge them intellectually and help develop their individual talents.

The organisers stress the importance of selecting children who have characteristics such as possessing superior powers of reasoning, of dealing with abstract concepts, of generalising from specific facts, of understanding meanings and of seeing relationships; learning easily and readily; having a well-developed vocabulary; having a long attention span, allowing them to concentrate on and persevere with solving problems and pursuing interests that are not necessarily school-related, and completing work quickly.

Some of the explicit criteria for determining who can access the program are as follows:

- testing results completed throughout the year
- recommendation by the class teacher
- our aim is to share the selection as much as possible; though not to the point of excluding some students who have outstanding skills and are worthy of being offered a place more than once
- our aim is to choose students who are not only strong academically but will feel reasonably confident to participate amongst other 'like-minded' students
- we aim to fill all places when possible. This program is optional and some parents choose not to take up the offer of the place. When this occurs we will offer the place to another student

## Reporting

In addition to an open invitation to arrange a meeting with the class teacher or Head of Junior School, there are a number of other ways in which you can monitor your child's progress.

New parent/teacher Interviews February, Term 1

Parent/teacher Interviews (x2) End of Terms 1 and 3

Written reports (x2) End of Semesters 1 and 2

## CAMPS

A sequential program of outdoor education offerings has been established for all boys in Years 3 to 6. The experiential learning that occurs at these camps allows the students to clarify their personal values in a social setting. In addition, they can explore a variety of natural environments and are challenged to consider the effect of their actions upon it. Outdoor education promotes personal growth in a co-operative team environment and assists in our understanding of working towards a sustainable future.

### Years 3 and 4 - Boys

Years 3 and 4 boys will enjoy a three-day visit to Camp Manyung at Mt Eliza. This camp is an introductory experience for the students; a major emphasis is placed on social activities in a comfortable, scenic, beach environment. It offers a range of exciting and fun beach activities.

### Years 3 and 4 - Girls

Years 3 and 4 girls will enjoy a three-day visit to Camp Adanac at Yarra Junction. This camp is an introductory experience for the students; a major emphasis is placed on social activities in a comfortable, scenic, forest environment. It also offers a series of outdoor adventure activities for all students.

### Year 5 – Girls and Boys

Year 5 classes enjoy two camps during the year.

The first camp is to Narmbool Lodge, which includes time at Sovereign Hill in Ballarat. Here, they experience first-hand the lifestyle of youngsters living in an 1850s goldfields location. In addition to the Sovereign Hill experience, students participate in a variety of environmental activities to complement their science studies.

In Term 4, our Year 5 classes enjoy a surf camp Phillip Island where they partake in surf lessons and other outdoor activities.

### Year 6 – Girls and Boys

Year 6 camp is based at Greenhills Conference Centre in Canberra. It is primarily a curriculum-based activity, focusing on our compulsory Civics study of Government and Decision-Making. Each year students fly to and from Canberra for their camp. They will attend Parliament in session and will visit places of national importance such as the War Memorial, Art Gallery and Institute of Sport.

## Student Leadership

Year 6 students are all considered leaders and role models in our Junior School. To prepare them for this important role, Year 6 students participate in a Leadership program at end of Year 5. At the end of the program, each student can apply for one of the roles. These positions are School and Vice Captain, Junior School Leader, or House Captain (usually one per House). Each semester a Class Captain is appointed for our Years 3-5 classes.

The leaders hold regular meetings, led by a senior teacher within the Junior School. They assist the class teacher in day-to-day organisational matters and promote co-operation and goodwill in the Junior School community. Additional leadership activities include assisting with the PE program, Fantastic Friends Peer Program and fundraising activities.

## WHAT DO WE OFFER WHICH IS SPECIAL FOR OUR GIRLS?

### MPower

MPower is a leadership program for girls. It aims to help girls to understand the leadership qualities they admire, and those on which they wish to work on. Girls are encouraged to find their voice, to develop a community of support and understand how to solve their own problems as they present.

### Fantastic Friends

Fantastic Friends is a peer support program which is led by Years 5 and 6 students. The aim of the program is to help improve the physical, mental and social wellbeing of young people and our communities. Our Fantastic Friend Leaders attend workshops and are trained to better understand their own and other people's feelings and to be empowered to know what kind of action they may take to assist others out on the playground.

## WHAT DO WE OFFER WHICH IS SPECIAL FOR OUR BOYS?

### Rock and Water

In the first semester, our Year 5 and 6 boys are all involved in weekly sessions of the unique Rock and Water program, designed to have our boys reflect upon their physical and emotional strengths and skills, and learn how to effectively control and use these strengths.

### Whole School Theme

Every year, our Boys Junior School is immersed in a central theme that is used as another way of assisting our boys in their ongoing development. The theme is central to assemblies, and is a foundation for all learning.

### Hands on learning

We all understand and reinforce the notion that boys need to be actively involved in their learning. hence, our Integrated Studies units have a very strong level of interest and hands-on involvement for our boys. Topics are taught in a manner that is engaging and stimulating for boys.

## Private Lessons

At the discretion of the Head of Junior School, students may enrol in private lessons in music, tennis or speech and drama. Consideration will be given to more than one private option, if deemed suitable for the individual student.

## Homework

As part of the curriculum at Tintern Junior Schools homework is given. This gives parents the opportunity to be involved in their child's learning and to develop an awareness of the curriculum being taught. It is designed to be a positive experience, which consolidates and enhances skills taught at school.

All children are actively involved in reading each night. Homework tasks are generally to be completed during the school week, leaving weekends free for family time.

Tasks are appropriate to the individual student's development and learning needs.

The purposes of homework are:

- To foster good study habits
- To complement and reinforce classroom learning
- To provide students with an opportunity to be responsible for their own learning
- To revise, consolidate or extend specific concepts taught in class

## Homework Guidelines:

### The Student's Responsibilities:

- To complete homework independently unless otherwise directed
- To accept responsibility for their own homework, which entails:
  - asking for assistance early in the week prior to the submission date
  - submitting work by the due date
  - checking with the teacher if absent
  - submitting work which is neatly presented
- To allocate adequate time on a regular basis in order to complete required tasks

## Homework Time Commitment

Listed below are the guidelines for the homework time allocation. It is a guide only - students should plan to complete tasks on nights that do not clash with other commitments.

- Prep: Home tasks will reflect each child's individual development and a minimum of 10 minutes reading experience daily where possible.
- Years 1 & 2: No more than 10 minutes twice a week and a minimum of 10 minutes reading daily where possible.
- Years 3 & 4: No more than 15 minutes 3 times a week and reading daily where possible.
- Years 5: No more than 25 minutes a night 4 times a week and reading daily where possible.
- Year 6: No more than 30 minutes a night 4 times a week and reading daily where possible.

(As part of the transition phase to Year 7, Year 6 students may be completing more open-ended tasks as part of their Homework routine)

## The Parent's Role

- To encourage children to take increasing responsibility for their learning and organisation
- Observing and acknowledging their success and asking how their home and class work is progressing
- To provide a suitable environment and appropriate tools for homework involving:
  - a) A quiet undisturbed area
  - b) A well-lit study area
  - c) A 'routine' for most evenings
  - d) The opportunity for students to work in a serious and studious manner
  - e) Suitable writing/computer equipment
- Encourage them to set aside a regular daily session to read and complete homework
- To discuss key questions and direct them to resources and information
- To inform teachers of any ongoing perceived homework difficulties including time management and organisation
- To check whether homework is completed

## The Teacher's Role

- To inform parents about homework
- To provide written explicit instructions to students regarding the task and the presentation
- To set realistic time frames for task completion
- To ensure that homework is meaningful and stimulating and reinforces key skills
- To provide work that is directed to the students level and individual needs
- To provide opportunities for extension or creative homework, for example drawing or designing or problem solving
- To set homework during term time only
- To check and provide relevant feedback and follow up any unfinished work or tasks that have not been submitted

NB: Class assignments/projects are generally not given as homework for Junior School students. They form part of the research skills teaching program conducted at school. However, homework may be given which involves collecting information or data and doing simple 'research' activities to be used for project work completed in class.

## School Policies

Tintern Grammar has a large number of policies that cover all aspects of school life. A number of these are available on the school website - [www.tintern.vic.edu.au](http://www.tintern.vic.edu.au)

### Email Policy

### Nut Aware Policy

### Anaphylaxis Management Policy

### Working with Children Policy

### Code of Conduct Parents/Guardians and Volunteers Policy

## SunSmart Policy

Policy Co-ordinators: Head of Campus, Head of Junior School

## 1. Rationale:

This policy has been developed to ensure that all students and staff attending Tintern Grammar are protected from over-exposure to the harmful ultra violet rays of the sun.

The Tintern Grammar have had great success in promoting a “no hat, no play” policy with the primary children.

## 2. Guidelines for Implementation:

2.1 Students are required to wear a hat during lessons conducted outdoors and in other supervised outdoor activities in Terms 1 and 4. If a student does not have a hat at these times a new hat will be supplied and charged to the student’s account. Staff supervising these activities are requested and strongly advised by the Tintern Grammar to wear hats at these times as well.

2.2 Students are required to wear a hat should they be likely to be exposed to the sun during all other organised school activities outside the school property. Similarly, staff are expected to wear a hat during these activities.

2.3 In addition to wearing sun hats students are required to be adequately covered by sunscreen during all outdoor activities and staff are similarly advised of this need.

2.4 Tintern Grammar provides shaded areas for the protection of students and staff and actively discourage them from sitting in the sun without a hat when they are outdoors in their own time.

2.5 At Tintern, students are required to wear a sun hat at recess and lunchtime during Terms 1 and 4.

2.6 While in school uniform and travelling to and from school it is critically important that students and families exercise their own common sense and discretion in the wearing of hats. It is clear that unless as a society we become conscious of hats and hat wearing we are exposing ourselves to the possibility of ill health as a result of the sun’s rays. At Tintern, the Uniform Shop stocks a variety of hats which can be worn with the Tintern Grammar’ uniforms.

## 3. Evaluation:

This policy will be reviewed periodically by the Principal, Deputy Principal and the Heads of Junior Schools.

## Bullying Policy

It is expected that all members of the Tintern Grammar community will work together in a supportive and positive way. Bullying is the inappropriate use of power by an individual or group, with an intent to injure either physically or emotionally. It is usually deliberate and repetitive.

## Tintern Grammar’s Position:

All students have the right to be free from bullying. Any form of bullying is contrary to Tintern’s philosophy and will not be tolerated. Bullying may be physical or psychological (verbal and non-verbal).

It includes the following:

- Excluding an individual from a group or activity.
- Gossiping in a destructive way e.g. spreading rumours, untruths or making hurtful comments about a person.
- Writing destructive notes, emails or SMS messages about or to another person.
- Making hurtful or insulting comments or using threatening looks to cause discomfort to others.
- Encouraging others to dislike or persecute another person.
- Breaking up friendships.
- Using ridicule or sarcasm to hurt others under the guise of humour e.g. “it was only a joke”.
- Interfering with the belongings of another person.
- Physical attack e.g. hitting, pushing, scratching, kicking, biting, throwing objects or any other action causing physical hurt or injury.
- Intimidation e.g. threats of the above or threatening to ‘get someone’.

## Student’s Position

Students have the right to seek assistance as soon as they feel threatened. Any student who is aware of the occurrence of bullying should approach a staff member to seek advice. Parents are advised to contact the school if they are aware of any instance of bullying. Bullying is regarded as a serious offence and therefore any report will be followed up as soon as possible. The school will view the matter seriously if the report is verified, and will take appropriate action including counselling and/or sanctions. It is expected that Tintern students will support each other in a positive manner.



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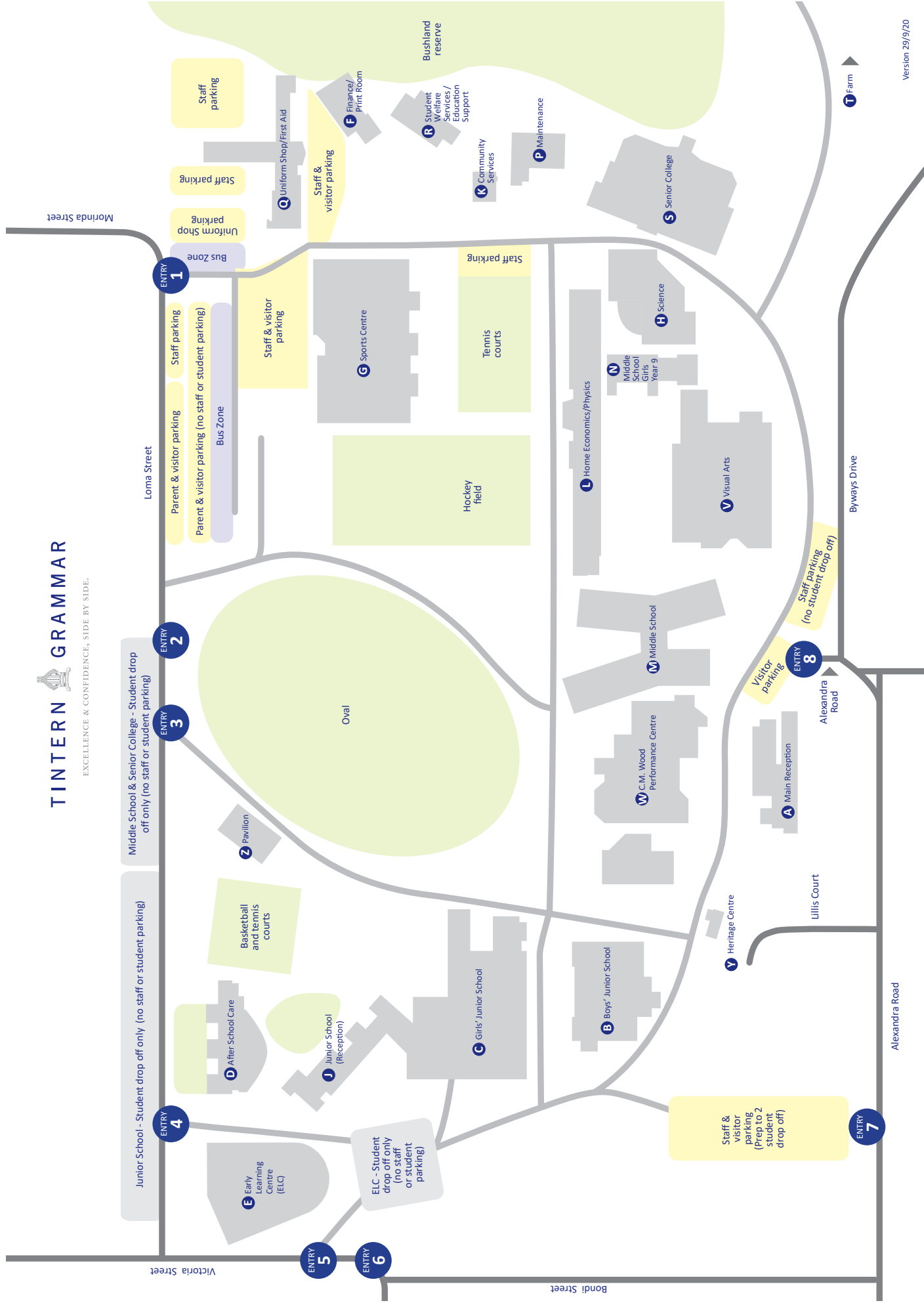


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# TINTERN GRAMMAR

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