



PARENT HANDBOOK

Junior School



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LEADERSHIP TEAM 2026



Alison Mitchell
Principal



Marina Simcox
Deputy



**The Reverend
Tom Owen**
Chaplain



Joanne Rankmore
Business Manager



Lynne Fleming
Head of
Teaching & Learning



Keera Job
Head of Junior School



Wade Richardson
Head of Wellbeing
Prep-12



Eli Kinscher
Head of Boarding

Meet the Team

PREP



Jackie Smith
Prep

EARLY STAGE 1



Abbey Scoles
Stage Leader – Early Years
Kindergarten Red (B1)



Jessica Diamond
Kindergarten Blue
(B2)

STAGE 1



Alice Barber
Stage Leader – Stage 1
Stage 1 Orange (C2)



Jemima Blythe
Stage 1 Pink (B3)



Ellie Spencer
Stage 1 Turquoise (B4)

STAGE 2



Stuart Rufus
Stage Leader – Stage 2
Stage 2 Yellow (C1)



Benjamin Lee
Stage 3 Green (C4)



Emily King
Stage 2 Lime (D2)



Cassandra Doyle
Stage 2 Navy (C3)

Meet the Team

STAGE 3



Kelly Munge
Stage Leader – Stage 3
Stage 3 White (D1)



Madeline Ryan
Stage 3 Purple
(Mon-Tue) (D3)



Vanessa Price
Stage 3 Purple
(Wed-Fri) (D3)



James De Lyall
Stage 3 Aqua (D4)

SPECIALIST CLASSES



Yentl Cook
PDHPE



Brianna Mant
PDHPE



Michelle Heggie
Music



Kellie Roe
Christian Development

SUPPORT STAFF



Ainslie Angus
Learning Support
Coordinator



Joanne Comerford
Teacher's Aide



Michelle Schwagger
Teacher's Aide



Zoe-Elise Larkings
Teacher's Aide

Meet the Team

SUPPORT STAFF



Dominic Manusu
Teacher's Aide



Carla Andrew
Teacher's Aide



Teagan King
Teacher's Aide

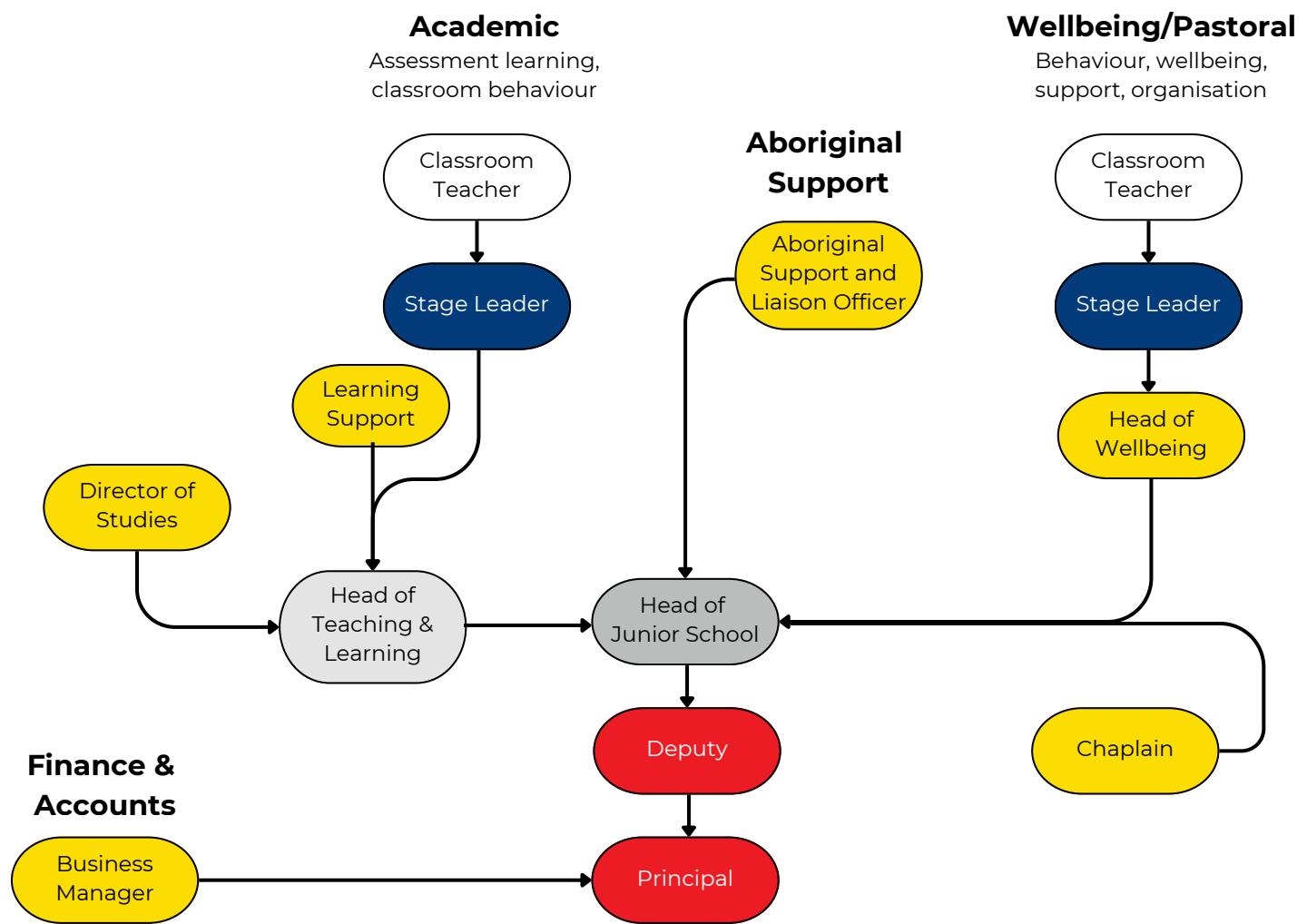


Jessica Howard
School Nurse



Staff Flow Chart

Who do I contact?



Teaching and Learning Framework

The Macquarie Teaching and Learning Framework strengthens students' independence as learners and aims to provide them with habits to support their engagement, whilst providing them with strategies on how to become better learners.

Utilising Guy Claxton's Building Learning Power Approach, the Macquarie framework culminates an approach that is grounded in both science and research. We utilise the four R's, linked to learning to support our framework. Learners convey their Learning Power through developing their Resilient, Resourceful, Relational, and Reflective learning dispositions.

BUILDING LEARNING POWER

Many people believe that the focus of school's and teachers should revolve around two focus areas: Syllabus content and Assessment. Meaning, what the students are learning and how we check that it is understood. At Macquarie, through Building Learning Power, we aim to stretch and develop our students learning muscles and focus on the 'how' of learning. Students then become drivers of their own learning and develop dispositions as learners.

WHY IS BLP IMPORTANT?

By incorporating the 4R's into learning our students should increasingly be resourceful in their approach to learning, developing confidence through their learning successes and learning from their challenges and mistakes. Collaborating and working effectively with others is clearly modelled and taught and their ability to plan, focus and take ownership of their learning is enhanced.





Christian Framework

Our Christian Framework reflects our mission to honour God through excellence in teaching, learning and service. Developed with input from a wide representation of the Macquarie community, it visually represents our school motto "Faith in Action." The inner circle captures our core Christian beliefs, while the outer circle illustrates some of the actions we hope to teach, inspire and challenge our students in. Our belief that God's love and forgiveness is available to all who put their trust in Him and that Christian's are called to respond with repentance, love and good deeds is the foundation of our educational approach. This framework guides us in nurturing the mind, character, and spirit of each student, fostering a school community where love, care and excellence thrive.



Wellbeing Framework

OUR DEFINITION OF WELLBEING

Macquarie Anglican Grammar endeavours to develop our four pillars of faith, community, character and excellence through a strong wellbeing program. Wellbeing is achieved through the experience of positive relationships and emotions, the development of one's potential and having a sense of purpose. Wellbeing can be enhanced in an environment that fosters a sense of belonging and equips students with social and emotional learning skills to manage the changes and challenges of life.

1. CLASSROOM – CLASSROOM CLIMATE AND SOCIAL EMOTIONAL LEARNING (SEL) SKILLS

Wellbeing is developed in the classroom through:

- Explicit instruction of social and emotional learning skills which are taught and practiced in developmentally, contextually and culturally appropriate ways.
- Evidence based teaching practices detailed in our Teaching and Learning Framework.
- Nurturing and safe classroom climates which are characterised by positive, caring relationships.

2. SCHOOL – SCHOOL CULTURE, PRACTICES AND POLICIES

Wellbeing is fostered through our School culture, policies and practices by:

- Developing a sense of belonging within the School community through active engagement by all staff and students.
- Using goal setting strategies to allow students to create their own educational pathway, facilitated and supported by the staff.
- Utilising restorative justice practices to bravely engage in honest – and sometimes difficult – conversations.

3. FAMILIES AND CAREGIVERS – AUTHENTIC PARTNERSHIPS

Wellbeing is enhanced through authentic partnerships which recognise that:

- Families and caregivers are children's first teachers, and bring deep expertise about their development, experience, culture, and learning needs.
- Ongoing two-way communication with families and caregivers to better understand the child's development, helping teachers understand family backgrounds and cultures and extending learning activities and discussions into homes.
- Creating opportunities for families and caregivers to volunteer in Schools enhances the effectiveness of the School/home relationship.

4. COMMUNITIES – COLLABORATION, SUPPORT, OPPORTUNITIES

Wellbeing is promoted through the collaboration, support and opportunities provided by the wider community by:

- Providing safe and developmentally rich settings for learning and developing.
- Forming connections to additional supports that families and Schools need.
- Collaborating with community stakeholders and organisations to develop partnerships and pathways for students beyond School.

Co-curricular at Macquarie

Our co-curricular framework complements the formal academic curriculum. These activities encompass a diverse range of experiences, such as clubs, sports, volunteer work, workshops, and competitions, which offer students opportunities to develop various skills, interests, and values beyond what is traditionally taught in the classroom. Co-curricular activities not only enhance students' personal and social growth but also contribute to their development by nurturing teamwork, leadership, creativity, and a deeper understanding of their own interests and passions, ultimately preparing them for an enriching educational experience.

Each program on offer is focused on developing our students' skills to live out our mission of being resilient young people who make a difference in the world through our values of Faith, Community, Character, and Excellence.

Our Co-curricular framework can be split into five distinct programs:

1

ACADEMICS

Academics, traditionally considered the core of formal education, can also be viewed as a co-curricular domain in the broader educational context. Co-curricular activities encompass all the educational experiences that occur outside of the regular classroom curriculum. When academics are included within this framework, it means that they are not limited to the conventional classroom setting but extend to various supplementary educational activities and opportunities.

2

THE ARTS

The Arts program is accessible to all students from Prep to Year 12. Our focus is to provide opportunities for students to discover ways to express themselves through various art forms, including instrumental and vocal music, clubs and competitions, exhibitions, and performance opportunities. The program is designed to develop skills across the arts, build confidence and a sense of community and belonging.

3

REPRESENTATIVE SPORT

The Macquarie competitive sports program is designed to develop pathways for our students to participate in elite competition across a broad range of sports. The program exposes students to individual and team sports that will enable them to build confidence, develop friendships and find a lifetime of enjoyment and health.

4

SERVICE

Macquarie aims to develop students who have a positive influence on both their school and local community through various volunteer opportunities where students are involved in serving as representatives of Macquarie. Providing service to others encompasses actions and behaviours that benefit or assist other individuals, communities, or society. This domain encourages students to understand the importance of helping, supporting, and contributing to the well-being and development of others without expecting personal gain.

Co-curricular at Macquarie

5

LIVESTOCK

Livestock is a vital and multifaceted co-curricular domain that encompasses a wide range of activities and opportunities for personal and educational growth. Co-curricular activities in Livestock can be incorporated into a student's overall learning experience to enhance and foster practical skills, and develop a deep appreciation for the Livestock activities in our society. Macquarie has achieved a range of accolades across a range of local and national shows, including the Sydney Royal Easter Show.

12

Junior School Co-Curricular Awards System

The JS Co-Curricular Awards System encourages students to participate in a range of programs and activities that enable them to become well-rounded young men and women. Students are awarded points when they demonstrate participation in any of the 5 domains. Only co-curricular activities offered through Macquarie will be recognised towards badges. We continue to encourage students to pursue their interests outside of school, though badge recognition is focused solely on participation in Macquarie programs and opportunities.

RED (8 Points)	BLUE (16 Points)	GREEN (32 Points)	YELLOW (64 Points)
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Badges are awarded at fortnightly Junior School assemblies. Parents will be notified of Badge Assemblies and are welcome to join us. Badges can be worn on formal uniform days.

**Replacement badges are available in case of breakage. Please make contact with your child's classroom teacher to coordinate.*



Learning at Macquarie

JUNIOR SCHOOL CURRICULUM

Students in the Junior School engage in a rich and diverse curriculum guided by the NSW K-6 Syllabus. In English, students develop strong literacy skills through explicit instruction in phonics, spelling, reading, and writing, fostering confident and capable communicators. In Mathematics, the PRIME Maths program supports deep conceptual understanding and problem-solving strategies. Science and Technology, HSIE (History and Geography), Creative Arts, and PDHPE provide opportunities for inquiry-based learning, creativity, and physical development.

Social-emotional learning is embedded across all year levels through the Second Step SEL program, equipping students with essential skills for emotional regulation, resilience, and positive relationships.

ENGLISH & ENGLISH SKILLS

While our students work within the English programs across each stage, we have noted the need for focused, explicit instruction of the skills required to access English and the other Key Learning Areas. English Skills lessons teach key skills in spelling, grammar and punctuation, handwriting and the use of Digital Technologies.

We will continue to teach and use the Sounds Write systematic, synthetic phonics program. Students from Kindergarten to Year 2 will be learning key sounds at the Initial and Extended Code levels, as well as the skills of segmenting, blending, and phoneme manipulation on a daily basis.

This year also sees the continuation of the Spelling Mastery for our Stage 2 and Stage 3 students. This program builds on the skills taught through Sounds Write and focuses on whole-word, phonemic and morphographic elements in words. Students will work with polysyllabic or multi-syllable words, be introduced to new vocabulary, word etymology (or where words originate) and the appropriate use and syntax of words for writing.

PRIME MATHS

PRIME centres around mathematical problem solving and explicitly teaches our students the skills and processes for mastery of maths concepts. Pr1ME Mathematics is used in all our Junior School classes.

PRIME is based on the Concrete Pictorial Abstract (CPA) educational approach, and allows our students to work through mathematical concepts and problems, building their confidence and mastery.

The Concrete Pictorial Abstract approach uses physical and visual aids to build a student's understanding of abstract topics. Students are introduced to new mathematical concepts through the use of hands-on, concrete resources (counters, place value blocks, fraction discs etc). When they are comfortable solving problems with physical aids, they move to using pictures and pictorial representations of the objects they were using. This progression then evolves to students using the abstract (numbers and symbols) to solve problems.

CHRISTIAN DEVELOPMENT

Christian Development lessons, taught by our School Chaplain and specialist staff, are an integral part of our Junior School curriculum. Grounded in a biblical worldview, these lessons encourage students to explore God's love, develop a personal understanding of faith, and apply Christian values in their daily lives. Through engaging discussions, Bible stories, prayer, and reflection, students grow in their knowledge of Scripture and how it shapes character, relationships, and service to others. Christian Development aligns with our Christian Framework, fostering spiritual growth alongside academic and personal development.

MUSIC

Classroom Music lessons, taught by our specialist music staff, form part of our Creative Arts program. Students develop key musical skills, creativity, and confidence while engaging with a broad range of musical styles. Beyond the classroom, students have the opportunity to further their musical journey through private, small-group, or one-on-one lessons with our peripatetic music teachers, learning instruments such as piano, strings, woodwind, and brass instruments.

SECOND STEP SEL

Second Step Social-Emotional Learning (SEL) gives students the tools to support success both in and out of the classroom. At Macquarie we are implementing this program across Pre-K-6. Students will engage in weekly learning that supports skills for learning, empathy, emotional management and problem solving.



Outdoor Education & School Camps

Our Outdoor Education Program is a core part of the Junior School experience, designed to foster independence, resilience, and teamwork. Through a carefully sequenced camp program, students progressively build confidence in new environments, develop problem-solving skills, and strengthen friendships. These experiences align with our Teaching & Learning Framework, encouraging students to be resourceful, reflective, resilient, and relational learners.

Students in Year 2 to Year 6 participate in overnight school camps, each tailored to their developmental stage and abilities. Younger students begin with an overnight camp, focusing on teamwork and outdoor exploration, while older students take part in multi-day camps, featuring leadership challenges, adventure activities, and personal growth opportunities. Activities such as bushwalking, ropes courses, water-based challenges, and team-building games encourage students to step outside their comfort zones in a safe and supportive environment.

School camps create lasting memories and valuable learning experiences that help students develop confidence, responsibility, and a deeper connection to their peers and the world around them.

JUNIOR SCHOOL ELECTIVES

The Junior School Electives Program is an innovative extension of our curriculum, offering students the opportunity to explore new interests, develop skills, and engage in hands-on learning beyond the classroom.

Students choose from a range of elective options each term, which may include STEM challenges, creative and performing arts, sports, coding, cooking, textiles, service and environmental initiatives. These sessions provide opportunities for students to collaborate, problem-solve, and develop their talents in a fun and supportive environment.

SRC & LEADERSHIP

The Junior School Electives Program is an innovative extension of our curriculum, offering students the opportunity to explore new interests, develop skills, and engage in hands-on learning beyond the classroom.

Students choose from a range of elective options each term, which may include STEM challenges, creative and performing arts, sports, coding, cooking, textiles, service and environmental initiatives. These sessions provide opportunities for students to collaborate, problem-solve, and develop their talents in a fun and supportive environment.

HOMEWORK

Homework in the Junior School is designed to reinforce classroom learning and develop positive study habits. Students are expected to complete 10-15 minutes of reading each night, recording their progress in the Reading Log located in their diary. Additional homework includes an English Skills or Mathematics worksheet to consolidate concepts taught in class, as well as Mathletics set tasks to support mathematical understanding.

For students seeking extra practice, a list of recommended homework textbooks is available for purchase through external suppliers. To support students in managing their homework, Homework Club runs each Thursday afternoon from 3:10 pm to 4:00 pm in the Library, providing a quiet and structured environment for study.

LEARNING SUPPORT

At Macquarie, we are committed to ensuring all students have the opportunity to succeed. Learning Support is provided to students who may benefit from additional assistance, including those with diagnosed learning difficulties. For students with specific diagnoses, we create Individual Learning Plans (ILPs) in collaboration with parents, teachers, and specialists. These personalised plans outline targeted goals, strategies, and accommodations to help students achieve their full potential in the classroom. We also offer intervention groups for students identified through diagnostic assessments, particularly in areas such as reading. These groups focus on specific skill development to address areas of need, with tailored instruction designed to improve literacy and numeracy outcomes.

ASSESSMENT

Assessment in the Junior School is an integral part of teaching and learning, providing valuable insights into student progress across all Key Learning Areas. We use a balanced approach to assessment, incorporating Assessment for Learning, Assessment as Learning, and Assessment of Learning to support student growth and achievement.

- Assessment for Learning is ongoing, informing teaching strategies and providing timely feedback to guide student development.
- Assessment as Learning encourages students to reflect on their own progress, set goals, and take ownership of their learning.
- Assessment of Learning measures student progress at key points in time, often through formal tasks, projects, and tests.

Students engage in a variety of assessment methods, including observations, checklists, portfolios, self-assessments, and standardised tests, ensuring a comprehensive understanding of their strengths and areas for growth.

At-home assessment tasks, typically 1-2 per year, will be assigned to students to support and extend their learning beyond the classroom.

Student reports are provided at the end of Semester 1 and Semester 2, offering detailed feedback on academic progress, effort, and personal development. These assessments support our commitment to nurturing confident, capable, and reflective learners.



Behaviour

Student Code of Conduct

We are committed to providing a safe, respectful and supportive learning environment where all students can thrive. The Student Code of Conduct outlines the standards of behaviour expected of all students and reflects our shared values as a school community.

This Code applies:

- Within school buildings and grounds
- While travelling to and from school (including public transport)
- During all school-related activities, excursions, camps and events

At all times, students are expected to be mindful that they represent themselves, their families and Macquarie Anglican Grammar School as ambassadors within the wider community.

Behaviour Expectations

All students are expected to:

1. Behave appropriately and courteously at all times, respecting the rights, learning and property of teachers, peers and others, including showing consideration when moving around the school.
2. Actively participate in learning and apply themselves to the best of their ability, demonstrating honesty and integrity.
3. Take advantage of the academic, cultural, faith and sporting opportunities offered by the school, and represent the school positively when selected.
4. Comply with reasonable instructions given by staff members.
5. Use and care for school equipment, furniture, buildings and grounds responsibly.
6. Maintain a drug- and alcohol-free environment. The use, possession or supply of drugs, including tobacco, vapes and alcohol, is strictly prohibited at school or during any school-related activity. Students must not attend school or school activities under the influence of drugs or alcohol.
7. Refrain from all forms of physical violence, intimidation, bullying or provocation.
8. Refrain from harassment or discrimination of any kind within the school community.
9. Not invite unauthorised persons onto the school campus or to school-related activities without approval from the Principal or their delegate, and comply with the Mobile Device Acceptable Use Policy.
10. Wear the school uniform with pride and adhere to the Uniform Guidelines. When not in uniform, dress neatly, appropriately and respectfully.
11. Comply with the Student Driving Motor Vehicle to and from School Guidelines and Operating Procedures (where applicable).
12. Attend all scheduled classes punctually and for the full duration.
13. Bring all required equipment to lessons and take responsibility for personal organisation.
14. Complete homework and assessments ethically, acknowledging sources and refraining from copying, cheating or plagiarism.
15. Use computers, digital tools and electronic communication responsibly and appropriately.
16. Obey all copyright laws and use materials in accordance with federal copyright requirements.
17. Take pride in the school environment by keeping classrooms and grounds clean and litter-free.

Behaviour

Sanctions

Breaches of the Student Code of Conduct will be addressed in accordance with the school's Behaviour Management Guidelines. Sanctions are applied consistently and with a focus on supporting student growth, responsibility and restoration.

Student Uniform

Our uniform policy is designed to promote a sense of pride, belonging, and equality among students.

Students are expected to wear the summer uniform during Term 1 and Term 4 and the winter uniform during Term 2 and Term 3. The correct uniform must be worn each day, including the appropriate shoes, socks, bag and hat, as specified in the uniform guidelines. These guidelines can be found in the student diary and on our website via the Downloads page.

Sport uniform is worn on Junior School sport days and during classroom PDHPE practical lessons. For more information on your child's allocated sport days, please contact your classroom teacher.

In addition to the uniform, hair must be neat and tidy, and longer hair should be tied back. Hair accessories should be simple and in school colours. Jewellery should be minimal, with silver, gold or pearl stud earrings, or silver or gold sleeper earrings being the only acceptable form of jewellery for Junior School girls.

Nail polish, mullets, shavings, or hair colouring are not permitted. These guidelines help ensure that students look their best while contributing to a focused and respectful learning environment.



Technology

At Macquarie, we value the role of Information and Communication Technology (ICT) in enhancing learning experiences and work with students to develop their skills in digital literacy. Students in Years 5 and 6 are required to participate in our BYOD (Bring Your Own Device) 1:1 policy, where each student brings their own device to use for learning throughout the school day.

Younger students engage with ICT through school iPads and Chromebooks, which are integrated into classroom activities to support teaching and learning goals. To maintain a focused and respectful learning environment, mobile phones and smart watches are not permitted for use during school hours, in line with our Mobile Phone Policy.

These devices must be kept in student's bags during the school day. Any misuse of technology, including accessing inappropriate content or engaging in disruptive behaviour, will be addressed according to the school's Acceptable Use of IT Policy.

Mobile Phones & Smart Watches

From the beginning of this school year, Macquarie Anglican Grammar School has updated its Mobile Device Acceptable Use Policy for students to support learning, wellbeing and student safety. Please note the following updates:

- Prep-Year 4: Students are not permitted to bring mobile phones or smart watches to school.
- Year 5-Year 6: Students may bring a mobile phone if required, however devices must be switched off and stored in their bag and must not be on their person at any time during the school day (arrival to 3:10 pm).

Junior School students are not permitted to use mobile devices during the day. If students need to contact home, or parents need to reach their child, this should be done through Reception.

These expectations help reduce distractions, support positive social interactions, and create a calm and focused learning environment. We appreciate your support in discussing and reinforcing these expectations with students to begin the school year.



P2 Pickup

1

MORNING DROP OFF (AFTER 8.20AM)

There are no staff on duty prior to 8:20am. Parents are invited to use the P2 area to drop their child off in the morning. Please note that parents are asked to remain in their vehicle and farewell their child. If you need to finalise pick up arrangements or chat to your child before the school day starts please park and help your child to the crossing.

2

PREP PICK UP

Prep students finish at 3.00pm and are to be collected from out the front of A Block. Please note that staff will supervise students until 3.15pm. No student from K-12 should be picked up in this area. Please proceed to P2 to collect older siblings.

3

K-2 PICK UP

Kindergarten – Year 2 students finish their day at 3.00pm. If you arrive at P2 before 3.00pm the sign and chain will prevent you from entering P2. Note that a staff member may advise you to go and park if you arrive early. The banking up of traffic waiting to enter P2 causes ongoing congestion. Please do not arrive to pick up K-2 students until 3.00pm. If your K-2 child has a sibling in Years 3-12 please collect them all between 3.15pm and 3.30pm.

4

YEARS 3-12 PICK UP (ARRIVE NO EARLIER THAN 3.10PM)

Students in Years 3-12 finish their school day at 3.10pm and then make their way to P2. Therefore, if 3-12 parents arrive at P2 earlier than required staff may advise you to do a loop of P2 until your child arrives. There are staff members on duty in this area until 3.30pm and then students are sent to the bus bay area if they have not yet been picked up. Your child can then walk to meet you at P2 when you arrive.

Students are not to be collected from the grassed roundabout area or the bus bay.

5

CHANGE OF PICK UP PLANS

We understand and recognise that plans can sometimes change for pick up in the afternoon. If this occurs, we ask that you contact the office on (02) 6841 6222 no later than 2.30pm. Emailing your child's Core or Tutor Teacher is not a suitable option as teachers are sometimes unable to check their emails throughout the school day and the message may not be received in time.

Attendance

Regular attendance is important for ongoing student success, and we encourage all families to ensure students attend school consistently. Absences can be recorded via the parent portal or school app for ease of communication. For planned leave, such as holidays or other extended absences, leave applications must be submitted prior to the time off, and can be found in the Downloads section of the school website.

If a student's attendance falls below 80%, an attendance letter will be issued, and a meeting will be requested to discuss and create an attendance plan to support your child's ongoing education. Our goal is to work collaboratively with families to ensure that students remain engaged and supported in their learning.

Diary Communication

The School diary is an important tool for communication with your child's teacher. Parents and teachers are required to sign children's diaries each day. Notes regarding pick-up arrangements should be made via the diary. Any urgent messages/communication should be made by phoning the front office. Staff may not check their emails throughout the school day.

The diary also provides information for parents, carers and students regarding uniform guidelines, student code of conduct, behaviour response information, acceptable use of computers and the internet information and mobile device usage policy.

Canteen

The school canteen operates Monday to Friday each week, offering a variety of healthy lunch options for students. To order lunch, students must place their orders through **Munch Monitor** at www.munchmonitor.com. Parents will need to set up an account using the school code as follows to ensure their child can make orders correctly.

School ID: macqgrammardubbo

Password: munch2830

FAQs

1

WHAT TIME DOES SCHOOL START AND FINISH?

School begins at **8:50 am** and finishes at **3:00 pm** for **Prep-Year 2 students** and **3:10 pm for Year 3 - Year 12 students**. Students are encouraged to arrive by **8:30 am** to ensure they are settled and ready to start the day.

2

HOW SHOULD I NOTIFY THE SCHOOL IF MY CHILD WILL BE ABSENT?

Absences can be recorded via the **parent portal** or **school app**. If you know in advance that your child will be absent, please inform the school as early as possible.

3

HOW CAN I APPLY FOR LEAVE DURING THE SCHOOL TERM?

For planned leave, such as holidays or family events, **leave applications** should be submitted prior to the leave. These forms are available in the **Downloads section** of our school website.

4

WHAT IS THE SCHOOL POLICY ON HOMEWORK?

Students are expected to complete **10-15 minutes of reading each night**. An additional worksheet or booklet for English or Mathematics is also provided but not compulsory. Additional tasks may be set on **Mathletics**. Homework is designed to reinforce learning and develop study habits.

5

HOW CAN I SUPPORT MY CHILD WITH THEIR LEARNING AT HOME?

Regular reading is key. You can also encourage your child to set learning goals, engage in educational games or activities, and ask questions to engage their curiosity. Don't hesitate to reach out to your child's teacher for specific resources or strategies.

6

HOW ARE STUDENT BEHAVIOUR ISSUES ADDRESSED AT SCHOOL?

Behaviour incidents are managed by providing appropriate consequences, such as **Reflection Room detentions**. A Behaviour Monitoring Card may be issued for moderate or high-level behaviours. We aim to work collaboratively with parents to support the student's development of positive behaviour choices.

7

WHAT IS THE POLICY REGARDING SCHOOL UNIFORMS?

Students are required to wear the **school uniform** as outlined in the Uniform Guidelines Policy.

8

HOW CAN I GET INVOLVED IN THE SCHOOL COMMUNITY?

We encourage parents to get involved through various opportunities, such as assisting in classrooms, participating in **school events**, or joining the **Parent & Friends Association**. Please contact the school office for more information on how you can contribute.



STANDARD 1

Child safety is embedded in organisational leadership, governance and culture



STANDARD 2

Children participate in decisions affecting them and are taken seriously

STANDARD 3

Families and communities are informed and involved

STANDARD 4

Equity is upheld and diverse needs are taken into account



STANDARD 5

People working with children are suitable and supported



STANDARD 6

Processes to respond to complaints of child abuse are child focused



STANDARD 7

Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training



STANDARD 9

Implementation of the Child Safe Standards is continuously reviewed and improved

STANDARD 8

Physical and online environments minimise the opportunity for abuse to occur



STANDARD 10

Policies and procedures document how the organisation is child safe

#ChildSafeStandards



Child Safe Standards



FAITH IN *Action*

MACQUARIE PARENT HANDBOOK 2026

For more information
visit www.mags.nsw.edu.au or
contact us on **02 6841 6222**