It’s a pleasure to welcome you and your child to our Glenroy West Primary School community, whether enrolling in a school for the first time or transferring from another school. We welcome you to our school and value your potential contribution to our school community.

For those parents who already have older children attending our school, Glenroy West Primary needs no introduction, but this information will update parents on any changes and also serve as a reminder of school processes and procedures.

This booklet sets out routines which apply to all schools and also contains information specific to Glenroy West. School routines are established to ensure that children are safe, happy and engaged in a positive learning environment that will help them develop socially, emotionally and academically to their full potential. They also ensure that the parents know how the school operates and how they can be involved.

We believe that a strong partnership between home and school promotes the best possible environment for student learning and we encourage parents to become involved and support our school.

An excellent education in a Child Safe environment for your child is the common aim of teachers, school staff, parents and our school community.

**We warm welcome to you and your family to our school.**

Pamela Streete
Principal
**“Children come first at Glenroy West”**

Our school is a place of structured inquiry, learning and purpose, with a caring ethos developed in a child safe, happy and supportive environment. This contributes towards the development of independent, confident and resilient learners.

We aim to prepare students to meet the challenges of an ever-changing global society, where they will have the skills, values, understandings and courage to undertake a positive, productive and rewarding role in that world. We also encourage our students to develop optimism and enjoy a sense of humour. To help us achieve our aims, the Primary Years Programme of the International Baccalaureate (IB) underpins much of what we say, what we do and who we are. The diverse curriculum provides students with numerous opportunities to shine and experience success in many ways.

The school is responsive to parents’ concerns and works in partnership with parents to ensure a positive learning experience at school. Student leadership is nurtured by providing every Year 6 students with the opportunity to be school leaders who assist children to have fun in the playground by helping to resolve small issues before they grow into large ones – this is done through our Positive Behaviours Program. All Year 5 students participate in the Prep/Year 5 Buddy Program.

A culture of performance and development and utilising collaborative strategies ensures teachers are constantly updating their knowledge, skills and expertise, with the goal of providing a differentiated curriculum that caters for individual needs, helping children develop to their full potential.

There is considerable investment in information, communication and learning technologies to ensure an engaging and effective teaching and learning environment.

Glenroy West has the original school building along with an outstanding contemporary teaching and learning space in the BER that is used as our Senior Learning Centre.

The School Council is proactive in continually upgrading the infrastructure (buildings, grounds and technology) of the school to support teaching and learning and an engaging environment.

**THINGS THAT MATTER TO US ARE:**

**A SAFE AND CARING SCHOOL**

- In our Child Safe School, we believe that children thrive when their individual needs are being met in a safe, secure and stimulating environment.
- We have a strong emphasis on student wellbeing as we strive to maintain the caring school ethos which contributes markedly to the school’s popularity.
- The school is responsive to parents’ concerns; we work with parents to ensure that their children experience a happy and supportive environment at school.
- Student leadership is nurtured through the Year 6 Leadership and through Junior School Council where Student Voice is encouraged.
- Transition into both primary and secondary education is treated as an important time for our students with a comprehensive transition program in place. We also provide activities that support a smooth transition through the grades.
OUR STAFF

- We are proud of our outstanding team of enthusiastic teachers
- We believe that when teachers work together in teams and share their knowledge, their effectiveness is enhanced, their morale is heightened and outcomes for students are maximised
- Our teachers are committed to providing a solid base for future education and options in life for every child, through a culture of reflection and professional development, where teachers are open-minded and value others’ perspectives
- The curriculum is well-planned and professionally delivered in an effort to provide for the individual needs of all students
- The school provides a comprehensive and enriched curriculum through units of inquiry
- We value high achievement and never underestimate a child’s ability to reach goals, while recognising that children arrive at those goals at different rates and times
- We work to ensure students know that they have access to our teachers who will address their questions or concerns
- Our teachers take pride in students’ achievements

STUDENT WELLBEING

Student wellbeing is of significant importance in developing a safe, happy and supportive learning environment. Glenroy West Primary School promotes healthy relationships between teacher and student using the strategies developed through Restorative Practices. These strategies assist teachers, students and parents to build, maintain and restore relationships.

Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the wellbeing and improvement of learning outcomes. At Glenroy West Primary School we:

- Value the individuality of all members of our school community. Our school is richer for the unique differences and cultural diversity of our students
- Strive to develop resilience in our children and high self-esteem to promote success
- Believe that skills for success, including social skills and emotional intelligence, can be developed through explicit teaching
- Believe that students rise to high expectations that are clearly articulated and understood

We work to provide the best academic outcomes for each student. Our school has a major role to play in the social, emotional, physical and creative development of our students.

FACILITIES

Glenroy West Primary School has a quiet suburban location away from main roads, with boundaries adjoining residential properties. The unique buildings are surrounded by attractive gardens, an extensive playground that provides passive and active play areas and exciting play equipment. Learning technologies including interactive whiteboards in all classrooms and access to laptops and iPads are integral to the teaching and learning program. This contributes towards ensuring a highly engaging learning environment. We are continuously upgrading the library resources. The Senior Learning Centre is an outstanding contemporary teaching and learning space. It provides an exciting environment that enhances collaborative teaching and learning. The School Council is proactive in continually upgrading the buildings, grounds and technology of the school to support teaching and learning. Upgrading the grounds continues to be a school priority.
FUTURE DIRECTIONS

A consistent focus for our school is on differentiated learning, based on the Victorian Curriculum, particularly in English and Mathematics, as success in both of these areas is critical to our students’ academic and long term futures.

We believe that Learning Technologies will continue to impact on student engagement and learning and that our society demands a high degree of proficiency in skills related to information technology. This will continue to be an area for concentrated development.

The school is candidate school for International Baccalaureate (IB) World School. The IB Primary Years Programme continues to be at the core of teaching and learning at Glenroy West Primary School.

GETTING STARTED

Your Prep child will begin school on Tuesday, 31 January 2017.

We encourage you to come to the classroom and join in an activity with your child for a few minutes to ensure a settled beginning.

Once your child is ‘busy’ we suggest you say a quick goodbye and leave. The room can become extremely noisy and disconcerting for children when there are lots of people over an extended time.

If your child is very anxious or becomes upset, it is best for the child that you take them to the teacher before leaving. Our teachers are experienced and caring and will contact you should your child not settle. We usually find that children are calm within the first few minutes, once parents have left and they are occupied.

For the first five weeks of school, Foundation Year children will attend school Monday, Tuesday, Thursday and Friday from 8.50am – 3:15pm

In the 6th week, all Foundation children will attend five days each week.

School Entry Assessment Testing

The first five Wednesdays of the school year have been set aside for School Entry Assessment Testing with each Foundation Year student. Each child will be allocated a one hour appointment time.

Testing involves an assessment of your child’s literacy and numeracy skills with his/her teacher, in a one-to-one environment using games and hands on activities to establish early points of growth for future instruction.

The first month of school will be devoted to helping children become familiar with their new environment and the routines of the day.

You are asked to help your child to become independent, encouraging him/her to hang up his/her own bag and to take responsibility for his/her belongings. School bags are not too heavy to be carried by healthy school children.

To ensure that children feel happy and secure in their new school environment, they will be closely supervised by teachers in the playground. Siblings, buddies and friends will initially be encouraged to play with them.
Children will be given ample time to go to the toilet and eat their 'playlunch' and lunch with their class. School times for these are:

**Morning Lunch Break**  
11:10 – 11:40am

**Afternoon Lunch break**  
1:45 – 2:15pm

Lunch is eaten under teacher supervision before the children go out to play. Prep children also have a 'fruit break' time in the classroom around 10:00am. In line with our school healthy eating policy, the children are encouraged to bring a small fresh fruit/vegetable snack.

Parents are asked to place a small 'fruit break' snack and a snack for 'playlunch' in a separate container/bag so that the children can differentiate between the two. Please show your child which is 'fruit break', 'playlunch' and lunch. They should be familiar with unwrapping/wrapping their food. It is important that they know how to do this but it is encouraged at CSPS to send food in reusable plastic containers that avoid plastic and wrappers. The children know this as ‘nude food’.

A drink (water) container needs to be provided daily (for example - plastic flask, disposable container, not cans and glass bottles which are unacceptable). This will be brought into the classroom and kept there all day for the children to sip from throughout the day.

**PREPARING YOUR CHILD FOR SCHOOL**

Here are just a few points which make your child’s start to school a lot easier.

- Can your child say his/her name along with address and telephone number?
- Is your child aware of a few of the common sense rules which make for a safer environment at school? (For example – throwing stones or sand is dangerous, staying in the school grounds whilst playing ensures their safety)
- Does he/she understand how to look after his/her own belongings?
- Can your child dress him/herself? (Buttons, zips, laces etc.)
- Can your child use a public toilet unaided? It helps if boys practise at a public urinal.
- Can your child eat a packed lunch without assistance? (Able to manipulate lunch box lids, drink container tops etc.)
- Have you discussed these points with your child?
- Collection arrangements at the end of each school day
- Basic road safety (for example - using School Crossing)

We ask parents to speak with the class teacher should your child have any special needs of which we should be aware.
WHAT YOUR CHILD WILL NEED TO BRING FROM HOME

Most materials will be supplied by the school through Government funding and parents’ payments, but you will need to ensure that your child has the following:

- a school bag large enough to hold their lunch, ‘playlunch’, jumper, library books, precious work to be taken home etc. (Glenroy West school bags are available from the Uniform Shop and recommended for use.)
- a named school hat which must be worn in Terms One and Four
- an art smock (may be purchased from the Uniform Shop or an old shirt is fine)
- a large cloth library bag, (usually supplied by DET at the beginning of the year, containing information about the State Government’s role and expectations in education)
- suitable footwear for Physical Education activities (school uniform is appropriate)

Please ensure all articles brought to school are clearly named.

Parents are asked to ensure expensive or precious items are not brought to school by students. The following is Department of Education and Training – Victoria information re: Personal Goods Brought to School at Owner's Risk

- Personal property is often brought to school by students, staff and visitors. This can include mobile phones, electronic games, calculators, toys, bicycles, musical instruments, sporting equipment, and cars parked on school premises
- The Department of Education and Training (DET) does not hold insurance for personal property brought to schools and it has no capacity to pay for any loss or damage to such property

OUT OF SCHOOL HOURS CARE PROGRAM

On-site child care is provided in the school hall from 7:00am – 8:45am and 3:15pm – 6:00pm daily. Children must be formally enrolled in this program. Enrolment forms are available from the school office or online from Camp Australia.

The contact number for our Before and After School Care (BASC) program bookings is: Service Mobile: 0423 308 293. Our coordinator is Nicole Jackson.

HEALTH & SAFETY

- An Immunisation Certificate is required before entry to any Government primary school
- Medical details, necessary phone numbers and family contacts are on file at the office. Please keep the school informed of any changes of address at home or at work
- Regular attendance and punctuality is expected and important to your child’s wellbeing. (Prep children may feel very isolated coming into class late)
- Students are encouraged to wear sunscreen to school during summer months and re-apply it themselves. A small roll-on sunscreen to keep in the student’s school bag is a good idea
Students who are picked up from school prior to 3:15pm must be signed out at the office prior to being collected from the classroom (unauthorised people collecting children should have written permission from the parent unless this has been previously organised by the parent with the office staff or teacher).

We have staff members who are trained in First Aid procedures. All efforts will be made to ensure prompt and efficient treatment in the event of accidents. Contact will be made with parents if necessary.

Please make sure that the school is aware of any condition or allergy which should be considered before any form of treatment is administered.

**INFECTION DISEASES - EXCLUSION TABLE** (Government provided)

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Exclusion of cases</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diarrhoea</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 5 days or until swelling goes down whichever is sooner</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pertussis*</td>
<td>Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment</td>
<td>Contacts should be excluded for 7 days from the same room as the case, or until they have taken 5 days of a course of effective antibiotic treatment</td>
</tr>
<tr>
<td>Pneumonia**</td>
<td>Exclude for at least 12 days from onset. Re-admit after receiving medical certificate of recovery</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pyloric stenosis</td>
<td>Exclude all days after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella* (German measles)</td>
<td>Exclude for 5 days or until fever comes down</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>SARS Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Staphylococcal Infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude for 7 days from the same room as the case, or until they have taken 5 days of a course of effective antibiotic treatment</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Virus producing Exanthem subitale (Standing)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude for 5 days from onset or until they have completed 5 days of a course of antibiotic treatment</td>
<td>Contacts should be excluded for 7 days from the same room as the case, or until they have taken 5 days of a course of effective antibiotic treatment</td>
</tr>
<tr>
<td>Pneumonia</td>
<td>Exclude for 10 days after the onset of cough</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>

Please do not send your child to school if he/she is unwell. Teachers are not permitted to leave other students unsupervised in order to care adequately for sick children or to phone parents. There is no area where sick children can be left under supervision, except the classroom and this is no place for an unwell child.
PROCEDURES FOR CHILDREN WHO ARE UNWELL

When a decision must be made about whether an unwell child should be sent home or not, the classroom teacher will be consulted, where possible, by the first aid duty teacher who will then ensure that a phone call to parents is made, and the result of the call confirmed and acted upon.

In the case of an accident, as a matter of urgency, the call to parents will be made by the person in the best position to phone.

The office must be informed when children are being sent home or collected during the school day.

MEDICATION

Teachers are only permitted to give medication to students when they have written authorisation from the parent/guardian/doctor. A form to authorise administration of medicine should be obtained from the office.

If it is necessary for your child to take medication at school, please complete this form and return to the class teacher. All medication must be in original packaging with your child’s name, the correct dosage and the time the medication is to be administered.

If your child is on medication for a short term illness or infection, then school may not be the best place for him/her.

Students are not to keep medication in their school bag. (Arrangements are made regarding asthma medication.)

Please note: wherever possible, medication should be scheduled outside school hours, e.g. medication required three times a day is generally not required during a school day; it can be taken before and after school and before bed.

ASTHMA

Students who have a diagnosed asthmatic condition, requiring medication, are required to have a completed asthma management plan provided to the school at the beginning of each school year. Your GP will assist in the provision of the required documentation.

ANAPHYLAXIS

Students who have been diagnosed with anaphylactic allergies are required to provide a management plan completed by their doctor. If an Epipen is necessary, this must be provided by the parents and stored at the school. All Epipens are required to have a current use-by date.

ROUTINES FOR SAFETY

Children are not permitted to be in the classrooms or corridors without teacher supervision before school, after school or at recess times.

If parents wish to collect their child during the school day, they must go to the office before going to the classroom. Parents are required to sign their child out and will be given a pass to hand to the class teacher. Teachers are not permitted to release children until this has been authorised at the office. The child’s wellbeing is our major concern.
ABSENCE NOTES

Teachers are legally required to keep accurate attendance records, so written notice is required to explain student absences. Please advise the school by phone (this will be documented) School App or email (caulfield.south.ps@edumail.vic.gov.au) on the day of the absence. Notification by email is preferred (with name of student, class and absence reason).

Teachers should be told the nature of illnesses and kept informed of any medication children may be taking. This will help them monitor changes in health.

BIKES AND SCOOTERS

Students are encouraged to ride their bikes or scooters to school. Students must wear a helmet for safety reasons and can park their ‘wheels’ in the cage located at the rear of the Senior Learning Centre or the bike rack located behind the portable classrooms near the hall. Students are reminded to secure their ‘wheels’ with bike locks as the school is not responsible for broken or stolen personal items.

SCHOOL INSURANCE

Our school does not take out insurance and therefore parents/guardians are responsible for paying the cost of medical treatment for injured students, including any transport costs. However, reasonably low cost accident insurance policies are available from commercial insurers.

PLAYGROUND SUPERVISION

The children are supervised in the school grounds during the following times:
8:45am - 9:00am; 11:10am - 11:40am; 1:45pm - 2:15pm; 3:15pm - 3:30pm

If students are at school outside these times, they should be in the care of a parent/guardian or be booked into Before and After Care.

A warning bell is rung and three minutes of music played before the end of each recess/break. There are always teachers on duty at these times.

SCHOOL ORGANISATION

BIRTHDAYS

Parents may wish to celebrate their child’s birthday in some way with the class. Teachers ask that:

- parents check the number of students in the class
- parents inform the class teacher the day before that they will be bringing food items
- parents speak to teachers about children with nut allergies or any other dietary concerns

As teachers are unable to leave their class to collect knives etc. they ask that you please consider:

- bringing food items that do not require heating or keeping cool
- items that have previously been cut for ease of distribution. Suggestions include cupcakes, cookies, Freddo frogs, etc
CLASSROOM INVOLVEMENT

We encourage you to offer your services to classroom or specialist teachers. From time to time we ask for parents to help on excursions as well as asking them to assist in the classroom for various activities. The teacher will organise parent helper rosters.

ENTRANCES

Children enter the school from either York Street or William Street.

All teachers’ car parks are out of bounds to students and parents for safety reasons. Children are not permitted to use the entrance that leads to the office unless there is a need to see the Principal or access the general office. The area can become very congested and we need to minimise ‘through traffic’. During the day, visitors must enter via the main entrance and sign in before proceeding on any school business.

Parents will be asked to wait outside the classroom for Foundation Year students, and in the playground nearest their child’s classroom for other classes, when picking children up at the end of the day.

LUNCHES

Because of the structure of our school day, children have a fruit break at 10:00am and need a substantial lunch break at 11:00am. They eat lunch under supervision in the classroom at this time.

A healthy breakfast will give the energy needed for the morning’s busy activities.

We provide lunch orders (Wed, Thurs, and Fri). Parents write orders on a paper bag, enclose the correct money and children place the order in the Lunch Box in the classroom. Parents are provided with a current price list which is also available on the school website.

Children are encouraged to place their own lunch orders in the classroom Lunch Box when ordering.

NEWSLETTERS & NOTICES

The School Newsletter is available every Thursday afternoon from the school website. www.glenroywestps.vic.edu.au

We also send a copy to the email address listed for Adult A on the Student Enrolment form. Limited hard copies are available for collection from the school office on Thursday afternoon of publication week, if required.
**PARENTS’ ASSOCIATION**

The Parents’ Association (PA) provides support to the school community by running social events such as Mother’s Evening, Father’s Day Breakfast, children’s disco night, Mother’s and Father’s Day stalls and other community activities. They generate ideas for school improvement and facilitate communication between parents and the school’s administration. Activities are advertised in the school newsletter early in the year. They give parents the opportunity to develop friendships within the school community and to contribute to school life. We encourage all parents to volunteer their services where they can and all new parents especially, are encouraged to participate. The PA also sets up the Family Support Network which is another way in which parents can volunteer their time to the school and help provide an avenue of support for families who may be experiencing difficult times as the result of family illness, death or parent separation.

**PARKING**

In the interests of your child’s safety, please observe the following points:

- Drop off zones are available in York and William Streets
- Take care when parking, when dropping children off, or when collecting children from school and comply with the parking restrictions to ensure the safety of our children
- Be aware of the dangers of turning and pulling out from the kerb when children are outside the school grounds
- Cars may NOT be driven onto the school grounds

It is unlikely that you will be able to park immediately outside the school every time you collect or deliver your child. Please be prepared to park where it is safe and legal, and walk a short distance to meet your child.

Please observe the parking regulations on all streets adjacent to the school property. These are implemented to ensure the safety of our children.

Drivers who double park or park across the marked crossings are endangering their own and other children. Parking officers frequently patrol the area as a safety measure, often at the request of the school administration or parents.

**STAFF CAR PARK**

In the interests of your child’s safety, parents are required to use the footpath entrances to access the school and **under no circumstances are to walk through the teachers’ carparks**. Cars may be reversing out of the carpark and these become a danger to small children who cannot be seen in rear vision mirrors.

**PARENT-TEACHER INTERVIEWS/3-WAY CONFERENCES**

Formal interviews will be held during the year. These are usually available during the day or evening. If you wish to chat to the teacher about your child’s progress at an additional time, please arrange an appointment time, as teachers are unable to speak to parents at 9:00am or during class time. This reduces the valuable teaching and learning time.

At the beginning of the year, class information is sent home and information evenings are held giving an outline of the class curriculum. In addition, parents will have the opportunity for a pastoral care interview with their child’s teacher early in the first term. Do not hesitate to make a time to discuss your thoughts or concerns with the class teacher, the Principal or Assistant Principal.
**PUNCTUALITY**

Children are expected to be at school punctually. The morning session commences at 8.50am and children should be at school prior to this time, when the first bell rings. Children arriving late to school are placed at a disadvantage and also cause a disruption to the class program. The suggested arrival time is 8:45am as no provision is made for supervision before this time. A ‘late pass’ is required for any late arrival. This is obtained outside the school office once you have signed the late book.

**SCHOOL COUNCIL**

Together with the Principal, the Council is responsible for the school’s governance and general educational policy. This includes the maintenance and improvement of the buildings and grounds, monitoring school finances and the stimulation of community interest in the school. Meetings are held twice a term in the staffroom at a time set by the current Council and are open to all members of the school community. Parents are also invited to join the sub-committees of Finance, Policies, Fundraising, Facilities and Community Engagement (including management of Out of School Hours Care). School Council elections are held in Feb/March.

**SCHOOL UNIFORM**

Our uniform is economical and maintains a good standard of dress within the school.

The wearing of hats in Terms One and Four is compulsory.

Most items are available from our Uniform Shop, which is managed by Essential Clothing. A current Uniform Shop price list is included in the Prep enrolment pack. Opening hours are on Monday 9.00am – 10.00am and Wednesday morning from 9.00am – 11.00am.

**All items of clothing MUST be carefully labelled. Please check regularly to see the name is still clear.**

**Second-hand items** are available from uniform shop.

**SMOKING**

Government regulations prohibit smoking in school buildings and on school grounds at all times.

**BOOK LISTS & LOCALLY RAISED FUNDS**

Classroom teachers draw up lists of materials which are required for student use in their classrooms and School Council establishes a book fees for these student requisites. Some items may be brought from home. Glenroy West, like most schools, also requests a Voluntary Contribution to provide necessary items that are not covered by Government funds.
A booklist and letter requesting payment for curriculum resources, as well as voluntary payments, will be sent to parents at the end of the previous school year and required payment arrangements and dates are detailed in the letter. School book supplies are ordered online from Officemax and delivered to school. (Details will be provided).

**SCHOOL PAYMENTS**

Glenroy West’s preferred method of payment is ???????????????
Further information is available from the school office.

**CURRICULUM**

**TEACHING AND LEARNING**

At Glenroy West, it is our goal to prepare students to meet the challenges of an ever-changing global society, where they will have the knowledge, skills, values, understandings and courage to undertake a positive, productive and rewarding role in that world. To help achieve this end, we aim to develop independent, confident and resilient learners.

Academic excellence is valued, with a focus on developing highly literate and numerate students, alongside our visual and performing arts, physical education and sport programs. Our performing arts program includes a school orchestra, choir and a drum corps which performs at many public events. Our language other than English is Indonesian.

All government schools are required to base their curriculum on the Victorian Curriculum. This provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which our school uses to plan student learning programs, assess student progress and report to parents.

The Victorian Curriculum incorporates the curriculum for English, Mathematics, History and Science within the curriculum framework. The Victorian Curriculum uses a structure to reflect the design of the Victorian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

Our school utilises a multi-faceted approach to developing and maintaining a whole-school focus on literacy and numeracy, including intervention when appropriate. The DET Literacy and Numeracy 6-18 Month Strategy and the Key Characteristics of Effective Literacy Teaching and Numeracy Teaching documents, which specify the nature of quality, differentiated classroom teaching for all students in Years Prep to 6, inform our teaching program. These key characteristics were informed by research and developed through consultation with classroom practitioners, literacy and mathematics experts, coaches and DET personnel. These documents link to the relevant online Literacy and Numeracy learning and teaching resources to ensure high quality teaching.

The IB Primary Years Programme sits alongside the Victorian Curriculum and provides an internationally recognised curriculum framework for students from Prep to Year 6, which focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It encompasses the social, physical, emotional and cultural in addition to academic learning needs. The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes form the basis of our Inquiry Units and are about issues of global significance.
They include:

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

These themes help teachers to develop a programme of in-depth inquiries/investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students. These inquiries are substantial, insightful, comprehensive and usually last for several weeks.

Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher's feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skilful and better at understanding how to learn.

**SWIMMING**

An intensive Swimming Program is organised for all children in the school. Children travel by bus to an indoor heated pool where they learn from qualified teachers each day for two weeks. All children are usually involved in this program in Term 4. Participation is expected, as it is an important component of our Physical Education program and school curriculum.

**CAMPING PROGRAM**

A camping program is offered as part of the physical education curriculum. Our Year 3 to 6 students are given opportunities to learn new skills, engage in challenging activities and develop teamwork and independence in a safe and supportive environment.
ESTABLISHING CLASSES

CLASS PLACEMENTS

In establishing balanced Foundation Year classes, teachers consider the kindergarten groupings of the children enrolled, their age, and any advice received from kindergarten teachers and parent as well as knowledge gained during the transition program.

For subsequent grade progressions, classes are formed after consideration of the enrolment figures at each year level. These are usually straight classes, but multi-age classes (more than one year level) may be required, dependent upon the number of children at each level.

Social groupings, equitable proportions of gender, special needs and reasonable class limits based on room sizes, are some of the factors considered in forming classes.

TERM DATES: 2017

TERM 1: 30 January – 31 March * Please note only teachers start on the 30 January
Years Foundation – 6 start 31st January (Tuesday)
TERM 2: 18 April – 30 June
TERM 3: 17 July – 22 September
TERM 4: 9 October – 22 December

BEHAVIOUR MANAGEMENT

CLASSROOM RULES

Each teacher, following discussions with students, defines expected behaviours/rules in the form of an 'Essential Agreement' to operate in the classroom. Students are encouraged to take responsibility for their own actions and consider the effects of their behaviour on those around them. All expectations are clear and concise. Our school uses a flowchart for whole-school behaviour management.

Should a serious breach of behaviour occur, the Assistant Principal or Principal may become involved and parents contacted.

SCHOOL PLAYGROUND RULES

School playground rules have been devised to encourage friendships, good behaviour and to place particular emphasis on safety. Students have been involved in establishing these and all teachers are responsible for ensuring that students adhere to the school rules.

BEHAVIOUR MANAGEMENT STRATEGIES

We believe that positive behaviour is fostered when students:

- are positively encouraged to show appropriate behaviour
- develop resilience and high self-esteem
- have pride in their school
- show respect, tolerance and compassion for others
- feel connected to their teachers and the whole school community
- are assisted to deal with conflict, tensions and difference in respectful ways that engender trust, empathy, responsibility, and foster healthy relationships