

# GLENROY WEST PRIMARY SCHOOL



## Information Booklet

Call Us: 03 9306 8955



[www.glenroywestps.vic.edu.au](http://www.glenroywestps.vic.edu.au)

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*Updated March 2023*

## Letter from the Principal

Welcome to Glenroy West Primary School, proudly a Victorian State Government School. Our mission is to provide the highest level of public service to our community of parents and students. It is a privilege to be a part of the Glenroy West Primary School community.

### Glenroy West Primary School Mission Statement

Glenroy West Primary School K- 6 has high expectations of all students. We encourage them to strive to achieve their greatest potential and to make a positive contribution to a diverse global society.

In embracing the school motto 'Inspire, Grow, Achieve' we will develop creativity and innovation and encourage all students to reach their intellectual and physical capabilities through their actions. We will provide a challenging education in a safe, supportive environment.

We will provide to build positive relationships within a learning and inclusive school community in order to achieve the best possible educational experience for each students.

Our ultimate aim is to develop personal qualities and attitudes that will enable students to face the challenges of the future with confidence.

Our community nurtures the individual talents of children so they become critical and compassionate thinkers, lifelong learners, and individuals who are open to the differences that exist in our global community. Specialist programs include Performing Arts (Music, dance and Drama), LOTE (Indonesian), Physical Education and STEM (Science, Technology, Engineering and Mathematics).

The school's Strategic plan cites literacy and numeracy as key priorities and also includes developing stronger links with our school community as a major pathway to ensuring that every child is literate and numerate. The partnership between home and school is a key indicator of student performance and the building of this relationship is a key strategy for continued school improvement.

Working together with our school community we have a strong focus on school improvement and excellent teaching and learning programs that put our children at the centre of our day to day school life.

Our actions are intentional, with a clear focus on purposeful teaching and learning for every child.

Join us on our journey!

*Pam Streete*

**Principal**

## School Profile

Glenroy West Primary School was established in 1958 in the northern residential suburb of Glenroy now within the City of Moreland. We are an authorised International Baccalaureate Primary Years Programme school. The school has a current enrolment of 320 students with increasing enrolments to provide services to a community from diverse socio-economic and ethnic backgrounds. A strong sense of community is promoted, characterised by the school's friendly, welcoming and caring environment.

Glenroy West Primary School has received \$18.12 million of funding for a building project to modernise the school and provide our students with state of the art facilities including a gymnasium, flexible learning spaces, STEM room and upgraded play spaces.



Glenroy West Primary School is highly regarded in the local and wider community for excellent academic results at above 'State' in both literacy and numeracy Years 3 and 5. We are very proud of our results and strive to maintain and excel for each individual student in academic and all facets of your child's education.

At Glenroy West we emphasise:-

- Providing a safe and secure environment
- School and home working in partnership
- Developing each child's potential
- Developing positive attitudes to learning, school life and self
- Providing professional development for all staff (teaching and non-teaching)
- Striving for excellence through achievement
- Enhancing academic programs
- Fostering co-operation, through responsible behaviour and self-discipline
- Fostering independence as students progress through the school
- Consistent classroom and yard play rules and consequences
- Involving parents in classroom programs and co-curricular activities.

Our school has a strong tradition of staff responsibility for input into program planning and curriculum development through area planning teams. A balanced and sequential curriculum with well-developed policies and programs is implemented based on the Victorian Curriculum and Primary Years Program. Student assessment and reporting to parents is based on these learning outcomes.



## TERM DATES 2024

Period	Start	Finish
Term 1	All students Foundation to Year 6 start: Tuesday 30 <sup>th</sup> January	28 <sup>th</sup> March
Term 2	15 <sup>th</sup> April	28 <sup>th</sup> June
Term 3	15 <sup>th</sup> July	20 <sup>th</sup> September
Term 4	7 <sup>th</sup> October	20 <sup>th</sup> December

January 29<sup>th</sup> 2024 is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students. All children at Glenroy West Primary School will begin school on 30<sup>th</sup> January.

Foundation Students do not attend school on Wednesdays during February. Students will be allocated a time to come in and complete their Foundation school entry assessment.

## SCHOOL ROUTINE

8.50am – 9.00am	Students enter classroom to get ready for the day
9.00am – 10.00am	Numeracy
10.00am – 11.00am	Reading
11.00am – 12.00pm	Writing
<b>12.00pm – 12.10pm</b>	<b>Children eat their lunch under supervision</b>
<b>12.10pm – 12.40pm</b>	<b><i>Lunch Break– 30 minutes</i></b>
12.40pm – 1.40pm	Spelling/Grammar and Punctuation
<b>1.40pm - 2.15 pm</b>	<b><i>Afternoon Recess – 35 minutes</i></b>
2.15pm – 3.15pm	Unit of Inquiry
3.15 pm	Dismissal

# The International Baccalaureate Primary Years Program

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.

## The IB Primary Years Programme

- addresses students' academic, social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students' efforts to gain understanding of the world and to function comfortably within it
- helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.



**The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes**

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas.

### **Who we are**

*Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human*

### **Where we are in place and time**

*Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives*

### **How we express ourselves**

*Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic*

### **How the world works**

*Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.*



### ***How we organize ourselves***

*Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment*

### ***Sharing the planet***

*Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.*

## **Essential Agreements**

An engaging and collaborative learning environment is the most obvious aspects of effective teaching.

At Glenroy West Primary School all classrooms create an essential agreement at the beginning of the year. For that matter Glenroy West creates essential agreements for every team, working group and for the whole school.

Essential agreements are not a set of rules and directions, instead essential agreements state what the shared norms and expectations are. It is a collaborative action by all those involved in that classroom or team to outline what environment will help everyone learn and achieve at their best.

## **The Exhibition**

The Exhibition is an important part of the PYP for all students. In Year 6, students undertake a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. As the culminating experience of the PYP, the Exhibition offers students an exciting opportunity to demonstrate independence and responsibility for their own learning.

For more information visit: <https://www.ibo.org/programmes/primary-years-programme/>



# 10 Reasons



Primary Years Programme

why the IB Primary Years Programme (PYP) is ideal for students to become active, lifelong learners

1



## It encourages students to inquire

The PYP fosters natural curiosity and learning in creative, supportive and collaborative environments.

2



## Understanding a complex and interdependent world

PYP students create meaning for themselves and build understanding through exploring real-world issues.

3



## PYP students are confident communicators

PYP students learn to communicate in a variety of ways and in more than one language.

4



## Learning how to learn

PYP students work collaboratively with teachers and other students to plan, present and assess their own learning.

5



## It encourages international-mindedness

Collaboration and understanding of their own and other cultures are an important focus of the PYP — students learn how to be respectful and open-minded.

6



## Seeing things from different perspectives

PYP students use critical and creative thinking to develop knowledge, understanding and skills within and across subject areas.

7



## Students take action

PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.

8



## Thinking about issues

Creative learning gives students the agility and imagination to respond to new and unexpected challenges and opportunities in an increasingly globalized and uncertain world.

10



## Caring and responsible citizens

Students can express ideas and opinions, and they can propose solutions that make a difference in their lives and the lives of others.

9



## It involves the whole school learning community

Together we celebrate our common humanity and the belief that education can help to build a better and more peaceful world.



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## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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## Literacy

The development of Language helps to create confident communicators, imaginative thinkers and informed citizens. At Glenroy West Primary School we place a strong emphasis on developing literacy skills through meaningful contexts. The Primary Years Programme of Inquiry provides an authentic context for students to develop and use language. Alongside the Primary Years Programme our Literacy program is underpinned by The Victorian Curriculum, which provides a comprehensive set of prescribed content and common achievement standards across Victoria, and is used to plan for student learning, assess student progress and report to parents.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in Reading and Viewing, Speaking and Listening and Writing.

## Numeracy

Glenroy West Primary School sees the study of Mathematics as a way of thinking, and that the transdisciplinary nature and language of mathematics as more than simply a series of equations and facts to be memorised.

As such, we see mathematics as a powerful and effective tool that can be personalised to engage our students in describing and analysing the world around us, and encourage our students to think of themselves as 'mathematicians,' in the same way that literacy supports our students to become authors, readers and publishers.

Mastering basic skills, developing an understanding of key mathematical concepts and using them practically in our day-to-day life at school and home is an essential process. At Glenroy West Primary School, we aim to embed a transdisciplinary approach to curriculum underpinned by the International Baccalaureate's Primary Years Programme within the framework of The Victorian Curriculum

Staff and students use inquiry as a vehicle to apply their knowledge of mathematics in a fluent and logical fashion to **construct** meaning based on their previous experiences and understanding. Students then **transfer** their knowledge and understanding through the symbolic notation. Following this students are encouraged to build upon this through the **application** of increasingly abstract levels of meaning that is contextualized in relevant, realistic contexts.

## HOW CAN I SUPPORT MY CHILD AT HOME?

### Numeracy

As parents you play a significant role in your child's learning by setting expectations, nurturing curiosity, and encouraging a love of learning. You can help build your child's numeracy through doing the following:

- be positive about their numeracy experiences and praise effort and perseverance
- let your child know that everyone can be successful
- seize everyday opportunities to capitalise on numeracy development
- involve your child in numeracy-related activities
- describe what you are doing in situations that involve numeracy

- explain why you make certain numeracy choices
- explore numeracy with your child
- learn alongside your child and encourage a sharing of numeracy ideas and thoughts.

Helping children to become numerate does not need a high level of mathematics. It means:

- encouraging children to try, then keep trying
- encouraging children to think (reason)
- supporting children while they do homework (which means encouraging them and taking an interest, but not doing the thinking for them)
- modelling numeracy with children (including interpreting data, charts and diagrams)
- talking aloud when solving problems (every day or mathematical)
- getting children to check their answers (Does this answer make sense?)
- encouraging children to help with
  - cooking (especially measuring out ingredients)
  - paying bills
  - scheduling events in the day
  - reading maps and giving directions
  - shopping
  - measuring — and thanking them for their support
- do not say “Maths is hard” or “I was never good at maths”. **Numeracy capability is not inherited but attitudes are contagious.**

For more information and videos, visit:

<http://numeracyguidedet.global2.vic.edu.au/numeracy-at-home/>

## Literacy

### HELPING YOUR CHILD TO SPEAK AND LISTEN

#### Talking with your child

Regularly talking and interacting with your child extends their language and listening skills and helps grow their confidence with language.

Include your child when discussing everyday activities such as grocery shopping, gardening, cooking dinner, collecting mail from the mailbox, doing housework, and travelling in the car or bus.

Outings can also provide a world of new vocabulary. Discussion during outings can enrich your child’s understanding of the world. Outings might include going to the park, the zoo, a shopping centre, museums, libraries and art galleries.

### HELPING YOUR CHILD TO READ

#### Reading together

Reading together is a valuable thing to do. Reading increases your child’s vocabulary, expands your child’s understanding of the world, and gives them confidence when using language. Reading is also an important way to make the link between spoken words and written words.

Here are some general tips:

- Visit your local library to select and read books together, and to attend story time sessions. Library story time sessions are a great way to share the joy of reading with your child in a group setting.
- Encourage your child to select books, magazines, catalogues, or multimedia stories according to their interests.
- Set aside time for reading every day. Reading before bedtime is a good habit to get into.
- Position yourself so your child can see the words and the pictures.

- Run your finger across the page with each word to help your child identify and remember words and sounds.
- Share wordless picture books to develop imagination, ideas and vocabulary by naming and describing things in pictures.
- Look for rhyme, rhythm or repetition in books. This will help develop your child's love of language.
- When reading to your child, read stories with expression, or try putting on the voices of characters. This will help make reading fun.
- Point out important features about a book – for example, the words and pictures, the front cover, the spine, the contents page, or the title.
- Explore words using a dictionary.
- Encourage your child to take over some or all of the reading if they feel confident.
- If your child is confident with their reading, allow them to read without interruption. Fluency is gained with confidence. Mistakes can be discussed after a block of reading, or in subsequent readings.
- Allow your child to read at their own pace. Model good pace when you read to them.

### **Helping your child work out difficult words**

When your child begins to read to you, they will often have difficulty with long or tricky words. It is important to give your child time to work out difficult words themselves. This helps develop their reading skills. You might, however, help them if they are stuck by asking questions like these:

- Look at the picture. What word makes sense?
- Look at the picture. What object can you see in the picture that might start with that letter?
- What letter (or letters) does the word start with? What sound does that letter (or letters) make?
- What letters are in the middle of the word? What sound do these letters make?
- What letter (or letters) does the word end with? What sound does that letter (or letters) make?
- Can you put those sounds together to make a word?

Another good strategy is to ask your child how they worked out the word. This helps reinforce reading strategies they learn from you and from school.

### **Book chat**

Discussing the content and meaning of books is an important part of reading. Chat about the book before, during and after reading, and encourage your child to share their ideas and to ask questions about the book.

Here are some questions you can ask before, during and after reading the book:

- Look at the cover. What do you think this book might be about?
- How would you describe the character at the beginning of the story?
- How does the place the book is set in make you feel?
- What is happening in the pictures?
- What do you think is going to happen next?
- Why might a character have done this? What would you do in the same situation?
- Who was your favourite character in the story? Why did you like that character?
- What was your favourite part of the book?
- Can you retell the story in your own words?

### **HELPING YOUR CHILD TO WRITE**

Here are some general tips to help your child when writing:

- Make sure you give your child the necessary resources, such as pens, pencils, paper or

notebook, and a desk. Creating a special 'writing box' to store your child's pens and pencils helps them see writing as an important activity.

- Support your child to read their writing aloud.
- Encourage your child to create a picture, drawing or collage that visually represents their ideas.
- Always proudly display your child's work in a prominent position in your house. This will give them confidence, and demonstrates the importance of writing.
- Create an 'ideas bag' or 'ideas folder' to use as a writing prompt. To inspire writing ideas, collect objects such as photographs, pictures cut from magazines, brochures, movie tickets, or any other found item.

### **Opportunities to write every day at home**

Like reading, writing with your child should become an everyday activity at home.

Try some of these writing ideas:

- Write a shopping list or add items to a list.
- Keep a board to write and read family messages.
- Give your child a pad of sticky notes to write reminders for themselves.
- Plan and write your weekly menu together.
- Write captions for photographs in your family photo album.
- Write labels for your child's art works and creations.
- Make words using magnetic letters and stick them on the fridge.
- Make and write greeting cards, birthday cards, and thank you notes.
- Keep a family calendar on display and write down family events.



# General Information

## Outside of School Hours Care

### Village OSHC

**Hours of Operation: Monday to Friday**

**Before School Care:** 7.00am-8.45am

**After School Care:** 3.15pm-6.00pm



More information regarding the Outside of School Hours Care Program visit [VillageOSHC.com.au](http://VillageOSHC.com.au)

## Communication to Parents - Compass



**Compass** is our online portal where parents and families can access information about their child.

Families are provided with a unique username and password that enables them to be part of the two-way communication with the school.

Compass can be accessed on the internet at <http://glenroywestps-vic.compass.education>, and is also available as an app for some smartphones and tablets – search for ‘Compass School Manager’ in the applicable App Store.

Logging in to Compass provides a quick and easy way to do a range of things, including notifying the school about an absence for your child, accessing their Semester report and seeing results of many of our assessment tasks conducted throughout the year. Newsletter and important information is communicated to parents through Compass.

## Reporting to Parents

During the year we offer Parent teacher interviews, Celebrations of Learning and Student-Led Conferences as opportunities to celebrate and discuss your child’s progress.

All students receive Individual Learning Improvement Plan Progress reports five times a year.

Regular updates on learning are sent home via Seesaw. Seesaw is used to as a portfolio for students to share their work with their family. Parents will receive a log in so they can access Seesaw and see uploaded student work, videos and photos.



## Excursions and Incursions

Excursions and Incursions are an important part of our educational program. They provide experiences for the child which support the learning within the Units of Inquiry.

## Camps

We offer camps for students in Years 3 to 6. The camps run for two nights.

## Swimming Program

The school offers a swimming program in Term 4 each year.

## Library

A library session will be allocated once a week where children may borrow books from the school library to take home. The library is also open at lunchtimes for students to enjoy the books.

## Lunch Orders

Lunch Orders are available on Wednesdays and Fridays from Classroom Cuisine [www.classroomcuisine.com.au](http://www.classroomcuisine.com.au)



## Canteen

We sell snacks and icy-poles at the Canteen during breaks.

## Breakfast Club

We offer a breakfast club to all students from 8.30am to 8.50am on Mondays, Wednesdays and Fridays.

## School Council

The School Council is the main organisational body which involves parent participation. It is largely responsible for the organisation of and improvement to, the facilities of the school. Decisions made by the School Council are made based on continued consultation with the Principal and Staff.

Meetings are held throughout the term. These meetings are open to the entire school community and parents are encouraged to discuss with School Council members any concerns they may have regarding school policy or facilities. This is essential if the School Council is to reflect the wishes and attitudes of the entire school community.

## Volunteers

Parent and community volunteers are welcome to assist in a number of ways. Volunteers are welcome to assist in the classrooms, on camps and excursions, in the library, at school events, fundraising events and working bees.

Any volunteers who will be working with children at the school will require a Working With Children Check.

If you would like to assist with any form of parent help and you do not yet hold a current WWC Check, you need to apply for a WWC Check as follows:

1. Complete an application form (available online at [www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)) and submit with a passport size photograph of yourself at any participating Australia Post outlet, where a receipt will be issued.
2. You will then receive your WWC Check in the mail, 2-6 weeks later. Once received, you will need to provide your card to the school office staff who will take a copy of your card to keep on file.

## School Assembly

Our assemblies are held each Friday commencing at 2.45pm in the school gymnasium. The assembly is run by the Year 6 Student Leadership Team.

Parents, relatives and friends of the family are welcome and encouraged to attend as it keeps you informed as to important news and events within the school community.

Student of the Week will be awarded to students based on academic and behavioural merit at each year level and in the specialist subjects.

## School Uniform

All children are expected to wear the Glenroy West Primary School uniform.



The uniform is available from LOWES in Broadmeadows Shopping Centre – Shop G126, 1099 – 1169 Pascoe Vale Road.

Orders can also be placed online at: <https://www.lowes.com.au/schools-online/glenroy-west>

***Hats are compulsory from the beginning of September until the end of April.***



## Specialist classes

Students in all year levels have weekly specialist classes in the following subjects:

- Physical Education
- Languages Other Than English – Indonesian
- Performing Arts and Music
- STEM (Science, Technology, Engineering and Mathematics)

## Perceptual Motor Program

The Perceptual Motor Program provides opportunities for students to:

- Develop a range of fundamental movement skills, providing the foundation for a range of physical activities including locomotor and non-locomotor skills, such as crawling, balancing and hopping.
- Practise hand-eye coordination skills, locomotion skills, eye-tracking skills, balancing skills and fitness skills.
- Build vocabulary and practise language such as forwards, backwards and along, showing these movements using equipment

We encourage the assistance of parent volunteers for these sessions.

## High Achievers

At Glenroy West we offer a number of additional opportunities for students.

**ICAS** – The University of New South Wales ICAS assessment is designed to assess your child's ability to apply classroom learning in new contexts, using higher-order thinking and problem-solving skills. Parents receive a detail report and students receive a certificate.

**Victorian High Ability Program** – selected students in Years 5 and 6 complete a 10 week virtual enrichment program in either Mathematics or English. The program focuses on tasks that stimulate students' critical thinking, problem solving and creativity.

**Maths Olympiad** – We annually enter a team of 30 students from Years 3 to 6 in the Australian Problem Solving Mathematical Olympiads - **Junior Maths Olympiad Competition**.

## BYO iPad Program

Students in Years 3 to 6 have the option to participate in our BYO (Bring Your Own) iPad program.

## Homework Club

Homework Club operates after school one afternoon a week for Students in Years 3-6. Parent permission is required for your child to attend.

Homework Club is supervised by teachers and support staff to assist students with their weekly homework requirements.

## Lunchtime Clubs

We run clubs at lunchtime interested students, including: library, yoga, dance, lego, chess, colouring and coding club.

## Students with Additional Needs

A speech therapist works with the school for two days a week seeing individual students.

We have a psychologist from OnPsych who works with students when parents request the service.

A number of Education Support Staff members who work in the classrooms to support students.

We provide Intervention in Literacy and Numeracy for students that require additional support in these areas.

The school has a Social Worker to support students and families.

## EAL - English as an Additional Language

The cultural capabilities of all students are valued and celebrated at Glenroy West. Catering for English as an Additional Language (EAL) students is a long term, whole school commitment. Some EAL students require targeted teaching, extra time, support and exposure to English. These students may be supported in small groups with an EAL teacher to develop and extend their literacy skills. Classroom teachers are aware of the diverse needs of EAL students and use teaching strategies aimed at further developing the level of competency and confidence in English for these students.

## Home Learning

All students are given homework on a weekly basis.

All students also receive a subscriptions to:

- Seesaw
- Sunshine Online - digital books
- IXL – English and Mathematics
- Mangahigh - Mathematics





## Child Safe

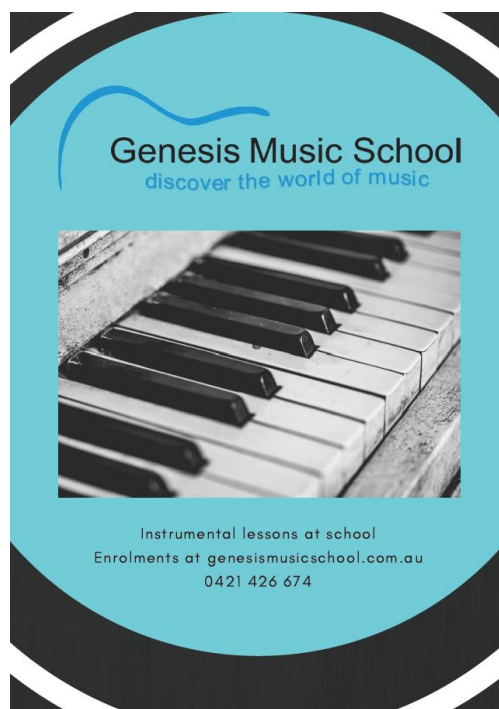
The safety of all of our students is a high priority for all staff at Glenroy West Primary School. As part of our commitment to the physical and mental health of the students in our school community, we are fully involved in meeting our Duty of Care for your children while they are in our care.

It is everyone's responsibility to protect children from all forms of abuse. For information on how we can all be active in protecting children from abuse, please read the information at:

<https://www.glenroywestps.vic.edu.au/page/215/Child-Safe>

## Instrumental Music Lessons at Glenroy West

Instrumental music lessons are offered on a user pay basis during school hours. If you are interested, please contact Genesis Music School on 0421 426 674



## Playgroup

We offer a playgroup for our families and the local community. If you have children between the ages of 0 to 5, please come along and enjoy!

### Playgroup times:

Tuesdays and Thursdays 9.00am to 10.30am.



## York Street Kindergarten



**Kindergarten is free for 3 Year olds and 4 Year olds.**

York Street Kindergarten is on the site of the Glenroy West Primary School and is very much a part of the learning community.

York Street Kindergarten is managed by the Northern Schools Early Years Cluster, and offers a high quality program for both 3 and 4 year old children. York Street Kindergarten is regularly attended by a speech pathologist, psychologist and social worker. This team of specialist's works closely with the educators to ensure that the children are supported with their developmental needs, learning, wellbeing and inclusion in the program.

The kindergarten provides a high quality program and was recently assessed as '*Exceeding*' the National Quality Standards for Early Childhood Education and Care (in mid 2021)

Enrolments for the 3 and 4-year-old programs at York Street Kindergarten are via the [Merri-bek City Council](#). For assistance with the process, call us on 9306 1662, email [office@nseyc.org.au](mailto:office@nseyc.org.au), or for more information about the enrolment process see [How to enrol](#) - <https://nseyc.org.au/enrolments/>

## ATTENDANCE

Going to school every day is the single most important part of your child's education.

Students learn new things at school every day – missing school puts them behind.



If your child is sick or absent, you are required to notify the school as soon as possible **on the day of absence** using one of the following methods:

1. **Telephone:** call the school office on 9306 8955 and let the staff know your child's name, class, date of absences and reason.
2. **Email:** the school on [glenroywestps@education.vic.gov.au](mailto:glenroywestps@education.vic.gov.au) and provide the staff with your child's name, class, date of absences and reason.

Notifying the school of your child's absence either prior to, or on the day that they will be away, helps ensure the safety and wellbeing of children and will fulfil your legal responsibility.

The main reasons for absence are:

**Sickness** – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and developing good sleep patterns, eating well and exercising regularly can make a big difference.

**Family holidays** - It's vital that holidays are planned during school holidays where possible, and not during the term. If you are planning to go on holiday during term time, make sure that you talk to your child's school in advance, and work with them to develop an absence learning plan.

**"Day off"** – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

**School refusal** - School refusing children will experience significant emotional distress not only when going to school but also at the thought of going to school; they may be absent from school for weeks or even months at a time. If your child is not wanting to come to school for any reason, please seek assistance from the classroom teacher or leadership as early as possible.

**Being away from school for one day a fortnight equals missing 1.5 years over 13 years of school**