



PARKDALE PRIMARY

Together We Achieve



Foundation 2024 Information Booklet

305-311 Nepean Highway, Parkdale. 3195

Telephone +61 (3) 9580 1451

parkdale.ps@education.vic.gov.au

Website: www.parkdaleps.vic.edu.au

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WELCOME TO PARKDALE PRIMARY SCHOOL

On behalf of Parkdale Primary School, I would like to extend a warm welcome to you and your family. Thank you for allowing us to be a part of your child's learning journey during their primary school years.

Our aim at Parkdale Primary is to maximise opportunities for all students to achieve their full potential in a safe, happy and supportive environment.

We offer a current, relevant and engaging curriculum. Literacy and Numeracy are priority curriculum areas and have dedicated teaching times throughout the day. Students receive a minimum of ten hours a week of Literacy and five hours of Numeracy instruction. Our students also have access to a variety of specialist curriculum areas including Physical Education, Visual Arts, Performing Arts, Digital Technologies & Wellbeing and a language (Japanese).

Our students enjoy using our outstanding facilities including a full sized gymnasium, state of the art oval, as well as technology and arts facilities.

We encourage you to become involved in the life of the school, as this is a good way to learn about schooling today. We look forward to you becoming part of our school community.

Principal	Ms Leanne Bradney
Assistant Principals	Mrs Tracy Richards, Mr Jarrod Bainbridge
Business Manager	Ms Helen Teasdale
Transition/Foundation Coordinator	Miss Lucy Newman
School Council President	Ms Suzanne Kneen
Parents' Association President	Mrs Ange Fragiacomio

IMPORTANT DATES

TERM DATES FOR 2024

TERM 1	30th January	- 28th March
TERM 2	15th April	- 28th June
TERM 3	15th July	- 20th September
TERM 4	7th October	- 20th December

Monday 29th January: Between 2.30pm and 3.30pm Foundation students are invited to 'pop in' with their parents to meet their teacher, drop off their school supplies and assist with labelling and sorting. Parents are to remain with their children and once the supplies have been dropped off, the children should be taken home.

Tuesday 30th January: Foundation students can arrive at school between 8:45-9.00am **and (on this day only) finish at 1.00pm.** Please bring your child into their class when the hallway doors open at 8:45am. Teachers will bring students out to a specified area at 1.00pm for collection.

Wednesday 31st January: No Foundation students at school due to Foundation Assessments.

Thursday 1st February and Friday 2nd February: Foundation students will be at school for a full day. Parents drop off students in the hallway between 8.45-9.00am. We ask parents not to enter the classroom to help develop a routine. Please see your classroom teacher if your child is having difficulty separating. Pick up at 3.30pm in the specified area.

Wednesday 31st January, 7th, 14th, 21st, 28th of February: No Foundation students at school. Foundation students do not attend school on Wednesdays until Wednesday 6th March. Early Years Literacy and Numeracy testing with individual children will take place on these days. We will also hold "Getting to Know You" interviews between parents and teachers on these days. (You will be notified of a date and time for your child at the Final Transition session in December).

Monday 4th March, 2024: Foundation students begin full time.

TRANSITION

PREPARING FOR SCHOOL

As the time approaches for your child to start school, there are a number of things which parents can do to help children settle in more easily. Here are some ideas:

- Point out the different school buildings and playground areas.
- Once school starts, make sure your child knows where to meet you at the end of the day. For children to feel secure, it is important that they are met on time.
- Make sure your child can easily open their lunch box and drink container. Remember we will have a fresh fruit/vegetable break each day. Don't worry if all food is not eaten. However, if it becomes a regular occurrence please see your class teacher.
- Label all clothes that may be taken off, together with things like lunch boxes and school bags. Draw your child's attention to the label. Please label with more than just your child's initials.
- Familiarise children with independently unwrapping and eating packed lunches, disposing of their rubbish and drinking from their plastic drink bottles (as bottles often leak, placing them in plastic bags is recommended).
- Familiarise children in the handling of school bags, including independently placing their bag in their bag box. (Bags should be big enough to carry lunch, readers and artwork simultaneously).
- Show your child how to use a handkerchief or tissues.
- Ensure your child is competent with toilet hygiene and clothes management.
- Pack an extra pair of underwear, pants/shorts or dress and socks in case of any 'accidents'.
- Talk about how long the school day will be in a way that your child can understand. "It's as long as kinder, but you'll have your lunch after that, and perhaps some stories, and then I'll come and get you."

2023 TRANSITION DATES

Session 1	Tuesday 21st November	9.15 -10am
Session 2	Tuesday 28th November	9.15 -10am
Session 3	Tuesday 5th December	9.15 -10am
Session 4	Tuesday 12th December	9.30am -12.30pm

Children require a small backpack containing a hat, drink and snack for the 4th session only.

Large sheets with names for Transition groups will be displayed outside the Foundation building. The children usually visit a different Foundation classroom for each Transition session.

DAILY ROUTINE

8:45 - 9.00am: Students arrive and go directly to their classrooms. Students arriving any time after 9am will need to be signed in at the school office and will be given a late pass. Teachers are not on duty until 8.45am, students should not be dropped at school before this time; and should not enter the school grounds until the 8.45am bell sounds.

9.00am	school commences
Between 9.30-10.30am	fruit break (time varies)
11.15- 1:30am	snack eating time
11:30am-12pm	outside break
1.40-1.50pm	lunch eating time
1.50-2:40pm	outside break
3.30pm	dismissal

Lunch eating time will often begin a little earlier to allow students time to eat.

Teachers are on duty outside during break times. Inclement weather can result in students being called back into the classrooms and a Wet/Hot Day timetable is run in classrooms.

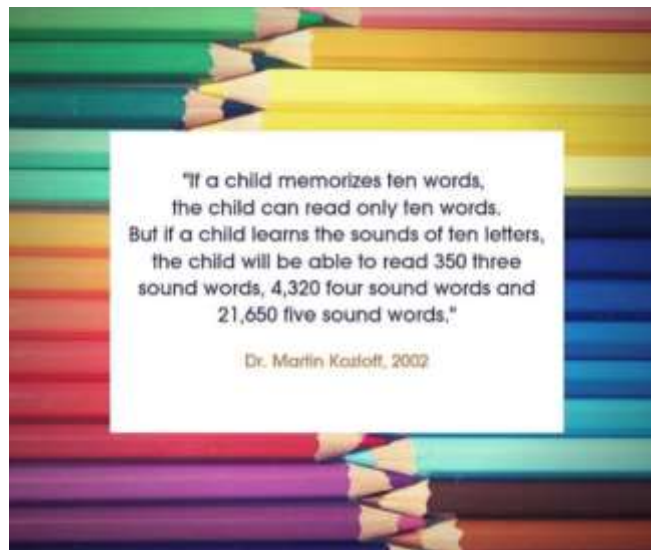
Foundation children are walked outside the classroom for dismissal. Please call the office if you are running late and we will ensure your child stays with a teacher until you arrive.

Foundation students attending After School Care will be collected by TheirCare staff during Term 1 and Term 2 only; after that time, students will make their own way to the TheirCare building.

CURRICULUM

LITERACY

The Big 5 underpins our Reading Instruction from Foundation to Grade 6. We believe the 5 pillars of Phonological/Phonemic Awareness; Phonics; Vocabulary; Fluency; and Comprehension are the essentials for reading success. We use a structured literacy approach incorporating Multisensory Structured Language/ Orton-Gillingham (MSL/OG) and a range of effective programs under the Big 5 umbrella. At Parkdale Primary School we reflect on what works best for our students, research best practice, and adjust accordingly.



Staff undertake a wide range of evidence based and effective professional development to assist their students in achieving success.

In 2023 we also had dedicated staff working across all levels in the school, assisting in intervention (Literacy, Numeracy, Fine Motor). We will confirm timetables next year with the intention of continuing these programs.

Our school runs a Professional Learning Communities (PLC) and Levels meet in teams twice a week to discuss and plan for the needs of their students. During this time, the staff undertake a series of professional readings, professional development and professional discussions. This ensures that every class receives the same quality education that incorporates evidence based strategies to improve student outcomes.

We begin the year building the students phonological and phonemic awareness skills. Phonological awareness is a broad skill that includes identifying and manipulating units of oral language (syllables, onset and rime, rhyming words).

Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. For example the word 'dog' is made up of three phonemes /d/ /o/ /g/. Phonemic awareness is the foundation to building strong readers and writers.

At Parkdale Primary we introduce sounds in a specific order that aligns with the Decodable Readers Australia books; this ensures the readers students take home incorporate the sounds we have explicitly taught in class. We also use Cued Articulation (a set of hand cues for teaching the individual sounds in a word) and photos of children's mouths to show the correct placement of the tongue, teeth, and lips when producing specific sounds.



TAKE HOME READER PROGRAM

Our Home Reading Program begins mid to late February and we encourage parents, grandparents and caregivers to volunteer for corridor reading in the mornings. Sign up sheets are located outside classrooms. It begins at 8.50am and usually lasts for about 30 minutes.

Initially students will take home class-made books which will assist both students and parents to develop a routine of when reading works best at home for you all. Beginner books will also encourage them to work on 'concepts of print' e.g. directionality, differences between letters, words and numbers, and tracking words as they say them. Once the first 6 sounds have been explicitly taught in class all students will move over to decodable readers.



Every day 1-3 students are assigned to conference with the teacher rather than in the corridor with the parents. You will know when your child has read with their teacher as we will place a stamp/comment in their reader. We regularly test the students to see how their decoding strategies, comprehension, fluency and expression are progressing. This allows us to assess whether or not your child is ready to move to the next level of books. During this reading time we will also test the students on how well they read Red Flag words (tricky words).

Mid-way through Term 1 we start to send home Sound Packs.

This allows our students to:

- Practise decoding – symbol to sound.
- Try to build instant recall, a picture in their heads they can then be reminded of when they see it in use (a book).
- Build to the level of automaticity, immediate recall when decoding (reading) and encoding (writing).
- Consolidate their knowledge of spelling concepts.

When a new sound or spelling concept is introduced and taught to the students in class it is then that the sound card will be added to their pack.

DECODABLE READERS

A decodable book is a book for a beginning reader which contains words they can sound out. In practice this means it contains sound-letter relationships and word types that the reader has been taught. It doesn't include patterns not yet taught. Decodability thus describes how well a book/text matches its reader's decoding skills. It gives us a proper, objective way of identifying a just-right book.

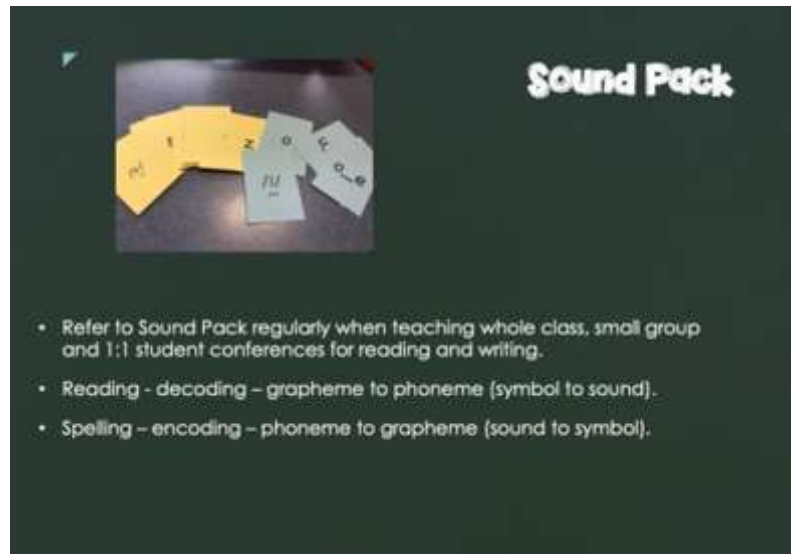
<https://www.spelfabet.com.au/2018/05/what-is-a-decodable-book/>

English has very complex sound-letter relationships, with 44 sounds each represented by 1, 2, 3 or 4 letters (e.g. the "i" sound in "hi", "pie", "bright" and "height"), several ways to spell most sounds, and many spellings representing more than one sound (e.g. the "ou" in "out", "soup", "young" and "cough").

Beginners obviously can't learn all this at once.

By giving them decodable books containing the spelling patterns they've been taught, we:

- encourage and assist them to practise what they've learnt in class,
- maximise their chances of reading success,
- encourage the habits of strong readers (accurate word reading) not the habits of weak readers (guessing words from pictures, context, sentence structure or first letters),



- decodable books avoid the confusing but all-too-common situation of children being taught /a/ as in “cat” in class, but then being encouraged to read books containing words in which like “table”, “want”, “all” and “any”.

Each decodable book series follows a phonics teaching sequence, so it’s important to use books which match the phonics sequence being taught in class. At first, beginners should only be expected to manage two and three-sound words containing the spellings they’ve been taught (e.g. am, at, it, sit, pip, Tim, Sam, sat, fan, fat, cat, mat, pat, sip, map). It’s difficult, but not impossible, to write enjoyable books containing such a limited range of words, but illustrations can add humour and help flesh out the story.

Most decodable book series also teach a small number of high-frequency words with harder spellings at each stage (e.g. “the”, “is”, “my”, “I”, “was”, “to”), as such words are often needed for stories to make sense. These words are still composed of sounds, and most only contain one sound spelt in an unfamiliar or funny way, so they can usually still be partially sounded out.

WRITING

Monday mornings are dedicated to writing. At the beginning stage we are encouraging students to draw something they did on the weekend and then ‘have a go’ at writing a few words and letters. Writing is a difficult process, however through encouragement and support they begin to put pencil to paper! We encourage the use of our phrases to begin writing and then assist the students to record the sounds they can hear in the words they wish to write. Recording even the initial sound at this stage is something to rejoice! Sessions usually begin with modelled and shared writing where we will write about something we did on the weekend – demonstrating the sounding out process and discussing punctuation. We encourage the students to assist where they can, identifying individual sounds and their corresponding letters.

We invite parents to assist with this writing session starting from March. Unfortunately younger siblings cannot attend during writing sessions.

We also incorporate hearing and dictation sentences throughout the week as an opportunity for students to practise explicitly taught phonemes (sounds) and their corresponding grapheme (symbol), and Red Flag words, alongside sentence structure and punctuation.

We have set writing sessions throughout the week. Our MSL/OG Approach is well established and students grow and develop their writing skills in a supportive, positive environment. We model and explicitly teach the writing process, starting from recording letters to words, then onto sentences and beyond. The use of mini whiteboards and teacher roaming ensures students are helped at their point of need.

We also cover the writing genres of Procedures, Persuasive, Letter Writing, Narrative and Information Reports.

HANDWRITING

Handwriting is explicitly taught alongside the introduction of sounds. We work on fine motor skills, pencil grip and letter formation throughout the week. We use the Victorian Cursive font for handwriting, but also teach students other fonts to ensure they recognise them when they come across them in books whilst reading.

SPEAKING & LISTENING

We use Mentor Texts that are rich in literature to pull out new vocabulary for students to learn and use in conversations, and use in their writing later in the year. Our Mentor Texts are also used to teach student's comprehension strategies.

Foundation children participate in 'Show and Tell' weekly. Children also have opportunities to develop their speaking and listening skills through the use of the Seesaw App, as well as various classroom activities. Oral language has a strong relationship with reading comprehension and to writing, and can also be named as the 6th pillar of Reading.

MATHEMATICS

At Parkdale Primary School we are committed to teaching a high quality Mathematics program. We have 5 Mathematic sessions a week. Number is our main focus and we have four Maths Group sessions a week where students are grouped according to ability. We pre and post test



each concept and regularly review groups, the children move through out the year depending on which group will be most beneficial for their needs. Our 5th Maths lesson is held within the classroom, during this time we review maths concepts taught during the week and complete formative assessment. We also incorporate the building of Problem Solving strategies skills such as making a model, acting it out, drawing a picture or diagram and more, within these sessions. As part of our Professional Learning Community (PLC) we have a dedicated Maths Professional Learning Team (PLT) that guides teachers towards improved teaching and learning outcomes.

STEM

When possible we incorporate Science, Technology, Engineering, Mathematics (STEM) into our Inquiry, Literacy and Mathematics Curricula.

DIGITAL TECHNOLOGIES

In Foundation, students participate in a range of hands-on, 'unplugged' activities and also complete tasks using iPads and BeeBots. iPads, along with interactive whiteboards, are also used as part of their daily classroom programs.

SOCIAL SKILLS

Parkdale Primary School places particular emphasis on the wellbeing of each child. Our staff is dedicated to providing a safe and happy learning environment. The physical environment of the school is well developed and attractive with extensive gardens and tree shaded areas. All classrooms are air-conditioned and heated. Students have a choice of play areas and we have several shaded 'quiet areas' for less active play. All students have the use of internal toilets during class time. During breaks there are teachers on duty to ensure that the students are playing safely around the school.



Children participate in 2-3 Social Skills lessons a week, plus incidental lessons. We incorporate the Resilience, Rights and Respectful Relationships (RRRR) and Zones of Regulation programs to ensure students build emotional literacy, resilience and the social skills needed to deal with their first year of school. We also focus on building understanding of our school 'Super Six' values.

INQUIRY

Topic work will change each term. In 2024 the Foundation students will participate in the following Health topics:

- YOU, ME AND WE
- HEALTHY ME

- NEEDS AND WANTS
- The Science and Technology topics of MY SENSES
- SEASONS
- ANIMALS,
- TRANSPORT and MATERIALS

These topics consist of hands-on activities, classroom work, Discovery Rotations, group work, incursions and excursions. We begin with very open / free choice discovery sessions and as the year progresses it gradually becomes more structured. We challenge students to step outside their comfort zones and try something new.

CURRICULUM: SPECIALIST CLASSES

WELLBEING & DIGITAL TECHNOLOGY: Mr Sing

In Foundation, each week currently consists of one 50 minute Wellbeing and Digital Technology lesson. The first 5 weeks of term will focus on Wellbeing with the second 5 weeks focussing on Digital Technologies.

In Wellbeing we will focus on learning how to introduce ourselves, ask questions, identify what makes good friends, solving conflict as well as positive strategies surrounding mental health.

In Digital Technology, students will be taught how to use iPad's safely, being cybersafe as well as learning about new processing programs.

Students will be working towards becoming resilient, happy, kind and digitally safe for the coming years.

PERFORMING ARTS: Ms Willis & Mrs Jamison

In Foundation, students participate in lessons which incorporate **Music, Dance** and **Drama**.

While many lessons involve all three aspects of Performing Arts, each area has a separate learning focus.

Music: Keeping a steady beat and recognising the difference between the rhythm and the beat by using body movements such as clapping and playing percussion instruments in class. Recognising and naming classroom instruments.

Pitch matching using singing games and learning fun songs.

Drama: Creating and re-enacting drama from stories or TV/media they have watched. Engaging in role-play to communicate their feelings or by watching drama in the media and discussing how it makes them feel.

Dance: Exploring movement possibilities and learning about dancing safely. Observing how other dancers communicate through movement and creating their own dance sequences to perform.

The program incorporates singing, movement to music and the use of a wide variety of percussion instruments.

Concert: The school presents an annual concert in which all students are involved. This may be a Christmas Concert held at school or a larger scale performance at a hired venue.

VISUAL ARTS: Mrs Richard

Foundation students currently attend a session weekly in our specialised Art room with our art teacher, Mrs. Richard (pronounced *Rishard*).

Students will make artworks using different materials and techniques that express their ideas, observations and imagination. The activities to be completed throughout this year will incorporate exploring the various Art areas of drawing, painting, printing, modelling, collage, construction, threads and textiles. Students will work towards becoming more confident in identifying and describing the subject matter and ideas in artworks they make and view.



Please be sure to have purchased an artsmock to protect clothing. Artsmocks will need to be labelled and brought to every art class. Donations of newspapers, shoe boxes and thoroughly cleaned containers such as meat trays, yoghurt, ice cream, and margarine would be greatly appreciated.

PHYSICAL EDUCATION: Mr Anderson

In Foundation, Health and Physical Education each week currently consists of one 50 minute P.E. lesson. We will focus on consolidating locomotion skills like skipping, galloping, hopping and running forwards, sideways and backwards.

Children are taught how to use the school playgrounds safely which includes learning the motorcycle landing.

Students are also introduced to fundamental motor skills such as leaping, dodging, throwing, catching and dribbling.

Foundation swimming and water safety education at Mentone Aquatic Centre takes place during Term 4.



JAPANESE: Mami Sensei

In Foundation, students currently attend a 50-minute lesson every week. The main focus for the Foundation students is to experience that language learning is fun! They learn Japanese language and culture through various songs, stories, role-play, media, traditional festivals, arts and crafts.

For Japanese at this level, students will be aware that language is used for communication and that people outside their classroom and country may have a different culture and language.

Students will begin to understand the Japanese language used in the classroom and repeat teacher-modelled language by using body gestures, such as greetings, numbers, colours and classroom rules.

INFORMATION FOR THE FIRST DAY OF THE YEAR

- All students commence on the first day of the school year.
- Find your child's name tag in the locker and help to settle your child into the classroom.
- Introduce yourself and your child to the classroom teacher.
- Students are to be collected by a parent/carer each afternoon. Foundation teachers will bring students to a designated outdoor collection point.
- Please notify the teacher in writing/by email if another person is to collect your child.

Preparation for the first day:

- Talk to your child in advance about starting school where they will make friends, play games, sing, paint and draw. Show by your voice and manner that school is a happy place.
- Label all belongings clearly in a way that your child can easily identify them, for example a brightly coloured tag on their school bag.
- Have several "school lunches" with your child at home to provide practice in handling a lunch box.

- If possible, allow your child to stay with relatives or friends for short periods so that they will accept being left.

- If the school is within walking distance from your home, follow the route to be taken there and back prior to the commencement of the school year.

- Ensure that your child can attend to their own toilet needs and knows the importance of washing hands after visiting the toilet.

- Buy shoes that are easy for your child to manage. No exposed toes or thongs.

- Take your child directly to the classroom and bid them a quick, cheerful goodbye. Students settle down very quickly when left with the teacher and other students.

- Expect your child to carry their own school bag and be responsible for delivering notes to the teacher and placing their bag on the storage units. We need to develop their independence and a sense of responsibility, as this can impact upon academic, emotional and social development.

Other ways to help your child and the school:

- Ensure the emergency names and telephone numbers are accurate and up to date. Please notify the school office if any alterations are made during the year, or update yourself via Compass.

- Foster confidence by giving your child simple duties around the home.

- Encourage your child to take responsibility for their belongings and pack up things after use,

- Admire the work that your child brings home. Check their bag for samples of work.

- Select and read suitable stories every night if possible. Encourage your child to read along with you and let them see that you value reading by reading yourself for enjoyment.

- Ensure that they have sufficient sleep and a well-balanced diet.

- Be very patient and understanding if they come home tired and irritable.

- We request that you do not speak to the classroom teacher at length before school. Teachers must be available to give their undivided attention to the students to reassure them and provide a happy start to each day. Please book an appointment directly with the teacher for a desired day, or talk informally at the end of the school day.

GENERAL INFORMATION

Ambulance subscription

An Ambulance Family Subscription is recommended because if it is deemed a student needs an ambulance, one will be called.

Anaphylaxis/allergic reactions

At the beginning of the year you will be notified if there are any students with allergies in your

child's classroom, and may be asked to avoid specific items in your child's lunch boxes.

Please ensure a copy of all ASCIA action plans have been given to the office. If you need to discuss this issue further, please feel free to organise a time to meet with our first aid staff member or your child's teacher.

Appointments: medical/dental

Please write a note or email to the teacher stating time and purpose of appointment. Student safety is our concern at all times. Therefore, parents are required to sign their

child out at the school office (on the Compass Kiosk). NO child is to be taken from the school grounds without permission.

Asthma

Students requiring Ventolin or other asthma medication must be listed on the school's asthma register and must have their spacer and Ventolin clearly labelled and kept in their school bag at all times. Asthma Action Plans (for completion by the student's doctor) are available at the office. Parents are contacted when a child suffers a severe asthma attack.

Attendance

To notify us of student absences, either on the day due to illness or in advance for family holidays, parents/guardians are asked to complete a Parent Attendance Note through Compass or ring the school office prior to 8.30am to report their child being absent from school. If neither of these actions is taken on the day of absence, then please follow up with a Parent Approved Absence through Compass. If an absence remains unexplained after 9.45am on the day of absence an SMS will automatically be sent to parents. This ensures families are aware their child has not arrived at school, so their safety can be established.

Attendance: arrival/dismissal

Students are expected to arrive at school between 8.45am - 8.55am and be collected at 3.30pm (or walk home when old enough). Teachers supervise the yard from 8.45am, at recess, lunch time and until 3.45pm. If your child arrives late to school for any reason (any time after 9am), please sign your child in at the office (on the Compass Kiosk) and obtain a Late Arrival Pass.

Awards

'You're a Star' award: at assembly each Friday one student from each class is awarded a certificate for outstanding work or behaviour. We endeavour to get through the whole class before the end of Term 2.

Super 6 School Values: we are very proud of our school values of Responsibility, Respect, Resilience, Integrity, Co-operation and Excellence. Each week at assembly one student from each grade level that displays one of these values is presented with a Special Award.

Before and after school care

The before school care program operates on-site Monday to Friday from 7.00am to 8.45am and after school care from 3.30pm to 6.30pm. The program is run by TheirCare. A program of recreational and educational activities is provided by qualified staff. Programs run from 7.00am to 6.30pm on pupil free days if enough demand exists. Further details are available by phoning the program director on 0436 333 138 or TheirCare on 1300 072 410 or www.theircare.com.au.

Bicycles/scooters

Students may ride their bicycles to school, however where possible walking to school is a safer alternative - particularly with junior students. We recommend students up to Grade 4 do not ride their bike unsupervised to school.

Bicycles and scooters are brought to school at the owners' risk and must be stored in the bicycle enclosures during school hours (the bike shed is closed at 3.40pm on Fridays). It is essential that students provide and use a lock for additional security. Students must walk their bicycle inside the school grounds.

Birthdays/birthday treats

Celebrating birthdays are a very exciting part of your child's years in Primary School. To help avoid any hurt feelings of students who are not invited to the party, we ask you to hand any party invitations to your teacher who will discreetly put them into child's school bags/bookbags, or alternatively hand them out at the end of the day, out of their peer's view.

We understand that some parents like to send birthday treats to help celebrate their child's birthday. If you do, please send something small like a Freddo frog. These birthday treats will be handed out at the end of the day and students will be told they cannot be eaten until their parent has given them permission. If you would prefer your child to not receive a 'sugary' treat let your classroom teacher know at the beginning of the year and they will ensure some special stickers are on hand to give out to them instead.

Buddies

Each Foundation student is placed with a Grade 6 buddy. They meet their buddy in their first week of school. We hold fortnightly buddies sessions where they work together on set tasks.

Camps

Students in Grade 3,4,5 & 6 participate in a camp each year. Our camping program is a valuable experience for all students and the activities are planned to tie in with classroom units of work.

Class parent representatives

Each year, teachers ask one or two parents from their class to be the class parent representatives. The parent representative acts as a liaison between parents, teachers and

the school community. An important role of the class parent representative is to welcome new families to the school.

Representatives are encouraged to organise class parent social activities, help the teacher with any tasks and with fundraising activities for their year level.

Communication

There are a range of methods we use to communicate with our school community.

- **Compass** - this parent portal is an integrated, online portal that allows you to access information about our school, to monitor your child's attendance and enter an explanation for absence, late arrival/early departure. You can communicate with your child's teacher; and book Parent/Teacher conferences (end of Term 2) and 'Meet and Greet' for Grades 1-6. Student Semester Reports are viewed and downloaded from this portal.

- **Focus Newsletter** - issued fortnightly, covering whole school events. A Compass email is sent to parents with a link to view the online newsletter.

- **Activity notices** – notices regarding specific events/activities will be issued via Compass. Parents will receive an email informing them a form is awaiting consent.

- www.parkdaleps.vic.edu.au - our school website. Here you can find a wealth of information about our school including: curriculum, contact details, copies of forms and back copies of Focus newsletter.

- **SeeSaw**: this App gives families an immediate and personalised window into their child's school day (only you can see your child's work and photos). SeeSaw empowers students to independently document their learning with built-in creative tools and provides an authentic audience for their work. Information, consent and log in details are sent home in Term 1.

Teacher emails are sent to parents at the beginning of each year. We cannot reply to emails immediately, but will endeavour to do so within 24-48 hours. In case of an emergency please contact the office.

It is crucial we have up to date contact information for parents/carers, especially email addresses, mobile phone numbers and current family circumstances (each parent at an alternative address will need to provide separate details - please contact the office).

Contact within the school, welfare issues

The class teacher is the first point of contact at the school. If you have a concern about a wider school issue, please contact an Assistant Principal (Student Wellbeing Coordinator) or Principal.

Discipline and conduct

The Code of Conduct for students at Parkdale Primary is consistent with the Department of Education Guidelines and Regulations. Each student is expected to function amicably within this framework.

Our policy is based on the following rights:

- The right to learn.
- The right to be safe.
- The right to be happy.
- The right to be treated with respect and kindness.

It is our aim to address issues regarding student behaviour in a positive and meaningful manner and establish a co-operative system where each child's self esteem is nurtured.

We encourage communication between home and school and co-operation between parents and teachers.

We have a series of strategies in place to address misbehaviour within the school's Code of Conduct. Fundamental to these is a team approach between home and school.

Dismissal prior to Easter, Christmas and term holidays

Dismissal at the end of Terms 1, 2 and 3 will be 2.30pm unless notified otherwise. Students are dismissed at 1.30pm at the end of the year (Term 4). At no other times will students be dismissed early unless there are exceptional circumstances.

Excursions/incursions

All students are expected to participate in these activities, as work in the classrooms precedes and follows up the experience.

Prior notification will be given through Compass about cost, times and methods of transport. Parents must give consent and make payment via Compass for each excursion. These events are provided on a user pays basis and students will not be taken without consent and payment. Please contact the Principal or Business Manager if financial difficulties occur which will prevent your child attending these activities.

Parents may be asked to assist with supervision on these occasions and to take part will require a current Working with Children Check (WWCC), a copy of which must be provided to the office.

In Foundation we have many wonderful incursions (which vary from year to year), such as Responsible Pet Ownership, Fire Fighters, Japanese, literacy, mathematics and student welfare. In Term 4 we visit Melbourne Zoo.

February Foundation interviews

Foundation students do not attend school on Wednesdays until the week beginning March 4th 2024. These days are Literacy and Numeracy assessment days. Your child will be allocated a date and time for their assessment with their teacher and you will be notified of this

on the final transition day in December. The Foundation interviews are one on one between the student and teacher and a wonderful opportunity to get to know your child and their academic and social needs. This assessment is very hands-on and fun. It takes about 45 minutes and immediately after we hold "Getting to Know You" meetings with parents.

Grades 1-6 hold their interviews one evening in February or early March.

Fruit snack

At around 10am each day we have a 'Fruit Snack'. We would appreciate it if you could pack your child 1-2 servings (fresh fruit or chopped vegetables) in a separate container to their snack/lunch. As part of their 'Start of Day Process' students place their water bottle and fruit snack on the table first thing in the morning. The 'Fruit Snack' break is often eaten whilst on the mat so we would appreciate non-messy foods. Bananas, apples and carrots are good because they are quick and easy to eat.

Garden club

'Green Scene' is Parkdale Primary School's Garden Club. Students have the opportunity to drop in on any Friday at lunch to plant and take care of organic vegetables and fruits in the garden and around the school. The plants are given heaps of tender loving care by the students as they know they will get to use the produce to make delicious, healthy snacks – definitely the part they enjoy the most!

'Green Scene' loves a sustainable project! They are always using creative new ways to reuse old materials. There is an old freezer that has been converted into a worm farm to compost all the student's fruit and vegetable scraps into rich soil. There are also several 'bathtub' garden beds! Students participate in many sustainable projects during garden club; including ones that are sold at the Mother's and Father's Day stalls.

The Club runs every Friday during lunch playtime, so if your child is looking to get their hands dirty at lunch, remind them about the garden club. Students can drop in and join on any given Friday!. The club is run by a teacher and parent volunteers. We are always looking for more volunteers. If you're interested in joining, please look out for a note on Compass for the first 2024 meeting next year.

General health

There are occasions when a child becomes ill at school. You are contacted if your child becomes unwell and you will need to make arrangements for your child to be collected and taken home. Clearly we want children to be resilient and learn to put up with minor health matters, however it is important that students do not return to school before they are completely over illness. Apart from the fact that our facilities are limited, it is problematic if children return to school too soon and infect others. Following Department of Health guidelines regarding gastroenteritis in children, we remind you that students should not be sent to school until a full 48 hours after the last vomiting and diarrhoea. Valuable time is wasted if contact family phone numbers and place of work are not kept up to date. Please update your details on Compass with changes as soon as they occur, or phone the school office.

The best place for a sick child is at home in bed. Please do not send your child to school if they are unwell. It is unfair to other children, and to teachers to send a child who is obviously unwell to school. Infections spread quickly at school. It is also important to let the school know if your child has an infectious illness such as gastroenteritis, rubella or slap cheek.

Head lice

Infestation appears from time to time. A Compass notice is sent to all parents if there are suspected cases of head lice in a class or if a parent advises the school about head lice. Untreated, the problem can reach epidemic proportions. If you detect head lice on your child's head, contact the school immediately. Treatments are available from pharmacies and the child must begin treatment before returning to school.

Homework

The school has a Homework Policy that reinforces the links between school and home. Homework is a vital part of each child's educational development. It is important for consolidating known work, revising past work as well as enhancing the future educational development of the child in providing a sound basis for work habits in home study.

Formal homework begins in Grade 3 and is given on a regular basis. In the Junior School, students are expected to practise reading at home each night, as well as learning weekly vocabulary/Red Flag (irregular) words.

House system

Four houses operate under the banners of Jacaranda (blue), Wattle (yellow), Waratah (red), and Banksia (green). All students are placed in a 'house' on arrival at Parkdale Primary School. All family members are placed in the same 'house'. Points are awarded in the class and the playground, encouraging team spirit & positive behaviours. Your child's House group will be taped to the front of their Reader covers by the end of February.

Immunisation

By law, a child must have an Immunisation History Statement from the Australian

Immunisation Register to enrol in primary school. This statement must be provided when enrolling even if the certificate shows that the child has not received any vaccinations. Immunisation History Statements can be obtained from the Australian Immunisation Register. Please refer to:

<https://www.health.vic.gov.au/immunisation/primary-school-immunisation-requirements>

Informal contact with parents

Once parents have contacted the school regarding enrolment, ongoing informal communications are encouraged. Parkdale Primary School takes pride in welcoming new parents and students and every effort is made to ensure that newcomers quickly become part of the school community. Personal communication between parent and teacher leads to a better understanding of the child.

Parents are contacted if a child appears unhappy, is experiencing specific difficulties in areas of learning, behaviour, social or emotional adjustment, or if there is any indication of hearing, visual, speech or physical difficulty. Likewise, we ask parents to notify the school if you feel your child may be experiencing difficulty. Informal discussions can take place as the need arises, but it is advisable to arrange a mutually convenient time as teachers are not able to leave students unsupervised while speaking to a parent.

Teachers are available for a quick chat after school in the yard when students are collected. If you require a more in depth conversation, please make an appointment directly with the teacher. Please be aware we have Staff Briefing each morning at 8.30am, Staff Meetings/Professional Development at 3.45pm on Mondays and Level Meetings on Tuesdays at 3.45pm.

Injuries/first aid

Injuries are assessed by staff who hold current Level 2 First Aid certificates. Parents (or emergency contacts) are immediately contacted regarding suspected fractures or serious injuries to the head or eyes.

All other visits to the first aid room will generate a Compass message to parents with a record of the reason for the first aid visit and the treatment given.

If a student is injured at school, or during a school organised activity, the student's parent/carer is responsible for the cost of medical treatment. This includes the cost of transport to a medical facility or to their home. Parents may wish to obtain student accident insurance cover from a commercial insurer, depending on their health insurance arrangements and any other personal considerations.

Lost property

Our lost property cupboard is located in the gym foyer. All items found around the school are placed there at the end of the day; uniform, lunch boxes, drink bottles etc. Items of high value are handed into the school office. Named items are not automatically returned to individual students; one of our core school values is "responsibility" and we encourage our students to reclaim their lost items themselves. Periodically the lost property cupboard will be sorted and any legibly named items returned to their owners.

Each year there are dozens of valuable unclaimed items of clothing found without name tags and with no sign of an owner even after months in lost property. These items are displayed at the end of each Term and unclaimed, unnamed clothing is sold at our Second Hand Uniform pop-up shop twice per year.

Lunch time clubs

We run various lunchtime clubs (F-2 or 3-6) including Garden Club, Lego, Origami, Drawing, and Coding. Clubs and days alter from term to term and parents are notified via School Newsletters. Announcements are made at lunchtime to let students know each day.

Medical conditions

Please indicate on the enrolment form if your child suffers from asthma, epilepsy, diabetes, food or other allergies, e.g. allergy to bee or wasp stings. If your child is under ongoing medical, hospital or specialist care and there is any risk of sudden illness, please notify the teacher or the office. Every student who has a medical condition or illness should have an individual written management plan from their doctor, which is attached to the student's records.

If your child contracts a serious or contagious infection, please notify the school office by telephone; if required we will then notify the school community.

Medication

School staff are not able to administer analgesics, such as drugs containing paracetamol, ibuprofen or aspirin – this includes Panadol, Nurofen and other similar medication available over the counter from a pharmacy. (Analgesics can mask signs and symptoms of serious illness and injury). **Department of Education and Worksafe Victoria guidelines dictate that the dispensing of drugs must be managed by a medical practitioner.**

If a student requires prescription medication to be administered at school, please consider first if the medication can be taken outside the

school day, for example medication required three times a day may be able to be taken before and after school, and before bed. We advise that a student should not take his or her first dose of a new medication at school as the student should be supervised by the family or health professional in case of an allergic reaction.

Any medication to be administered at school must conform to all the following requirements and be handed into the school office.

- In the original medication bottle or container.

- Clearly labelled – including the name of the student, dosage and time to be administered.

- Accompanied by a completed Medication Authority Form, which must be signed by a parent or medical/health practitioner (obtain a form from the office or download from the school website).

Never leave medication (other than Ventolin) in a child's school bag.

Newsletter 'Focus'

Our fortnightly newsletter, called 'Focus' is sent to families via a Compass email on a Thursday, in addition to being available on our school website. This is our main method of communicating news to families, so please take time to read the newsletter.

Nude Food

Each Tuesday is Nude Food Day. Teachers check the students who have nude food within their class. The class which had the most amount of students with nude food will win the golden lunch box, a greatly coveted prize!

"Nude Food" encourages the use of reusable containers that children are able to open themselves; these containers are widely available at supermarkets. and allow food to be

brought to school without wrappers and packaging to reduce school waste.

Please note: there are no facilities for heating food at school.

Taps (water fountains) are available at the school if a drink bottle is forgotten.

Due to a number of students having food allergies ALL students are asked not to share their food with others.

Parent participation in the school

There are many ways you may help the school. Your involvement in any way will be appreciated by staff and students. We hope it will help you too, as your participation will give you a greater understanding of school activities, of the school organisation and programs as well as a more intimate relationship with staff, other parents and your child's classmates.

If you would like to volunteer in any capacity at the school you will be required to have a current "Working with Children Check Victoria" that has been sighted and recorded at the school office (application link on the school website if you need to apply for one), you must carry this card each time you are volunteering at school.

Some of the ways you may be involved include:

- be a class helper for Literacy sessions,
- hear children read,
- classroom activities e.g. cooking,
- excursions,
- assist with sports events,
- camping program - Grades 3-6,
- become the Classroom Representative for your child's class. A Compass notice will be issued in Term 1 with further information and a sign up sheet. Responsibilities include collating contact lists and organising out of school social events,
- distribute Scholastic Book Club deliveries,

- fundraising activities such as Mother's Day, Father's Day Stall, sausage sizzles, second hand uniform stall etc.,

- become involved in the school Garden Club – 'Green Scene',

- participate on committees and discussion groups that consider educational issues and offer opinions to the staff.

We encourage parents/grandparent helpers for Corridor Reading (begins late February) and writing sessions (begins mid March). A sign up sheet will be outside classrooms, please add your name to the available sessions.

Parkdale Parents' Association (PPA)

The Parkdale Parents' Association (PPA) provides parents with a forum to ask questions, raise issues, discuss topics and make recommendations to the School Council on a range of issues, which directly affect the education of the children of Parkdale Primary. Membership is open to anyone within the school community. Meetings are held once each term (second Friday at 9.15am) and can be attended by everyone whether they are members or not. The PPA has a representative on the School Council. The PPA is affiliated with the Victorian Federation of State School Parents' Clubs.

The Executive is elected annually after the March election.

The role of PPA is three-fold:

1. It is a communication link between the community as a whole and the school. It serves as a forum where constructive ideas are developed.
2. It is a social body, bringing together the parents of the school in social activities. It has a role to play in public relations. It endeavours to create a climate of co-operation and trust, where those interested can work together for the benefit of the children.

3. The PPA has a fundraising role. Underneath its umbrella are various fundraising efforts and activities.

School photographs

These are taken annually, usually in May. Parents are asked to make every effort to ensure that their children are dressed in full school uniform for the photographs - it does add a special touch to the photos.

School readiness interview: SEAPART

It is a very informal session where your child has an opportunity to meet a Parkdale Primary School teacher. Your child will name some pictures, write their name (if able), and tell us any sounds and letters they may know. We also play a little rhyming game! Feel free to allow your child to bring in a comfort toy, if needed, (but not one too distracting).

This 'snapshot' of your child allows us to plan our grades to ensure your child has the best chance at having their social, emotional and academic needs met.

The teacher will meet you and your child at the office and take your child into a quiet space. You are most welcome to wait at the office or go and grab a quick coffee.

School routines

You will help your child settle easily and confidently into school by ensuring:

- your child leaves home in a happy frame of mind and looks forward to the day,
 - your child has checked that all requisites for the day are in their school bag,
 - say a cheerful goodbye and leave promptly once your child is with a friend,
 - prompt arrival,
 - your child learns to be independent.
- Your child should be responsible for hanging up

their own bag, putting their book cover in the box and handing notes to the teacher,

- your child knows the route to/from school,
- your child is responsible for their own belongings.

School Council

School Councils play a key role in Victorian Government schools, and being a member of the school council is a rewarding and challenging experience. Acting as a team, Council supports the school to provide the best possible educational outcomes for students.

School Councils in Victoria operate under the Education and Training Reform Act 2006. The School Council has particular functions in setting and monitoring the school's direction.

School councils have 3 main responsibilities:

1. Finance: overseeing the development of our Annual Budget and ensuring proper records are kept of our financial operation.
2. Strategic planning: participating in the development and monitoring of our strategic plan.
3. Policy development & review: reviewing and updating policies that reflect the school's values and support the school's broad direction outlined in its strategic plan.

School Council convenes on the third Monday of each month at least 8 times during the year. For further details about how you can make a contribution to the School Council, speak with the Principal or School Council President.

Show and tell

The students will be given the opportunity to participate in 'Show and Tell' sessions each week. A note with dates is sent home at the beginning of each term to let you know when a Show and Tell session is coming up and if the students need to bring specific items or whether

they have free choice. It is a good idea if the students have thought about something they would like to say about their show and tell item, rather than just presenting it to the class. Practising at home is encouraged to build confidence when presenting.

Sound packs

Sound Packs are given out to the students mid Term 1. The purpose of the Sound Pack is to consolidate skills and knowledge to the point of automaticity. Students are sent home the card after they have been explicitly taught the sound in class. Details and instructions for use are sent home in Term 1.

Student welfare/safety

Parkdale Primary School places particular emphasis on the wellbeing of each child. Our staff are dedicated to providing a safe and happy learning environment. The school is well developed and attractive with extensive gardens and tree-shaded areas.

All classrooms are air-conditioned and heated. Students have a choice of play areas and we have a shaded 'quiet area' for less active play. During breaks there are teachers on duty to ensure that the students are playing safely around the school.

Parents are asked to not take photos of other children, without parental permission.

Student resource packs

Student resource pack order forms will be published at the end of each year for payment, with packs delivered at the beginning of the following year. These packs contain the stationery materials required by students throughout the year (pack contents differ in each year level), supplies for general classroom use and incidental classroom materials. Packs

must be ordered online (from Campion); you will be notified when booklist orders are open. Carefully check the closing date for orders, as ordering early may reduce your delivery charge when you are ordering more than one pack. Click and Collect is also an option available through Campion.

Toilet hygiene

Please discuss appropriate toilet hygiene with your child. (e.g. quantities of toilet paper, flushing toilet, washing hands). Please ensure that boys are familiar with the use of a urinal.

Reporting

Semester reports are available to download from Compass twice yearly at the end of Terms 2 and 4.

Toys

Please discourage your child from bringing any precious toys to school. Unfortunately toys can be lost or broken. On Show and Tell days we keep the items in the classroom and do not let them take them out at recess/lunchtime. If it is a very special item let your class teacher know and they will look after it for the day

Uniform

School uniforms are compulsory. Please refer to the school website for our Uniform and Dress Code Policy.

You are also guided by the following considerations:

- buy shoes that are easy for your child to manage. No exposed toes or thongs are permitted for health and safety reasons.
- a bookbag is required for take home readers.
- an artsmock is required to keep uniform clean during visual art lessons.

- your child should be able to take off and put on their own shoes, socks and jumpers, fasten pants e.g. zips, buttons, laces etc.

- Foundation t-shirts may only be worn on Fridays. These will be handed out at the SEAPART assessment.

- Sport tops are only worn by Grades 1-6. (Gd 1-4 optional, Gd 5-6 compulsory).

- Hair ties/bows should be small in size and only blue, black or white.

All uniform items (excluding socks and tights) are stocked at the Primary School Wear uniform shop along with school bags, bookbags and artsmocks. The shop is located at 1 Age Street, Cheltenham; or items can be ordered online: www.psw.com.au/parents

Please Note: the school's SunSmart policy states that students must wear an approved school hat from the start of September until the end of April to meet the Anti-Cancer Council's requirements. If not wearing a hat during these dates, students are permitted to play only in designated shaded areas. Sunglasses are also recommended.

PLEASE LABEL ALL ITEMS OF CLOTHING AND BELONGINGS. PLEASE REGULARLY CHECK THE LOST PROPERTY CUPBOARD (located in the gym foyer).

It is always a great idea to have a spare pair of underwear, shorts/skirt and socks in your child's school bag, just in case your child has an accident at school and needs to get changed. Sometimes we have some extra uniforms and underwear. If your child comes home in a spare uniform we ask that you wash this and send it back as soon as possible.

Visitors

All visitors to the school are required to report to the office to sign in and out. A 'visitor's badge' will be issued.

Voluntary financial contributions

Each year the Finance Committee of the School Council deliberates for some time over the financing of the school and its educational programs.

The Government provides basic funding directly to the school for free instruction to fulfil the standard Victorian curriculum, and the parent community is asked to voluntarily complement this funding. This ongoing support of our families ensures that our school can offer the best possible education and support for our students. We thank our families for all their support, whether that's through fundraising or volunteering. This has made a huge difference to our school and the programs we can offer.

The Department of Education's Parent Payment Policy is under three categories:

- curriculum consumables
- extra-curricular items and activities
- other contributions

and will be sent to you in November once School Council has endorsed the Indicative Budget.

The following optional/extra curricular items are provided on a user pay basis with parent consent and payment via Compass:

- Excursions/activities program
- Summer and winter sport & activity – Grades 5 & 6
- Swimming/water safety program
- Camp program – Grades 3, 4, 5 & 6

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. The allowance will be paid to the school to use towards expenses relating to camps, excursions, or sporting activities for the benefit of your child. Application forms are available at the office.

Families experiencing financial difficulties are encouraged to contact the Principal or Business Manager.

Wet/hot day timetables

Students are supervised in classrooms by teachers, if it is wet or too hot during recess or lunchtime.