



# PARKDALE PRIMARY

*Together We Achieve*



## Foundation 2026 Information Booklet

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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  
Assistant Principals  
Business Manager  
Transition/Foundation Coordinators  
School Council President  
Parents' Association President

Ms Leanne Bradney  
Mrs Tracy Richards, Mr Jarrod Bainbridge  
Ms Helen Teasdale  
Miss Andrea Bentley  
Mrs Jessica Bambridge  
Mr Shane Stevenson

## IMPORTANT DATES

### TERM DATES FOR 2026

TERM 1	28 January - 2 April
TERM 2	20 April – 26 June
TERM 3	13 July - 18 September
TERM 4	5 October - 18 December

**Tuesday 27 January:** Between 2.00pm and 3.00pm 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.

**Thursday 29 January:** Foundation students can arrive at school between 8:45-9.00am **and finish at 1.00pm. School hours start at 9am.** Please bring your child into their class after the hallway doors open at 8:45am. Teachers will bring students out to a specified area at 1.15pm for collection.

**Friday 30 January:** Foundation students will again be at school for a half 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. Teachers will bring students out to a specified area at 1.15pm for collection.

**Wednesday 28 January, 4, 11, 18, 25 February:** No Foundation students at school. Foundation students do not attend school on Wednesdays until Wednesday 4 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 2 March, 2026:** 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, 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 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 a plastic bag) 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."

## DAILY ROUTINE

8:50 - 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 8.50am, students should not be dropped at school before this time; and should not enter the school grounds until the 8.50am bell sounds.

9.00am	school commences
Between 9.30-10.30am	fruit break (time varies)
11.15-11:30am	snack eating time
11:30am-12.00pm	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.

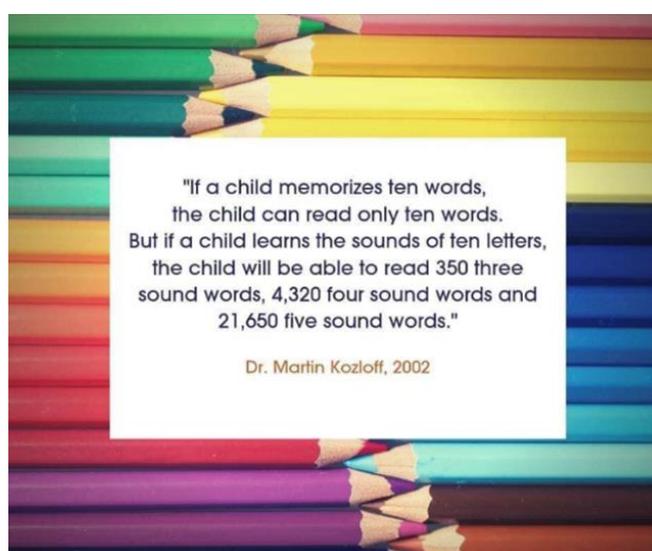
Foundation children are walked outside the classroom for dismissal. Please call the office if you are running late and we will ensure your child stays with a teacher until you arrive.

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

Each morning, students participate in a structured literacy block that builds strong foundations in reading and writing. Lessons follow a consistent routine that includes a brief review of previously taught sounds, explicit instruction of a new code (sound) and guided practice using mini whiteboards and hands-on materials. Students then apply this learning through spelling and reading activities that help them connect sounding out words with writing them. This approach is purposeful, engaging and supportive, helping every child develop confidence and independence as a literacy learner.



### **Phonics (PhOrMeS Program)**

Our phonics lessons follow the PhOrMeS approach, a systematic program that teaches letter-sound relationships in a clear and explicit sequence. Students learn each new code, how to blend these sounds to read words and how to break words into parts to spell them. This strong phonics foundation supports both reading and writing by giving students the tools they need to decode and spell words accurately.

### **Spelling**

During our phonics lessons, students use their mini whiteboards to practise the new code introduced that day. They segment and spell words that match this focus and review previously taught codes to strengthen their recall. This provides regular opportunities for students to apply their phonics knowledge in a structured and meaningful way.

Throughout the week, students take part in activities that extend and reinforce taught sounds. Tasks increase in complexity across the year. Early activities are hands-on and tactile, allowing

children to build and manipulate words using concrete materials. As their skills develop, students' progress to writing letters and words, constructing simple sentences and applying their understanding when reading short passages. This gradual progression supports the development of early reading and writing skills.

## Reading

In Foundation, children take home a small set of decodable books each week. These books match the codes and spelling patterns taught in class, allowing children to practise blending (sounding out) and reading with increasing confidence. Families are encouraged to read for 5 to 15 minutes each weeknight and record the session in the yellow diary. Reading at home should feel calm and positive. Spend time looking at the cover, sharing the story and discussing what happened.

Teachers regularly monitor each child's progress and adjust reading levels as needed. Students will also encounter "Weird Words", which are common words that may not be fully decodable and require additional practise. Further information about home reading will be included in your child's reading folder.

Our Home Reading Program begins mid to late March. We welcome parents, grandparents and caregivers with a current Working With Children Check (WWCC) to volunteer for corridor reading in the mornings. Sign-up sheets are located outside classrooms. Sessions begin at 8.45am and run for approximately 20 minutes. Students will also be scheduled to read with their teacher once a fortnight.



## Writing

Writing is taught explicitly and follows a clear, supportive sequence that builds students' confidence as early writers. At the beginning of the year, students draw a picture linked to a weekend or classroom experience and write by recording the sounds they can hear in key words. Teachers model the writing process, including sounding out, forming letters correctly and using basic punctuation.

As skills develop, students move from individual words to simple sentences and begin applying their knowledge in short pieces of writing. Across the year, students are introduced to three main genres: Recounts, Narratives and Information Reports. These are taught in ways that are accessible and age-appropriate, with teachers providing guidance and feedback to support each child's development.



Hearing and dictation sentences are incorporated throughout the week to consolidate taught codes, “Weird Words”, sentence structure and punctuation. Teachers provide targeted support to ensure each child continues to grow in confidence and independence as a writer.

### **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 so they can be recognised 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’ fortnightly. 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 we are committed to teaching a high-quality Mathematics program. We have five 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 throughout the year depending on which group will be most beneficial for their needs. Our fifth 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**

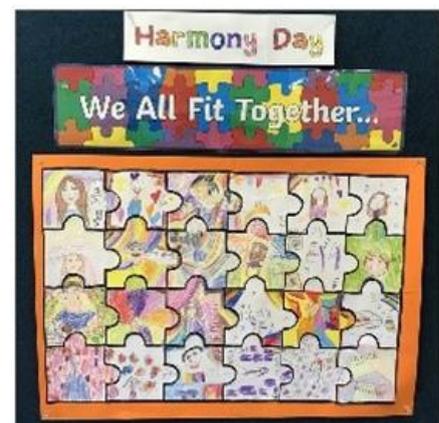
Whenever possible, we incorporate Science, Technology, Engineering, Mathematics (STEM) into our Inquiry, Literacy and Mathematics Curricula.

## **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 2026 the Foundation students will participate in the following Health topics:

- Term 1: All about Me, 5 Senses
- Term 2: Healthy Habits
- Term 3: In My Community
- Term 4: All About Animals

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 five weeks of term will focus on Wellbeing with the second five 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: Mrs Richard (pronounced Rishard) Mrs Mackenzie**

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

While many lessons involve all three aspects of Performing Arts, each 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 Arnold, Miss Holland, Mrs Richard**

Foundation students currently attend a weekly session in our specialised Art room with our art teacher.

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 art smock to protect clothing. Art smocks 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: Mackenzie Sensei, 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

- 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 practise 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 are taken on the day of absence, then please follow up with a Parent Approved Absence through Compass. If an absence remains unexplained after 9.30am 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](http://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 the 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/payment.
- [www.parkdaleps.vic.edu.au](http://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 event. 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.

### *Foundation individual English interviews*

Foundation students do not attend school on Wednesdays until the week beginning 2<sup>nd</sup> March 2026. These days are individual assessment days. Your child will be allocated a date and time for their assessment with their teacher and you are 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, Father's and Special Person'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 2026 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.

## 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, serious injuries to the head or eyes or other emergencies.

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 sold at our Second Hand Uniform pop-up shop each term.

### *Lunch time clubs*

We run various lunchtime clubs (F-2 or 3-6). 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 Friday, 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 Victorian "Working with Children Check", you must carry this card and sign in at the office each time you are volunteering at school.

We also require you to follow our induction process which ensures Parkdale Primary School volunteers are familiar with our policies and procedures relating to child safety and understand the important role they play in maintaining and promoting the safety of our students. Refer to the [Volunteer Induction Handbook](#) and complete, sign and return the [Volunteer OHS Induction Checklist](#) to the office.

Some of the ways you may be involved include:

- be a class helper for Literacy sessions,
- hear children read,
- classroom activities
- 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 and Special Person's Stalls, 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.

### **Student welfare/safety**

Parkdale Primary 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 art smock 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 were handed out at the SEAPART assessment.
- Sport tops are only worn by Grades 1-6.

- 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 art smocks. The shop is located at 1 Age Street, Cheltenham; or items can be ordered online: [www.psw.com.au/parents](http://www.psw.com.au/parents)

Please Note: the school's Sun Protection policy states that students must wear an approved school hat from the start of September until the end of April.

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 School Council deliberates 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 their support, whether that's through fundraising or volunteering. This makes 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 – G6
- 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.

Blank for your notes:

Blank for your notes: