

Thank you once again,
for choosing
Parkdale Primary School
as the educational choice for
your child.

We hope that your time with us
will be a happy and
rewarding one.

We look forward to seeing your child at our
first Transition Session on
Thursday 22nd November at 1:45pm.



Together We Achieve

Parkdale Primary School 2023 Foundation Information Booklet



GENERAL INFORMATION

CONTINUED

REPORTS

Progress Reports are sent via Compass at the end of Terms 1 and 3 (Grades 1-6) and Term 3 (Foundation students). Detailed reports are written at the end of Terms 2 and 4 and also available via Compass.

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!

SHOW & 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 School places particular emphasis on the wellbeing of each child. Our staff is dedicated to providing a safe and happy learning environment of the school is well developed and attractive with extensive gardens and treed 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. 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.

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

SWIMMING

Our Foundation to Grade 2 Swimming program is held at Mentone Aquatics Centre in Term 4. Students travel by bus and parents are welcome to come and watch. We appreciate the assistance at the pool/change rooms - parents must have a current WWCC.

SUN SMART

Since 1995 our school has taken an active role in implementing Sunsmart practices for the benefit of our children and school community. School sunhats to be worn from **September 1st to April 30th**.

This Policy has also brought about increased shade areas with shade sails and extra tree planting.



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.

GENERAL INFORMATION

CONTINUED

PARKDALE PRIMARY SCHOOL DADS (P.P.S. DADS)

The Parkdale Primary School Dads are a group of like minded dads who want to create a space where “we can educate, entertain and encourage each other to become the best dads we can be, whilst building a stronger community through fun, making new connections and helping you, your partner, kids and mates deal with or prepare for potential difficulties in life.”

For more information visit:

Facebook.com/ppsdads

Or you can also join on the team app

Website: <https://ppsdads.teamapp.com>

Email: pps.dads@gmail.com

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.

All 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 three main responsibilities:

1. **Finance:** overseeing the development of the School’s Annual Budget and ensuring proper records are kept of the school’s financial operation.
2. **Strategic planning:** participating in the development and monitoring of the school strategic plan.
3. **Policy development and review:** developing, 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.

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A WORD FROM THE PRINCIPAL

Welcome to Parkdale Primary School!

On behalf of Parkdale Primary School, I would like to extend a very warm welcome to you and your family. Thank you for allowing us to be 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. Our students also have access to a variety of specialist curriculum areas including Physical Education, Visual Arts, Performing Arts, Digital Technologies & Well Being and a Language (Japanese).

Our students enjoy using our outstanding facilities including a full size Gymnasium, State of the Art Oval, as well as Technology and Arts facilities.

SCHOOL CONTACTS

PRINCIPAL

Ms Leanne Bradney

ASSISTANT PRINCIPALS

Mrs Tracy Richards

Mr Jarrod Bainbridge

BUSINESS MANAGER

Mrs Helen Teasdale

TRANSITION/FOUNDATION CO-ORDINATORS

Ms Jackie Sell and Miss Lucy Newman.

SCHOOL COUNCIL PRESIDENT

Ms Suzanne Kneen

PARENTS' ASSOCIATION PRESIDENT

TELEPHONE

9580 1451

EMAIL

parkdale.ps@education.vic.gov.au

WEBSITE

<https://www.parkdaleps.vic.edu.au>

GENERAL INFORMATION

CONTINUED

PARKDALE PARENTS' ASSOCIATION (P.P.A)

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 School.

Membership is open to anyone within the school community. Meetings are held monthly and are open to everyone whether they are members or not. The P.P.A. has a representative on the School Council. The P.P.A. is affiliated with the Victorian Federation of State School Parents' Clubs.

The Executive is elected annually after the March election.

The role of P.P.A. 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 the climate of co-operation and trust where those interested can work together for the benefit of the children.
3. The P.P.A. has a fundraising role. Underneath its umbrella come various fundraising efforts and activities.

Garden Club

'Green Scene' is our Garden Club at Parkdale Primary School. The Club runs at Friday lunch time.

Green Scene prides themselves on growing organic vegetables, fruits and herbs from seeds.

The plants are given a lot 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 is very creative at finding new ways to reuse old materials. There are two old refrigerators that have been converted into worm farms to compost all the student's fruit and vegetable scraps into rich soil. There are also several 'bath tub' garden beds!

There are always a number of projects being tackled by Green Scene as well as general garden maintenance – so come along and get your hands dirty!

GENERAL INFORMATION

CONTINUED

PARENT HELP

There are many opportunities to be involved in your child's schooling:

- Be a Class Helper for Literacy sessions
- Hear children read
- Classroom activities e.g. cooking
- Excursions
- Assist in sports training and umpiring for Inter-School Sport
- Resource stocktaking / laminating/covering etc.
- Camping Program - Grades 3-6
- Become the Classroom Representative for your child's class
- Distribute Book Club
- Fundraising Activities such as Mother's Day, Father's Day Stall, raffles, sausage sizzles etc.
- Photocopying
- Laminating
- Working Bees
- Become involved in the school Garden Club – 'Green Scene'

We encourage parent/grandparent helpers for Corridor Reading (begins late February), Writing sessions (begins mid March). Sign up sheets are outside classrooms. Please add your name to days/times if you are available.

A Working With Children Check (WWCC) is required for all Helpers.

<http://www.workingwithchildren.vic.gov.au/>

Parents can contact the Principal or class teachers to offer their services.

If at all possible, please participate on committees and in discussion groups that consider educational issues and offer opinions to the staff.

See the school as 'your' school. Encourage your children to see it in the same way. We welcome your opinions and suggestions.

Class Representatives

A notice goes home in Term 1 with further information and a sign up sheet. Jobs include collating contact lists and organising out of school social events.

IMPORTANT DATES

TERM DATES FOR 2023

TERM 1 Friday 27th January (Teachers return)

Monday 30th January (Students start) *Foundation Students arrival between 8:45-9am, dismissal 1pm for the first 2 days. From the third day of school children complete full days from 8.45-9, dismissal at 3.30.*

	Term 1 ends	-	6th April
TERM 2	24th April	-	23rd June
TERM 3	10th July	-	15th September
TERM 4	2nd October	-	20th December

SPECIAL DATES FOR FOUNDATION STUDENTS - *Please note these dates/times may change due to Government restrictions/regulations and you will be notified if this occurs.*

Friday 27th January, 2023 - Between 2pm and 3pm 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 books have been dropped off the children should be taken home. This drop off supplies/meet the teacher time is strictly for **Foundation students only**.

Monday 30th January, 2023 - Foundation students can arrive at school between 8:45-9am and finish at 1pm. 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 1pm for collection.

Tuesday 31st January, 2023 - Foundation Students arrive at school between 8:45-9am and finish at 1pm.

Wednesday 1st, 8th, 15th, 22nd of February and 1st March: No Foundation students at school. Foundation students do not attend school on Wednesdays until Wednesday 8th 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 in the form of a letter handed out at the Final Transition session in December).

Monday 6th March, 2023 - Foundation Students begin full time.

TRANSITION

BEGINNING 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 children'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.'

2022 TRANSITION DATES

Please note this dates/times /drop off procedures may change due to Government restrictions/regulations and you will be notified if this occurs.

Session 1	Tuesday 22nd November	1:45pm - 3pm
Session 2	Tuesday 29th November	1:45pm - 3pm
Session 3	Tuesday 6th December	1:45pm - 3pm
Session 4	Tuesday 13th December	9.30am - 12.00pm

****** 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.

GENERAL INFORMATION

CONTINUED

LOST PROPERTY

Lost property is located in the gym foyer.

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. Lost property is displayed at the end of each Term and unclaimed, unnamed clothing is sold at our Second Hand Uniform pop-up shop each Term.

ALL CLOTHING SHOULD BE CLEARLY NAMED

LUNCH TIME CLUBS

We run various lunchtime clubs (F-2 or 3-6) including Garden Club, Lego, Origami, Drawing, Dress up club and Coding. Clubs and days alter term to term and parents are notified via School News-letters. Lunchtime announcements are made to let students know.

MEDICATION

Students should not take medication unless the parent provides written authorisation and completes a Medication Authority Form. Medication will be administered by the First Aid/Staff. Medication is to be brought to the school office by the parent.

Any unwell student should not attend school.

Asthmatic, Anaphylactic and Allergy suffering students require an Action Plan and appropriate medication prior to commencing school. Parents are to request a completed Action Plan from their Medical Practitioner.

NEWSLETTERS/ NOTICES

Our school newsletter 'Focus' is uploaded to Compass each fortnight. We also send home various notices and level newsletters. They will be sent home in your child's blue reader bag (satchel). Please ensure that you check it each night.

NUDE FOOD

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

GENERAL INFORMATION

CONTINUED

HOMEWORK

The school has a Homework Policy which reinforces the links between school and home. Homework is therefore, a vital part of each child's educational development. It is important for consolidating known work and 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.

SOUND PACK

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.

HOUSE GROUPS

All students are allocated to a 'House'. Points are awarded in class and the playground. This encourages team spirit and positive behaviours. The House names are Banksia (Green), Jacaranda (Blue), Waratah (Red) and Wattle (Yellow). Your child's House group will be taped to the front of their Reader covers by the end of February.

INTERVIEWS

All Grades hold "Getting to Know You" Interviews in February. Foundation teachers hold theirs immediately after your child's Wednesday February Testing time. Grades 1-6 hold theirs an evening in February or early March. At the end of second term, teachers offer a Parent Teacher Interview to discuss student progress and provide strategies that may be required to assist your child.

Teachers are also available for parent meetings throughout the year to discuss any concerns you may have. We ask that you contact your class teacher to set up a convenient day and time.

KINDER SCREENING/SCHOOL READINESS INTERVIEW

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. The screening takes about 20 minutes and more information and how to book will be sent to you in early Term 4.

DAILY ROUTINE

Please note these times may change due to Government restrictions/regulations to allow for staggered drop offs/breaks/pick ups

8:45- 9:00am: Students arrive and go directly to their classrooms. Students arriving after the morning roll call will need to be signed in at the school office and will be given a late pass. Teachers are on duty from 8.45am, students should not be dropped at school before this time.

Between 9.30 - 10.30am

Fruit Break (this varies)

11.00 - 11:15am

Snack eating time

11:15- 11:45am

Outside break

1pm - 1.15pm

Lunch eating time

2pm- 2:45pm

Outside break

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.

3.30pm:

Dismissal

Foundation children are walked outside for dismissal. Please call the office if you are running late and we will ensure your child stays with a teacher until you arrive. Students attending After School Care will be collected by the staff.

SCHOOL UNIFORM

There is an official uniform for your child to wear in Summer and Winter. These should be purchased from Primary School Wear – 1 Age Street, Cheltenham.

www.psw.com.au/primary

You are also guided by these considerations:



- Toeless footwear is not permitted due to health and safety reasons.
- Hats (wide-brimmed school hats only) are compulsory **from September 1st to April 30th**. Students are permitted to play only in designated shaded areas if not wearing a hat.
- Students require a Parkdale Primary School satchel for take home reading and notices.
- Students **do require an Art Smock**.
- All articles of school clothing should be labelled CLEARLY.
- Teach children to take responsibility for their own belongings.
- 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 Transition Session.
- Sport tops are only worn by Grades 1-6. (Grades 1-4 optional, Grades 5-6 compulsory).
- HAIR TIES/BOWS – As per school policy all decorative hair pieces, such as bows should be small in size and only be blue, black or white.
- Hats and reader satchels are to be purchased from Primary School Wear, **these are no longer available at the School Office**.

STUDENT DISCIPLINE AND CONDUCT

The Code of Conduct for students at Parkdale Primary School is consistent with the D.E.T. 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 cooperative 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.

GENERAL INFORMATION

CONTINUED

EXCURSIONS/INCURSIONS

During the year your child will participate in various Excursions/Incursions, which are of educational and social value. Parents may be asked to assist with supervision on these occasions. Prior notification in writing will be given, with details, including times and method of transport. All parents are requested to sign a "Consent Notice" *via the Compass link* for each excursion. Parents are responsible for the payment of costs involved e.g. transport, admission etc. through the Annual Excursion/Incursion Levy.

All students (F - 6) must wear school uniform at all times. Students will not be taken on excursions without a Consent Notice. Parents require a current Working With Children Check (WWCC) to be eligible to accompany any excursion. A copy of the WWCC is to be provided to the office and shown to the teacher.

In Foundation we have many wonderful Incursions (which vary year to year), such as Responsible Pet Ownership, Fire Fighters, Metro trains and incursions focusing on Science, Japanese, Literacy, Mathematics and Student welfare. In Term 4 we visit the Melbourne Zoo.

FEBRUARY FOUNDATION INTERVIEWS

Foundation students do not attend school on Wednesdays until the week beginning March 6th 2023. These days are Literacy and Numeracy testing days. Your child will be allocated a date and time for their testing with their teacher and you will be notified of this on State Wide Transition Day (Tuesday 13th December 2021). The February Foundation Interviews are one on one between the student and teacher and a wonderful time to get to know them and their academic and social needs. The testing is very hands on and fun. It takes about 45 minutes and immediately after we hold "Getting to Know You" meetings with parents.

FRUIT SNACK

At around 10am each day we have a 'Fruit Snack'. We would appreciate if you could pack your child 1-2 serves (fresh fruit or chopped vegetables) in a separate container than 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.



GENERAL INFORMATION

CONTINUED

COMMUNICATION

Compass

Username and passwords are sent home at the start of Term 1. The Compass Parent Portal is an integrated, online portal that allows you to access information about our school. Compass includes many different features, including the ability to:

- Monitor your child's attendance and enter an explanation for absence, lateness/leaving early
- Communicate with your child's teachers
- View school calendar
- Access the 'Focus' newsletter
- Book Parent/Teacher conferences (end of Term 2) and 'Meet and Greet' (Grades 1 -6)
- View and download student reports

It is crucial we have up to date information in regards to your correct email address and current family circumstances (each parent at an alternative address will need to provide separate details - please contact the office).

SeeSaw

The SeeSaw 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. SeeSaw information, consent and login details are sent home in Term 1.

Teacher Emails

Teachers' email addresses will be sent to parents at the beginning of the year. We cannot reply to emails immediately, but will endeavour to do so within 24-48 hours. In case of an emergency please telephone the school on 9580 1451.

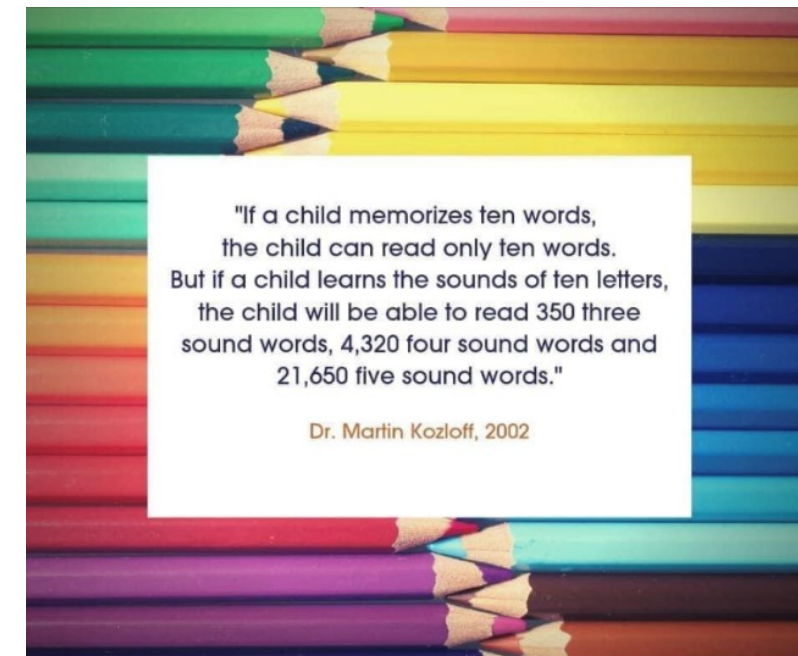
Informal Chats

Teachers are available for a quick chat after school in the yard when students are collected. If you require a more in depth chat please make an appointment. Please be aware that we have Staff Briefing each morning at 8.30am, Staff Meetings /Professional Development on Mondays at 3:45pm and Level Meetings on Tuesdays at 3:45pm.

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 2022 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 is 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 receive the same quality education that incorporates evidence based strategies to improve student outcomes.

CURRICULUM

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 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.



GENERAL INFORMATION

CONTINUED

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 are to be kept in the area provided and should be fitted with a bicycle lock. Students must walk their bicycle inside the school ground.

The bike shed is closed at 3.40pm on a Friday.

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.

BIRTHDAYS

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 please hand them to your teacher who will discretely put them into children's reading satchels. Alternatively, give them to your child's teacher to pass out at the end of the day, out of their peer's view. If you have any questions, please ask your child's teacher.

BIRTHDAY TREATS

We understand that some parents like to send along birthday treats to help celebrate their child's birthday. If you do please make it 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 they have some special stickers on hand to give out to them instead.

CAMPS

Students in Grades 3, 4, 5 and 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.

GENERAL INFORMATION

AWARDS

STAR OF THE WEEK AWARDS – Each Friday at Assembly one to two students 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. Foundation parents will be notified the day before if their child is going to receive their **first** award.

SUPER 6 SCHOOL VALUES – We are very proud of our School Values of Responsibility, Respect, Resilience, Integrity, Co-operation and Excellence. Each week a student from the Foundation area that displays one of these values is presented with a Special Award at Friday's Assembly. Parents will not be notified if their child is going to receive this award.

BEFORE/AFTER SCHOOL CARE

A Before and After School Care program operates on school premises. Camp Australia conducts these programs. Enquiries should be made directly to them on 1300 105 343.

<https://www.campaustralia.com.au/>

BOOKLISTS/PARENT 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, and the community is asked to compliment this funding, in support of the provision of a higher quality program.

A booklist is distributed to all parents towards the end of each year. The associated costs include each student's personal books and requisites, supplies for general classroom use, incidental classroom materials and copy paper. Booklists **must be ordered online**, you will be notified when these are available to order online.

Check your Booklist for the due date as ordering early may entitle you to free delivery!

The Parent Payment Policy is under 3 categories, Curriculum Consumables, Extra Curricular Items and Activities and Other Contributions. The 2023 Parent Payment Policy will be sent to you in November once School Council has reviewed the Indicative Budget.

If you hold a concession card, please complete the Camps, Sports and Excursion Fund (CSEF) form which will be sent to you in November.

Families experiencing financial difficulty are encouraged to contact Leanne Bradney or

Helen Teasdale on 9580 1451.

CURRICULUM

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 gam, 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).

By the end of Term 1 we start to send home Sound Packs.

This allows our students to:

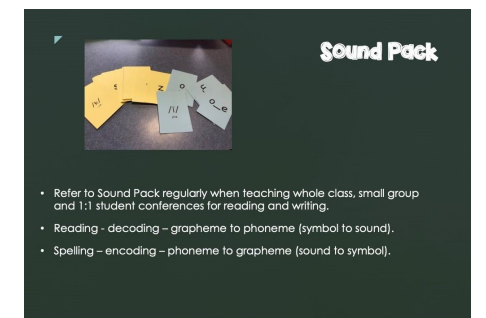
*Practise decoding – symbol to sound.

*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.



CURRICULUM

- CONTINUED

DECODABLE READERS

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

What is a decodable book?

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.

English has very complex sound-letter relationships, with 44 sounds each represented by 1, 2, 3 or 4 letters (e.g. the "l" 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.



GENERAL INFORMATION

ACCIDENTS/ILLNESS

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 ill to school. The **INFECTION SPREADS QUICKLY IN A SCHOOL**. It is also important to let the school know if your child has an infectious illness such as gastroenteritis, rubella or slap cheek.

If a child becomes ill or is injured at school the child is taken to the school's First Aid Room and attended to by staff trained in First Aid (Level 2). Parents of children that receive a head injury will be notified. Parents will be contacted to pick up children who have become unwell at school.

It is always a great idea to have a spare pair of underwear, shorts/skirt and socks in their school bags, just in case your child has an accident at school and needs to be 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 so that we can maintain stock in the cupboard.

ANAPHYLAXIS AND ASTHMA POLICIES

Parkdale Primary School has an Anaphylaxis and Asthma Policy. At the beginning of the year you will be notified if there are any allergies within your child's classroom, and may be asked not to pack those items in lunchboxes.



Please ensure a copy of all Action Plans (Asthma, Anaphylaxis, Allergies or medical conditions etc...) have been given to our First Aid staff member and your child's teacher. If you need to discuss the issue further, please feel free to organise a time to meet with our First Aid staff member or your child's class teacher.

ATTENDANCE AT SCHOOL

If your child arrives after 9.00am or your would like to pick them up early, please report to the office to sign them in/out and receive a pass to give to their teacher. **NO** child is to be taken from the school grounds without permission.

If your child is absent from school for any reason, please log on to Compass and detail the date and reason for the absence. Absences should also be logged on the Compass App before gam.

CURRICULUM

SPECIALIST CLASSES CONTINUED

VISUAL ARTS: Mrs Richard

Foundation students will attend a session weekly in our specialised Art room with our new 2022 art teacher, Mrs. Richard (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 Art smock to protect clothing. Art smocks will need to be labelled and brought to every art class. Art donations would also be greatly appreciated. Donations of newspapers, shoe boxes and thoroughly cleaned containers such as meat trays, yoghurt, ice cream, and margarine.

PHYSICAL EDUCATION: Mr Anderson

In Foundation, Health and Physical Education each week consists of one 45 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 Intensive Swim Program is held at Mentone Aquatic Centre in Term 4.



JAPANESE: Ms Lundy

In Foundation, students will attend a 45-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.

CURRICULUM

- CONTINUED

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 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.

CURRICULUM

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 Project, Resilience, Rights and Respectful Relationships (RRRR) and MYTERN 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 2023 the Foundation students will participate in the Health topics of 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 consists of one 45 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: Mrs Meek & Mrs Jamieson

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 on 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.

Students are also offered group or individual guitar classes after school hours. Contact details are available at the office.

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. In 2023 we will be holding our Whole School Concert (TBC).