



# KEILOR VIEWS PRIMARY

VISION • INTEGRITY • PRIDE



## KEILOR VIEWS PRIMARY SCHOOL

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## School Profile

Keilor Views Primary School is located 25 km North West of Melbourne in the suburb of Keilor Downs. The school community has an SFO of 0.68 and is made up of over 40 nationalities and 30 languages.

Keilor Views Primary School was established as a new entity in 2010 and is experiencing a period of growth with 440 enrolments. We currently have 21 classes, three in each year level except Year 6 which has four and they are organized in 'straight' classes.



The school's teaching and learning framework is based on the research of being highly visible and the delivery of curriculum that forms a scaffold to further learning and allows for differentiation. We use the GANAG strategy to plan and organize our delivery of non-negotiable curriculum.

The core of the school's improvement strategy is to empower teachers through the gradual release of responsibility. This is supported by, high-powered, highly effective coaching and the development and implementation of planning documents that are anchored in consistency across the school. The planning and delivery of KVPS effective quality curriculum is supported, by clear learning intentions, success criteria and the GANAG teaching model.

Our refined data collection and analyses enables strategic intent for individual students and cohorts of students.

We offer a comprehensive detailed curriculum supported by technologies to amplify the learning experience. Our wellbeing practices are outstanding and we are supported by a common philosophy in our code of conduct and the primary prevention strategies of keeping our kids safe.

The shared vision of pedagogical practice that has been developed at Keilor Views Primary School continues to unify staff as a community of learners. Our target of improving student learning and achievement in all learning areas and in particular, literacy and numeracy, has been the focus of all staff members across the school and data indicates that it has been successful.

The explicit teaching of literacy and numeracy is held in high regard by all staff, at all levels. In addition, with the introduction of the AusVELS in 2013 and the continuation of a school based curriculum model, staff have collaborated to produce school level documents that support the curriculum planning of teachers at all levels, this has now been published and in a working format.

Keilor Views Primary School has a specific and detailed Student Engagement Policy that focuses on the aspirations, and expectations of our learning community. It promotes and builds a positive and vibrant learning community.

Our parent participation is in line with the engagement strategy and we received very positive feedback in the parent opinion survey specific to student engagement.

The visible learning premise at the core of our teaching pedagogy:

"When teachers see learning through the eyes of their students and students see themselves as their own teachers".

This forms the basis of our whole school strategy from engaging curriculum at an individual level, creating high expectation and to closing the feedback loop for formative assessment that promotes individual growth to maximising attendance and a shared vision that enhances enthusiasm for learning.

## School Philosophy Statement & Values

Keilor Views Primary School has the responsibility to provide a rich learning environment that provides a balanced education, which contributes to children's development and encourages them to reach their potential as tolerant, just and responsible members of society. We believe that the school is a place of education where each child has the right to learn and grow in a supportive environment among people who are caring and co-operative and can engage effectively in their learning and experience success.

Keilor Views Primary School has zero tolerance for child abuse. The school community, especially staff, is responsible for the care and protection of the children within our care and reporting information about suspected child abuse.

Keilor Views Primary School supports and respects all children, staff and volunteers. We are committed to the cultural safety of Aboriginal children, and those from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with disabilities.

## Mission Statement

Our school's mission is to:

- ✚ Provide a safe, harmonious and challenging environment, which embraces the school values, fostering academic, social and emotional wellbeing through a sense of connectedness to peers, teachers and the community.
- ✚ Empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Keilor Views Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of **Excellence, Honesty, Persistence, Respect, Responsibility and Trust.**

We also believe that students will achieve their personal best in a school that works in partnership, with parents and the wider community

These are underpinned by the nine Australian Government values:

- Care and compassion
- Integrity
- Doing your best
- Respect
- Fair go
- Responsibility
- Freedom
- Understanding tolerance and inclusion
- Honesty and trustworthiness

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Keilor Views Primary School encourages the use of the restorative approach when dealing with incidents involving student misconduct. This means that, where possible or appropriate, relationships between individuals are restored. Students are encouraged to take responsibility for their own actions and are assisted in resolving their issues in a logical and acceptable manner.

Statements which affirm the school's principles are found in documents such as the Annual Implementation Plan and School Strategic Plan and communicated through the school newsletter, Flexibuzz and website.

## **ENACTMENT OF SCHOOL PHILOSOPHY**

In all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs the values of the school sit at the centre and there will be expectations about all work aligning with the values. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

In all work in the school, the question "Is this work or process in line with the school vision, values and beliefs?"

This question will be a fundamental part of the practice of all leaders in the school.

## Visible Learning into Action & Keilor Views Primary School

John Hattie is perhaps the foremost authority on education in the world.

In his new book, *Visible Learning Into Action: International Case Studies of Impact*, Hattie moves beyond revealing which factors have the largest impact on students' achievement levels, to illustrate what it takes to successfully lead **school-wide improvement**.

He shares the stories of 15 schools from across the globe who have used his earlier research to drive school reform – reform focused on helping students make greater progress than they already are.

***In 2015, the Keilor Views story was published in an international text titled “Visible Learning into Action: International Case Studies of Impact”. The book features case studies from successful schools all over the globe, with Keilor Views Primary School featuring in Chapter 1. We are extremely proud of our work and look forward to continuing this journey in years to come.***

*Keilor Views Primary School* used Hattie's idea of knowing thy impact to ensure that their students got at least one year's worth of progress for one year's worth of effort.

The school is an inclusive educational setting that prides itself on the delivery of a quality curriculum based on the principles of visible learning. The school is building assessment capable learners, 'when teachers see learning through the eyes of their students and students see themselves as their own teachers' they become highly visible learners together.

Keilor Views Primary School holds high expectations of all stakeholders in the learning process. We support this through our 'Effective Learner Qualities'.

### Visible Learning into Action : International Case Studies of Impact

***Recently at the Visible Learning Conference, Professor John Hattie stood up in his opening address and said, "I'm looking at you all and thinking 'What if I got this wrong?'" I feel the same way when educators ask to visit and I always end up in the same place - which Keilor Views is a living, breathing example that he didn't. - Charles Branciforte, Principal of Keilor Views Primary School, Melbourne, Australia.***

*Visible Learning into Action* takes the next step in the evolving Visible Learning story. It translates one of the biggest and most critically acclaimed education research projects ever undertaken into case studies of actual success stories, implementing John Hattie's ideas in the classrooms of schools all around the world.

We have been engaged in this type of work for 6 years; our instructional practices have been highlighted in this publication and presented in symposiums worldwide.

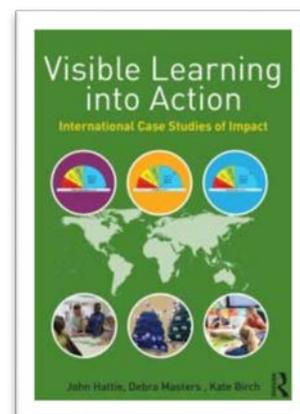
### Visible Learning - School Visit by Author Professor John Hattie

On Tuesday 22nd March, 2016, Keilor Views Primary School was proud to host internationally known educational researchers Professor John Hattie and Deb Masters, authors of the book, 'Visible Learning Into Action: International Case Studies Of Impact'.

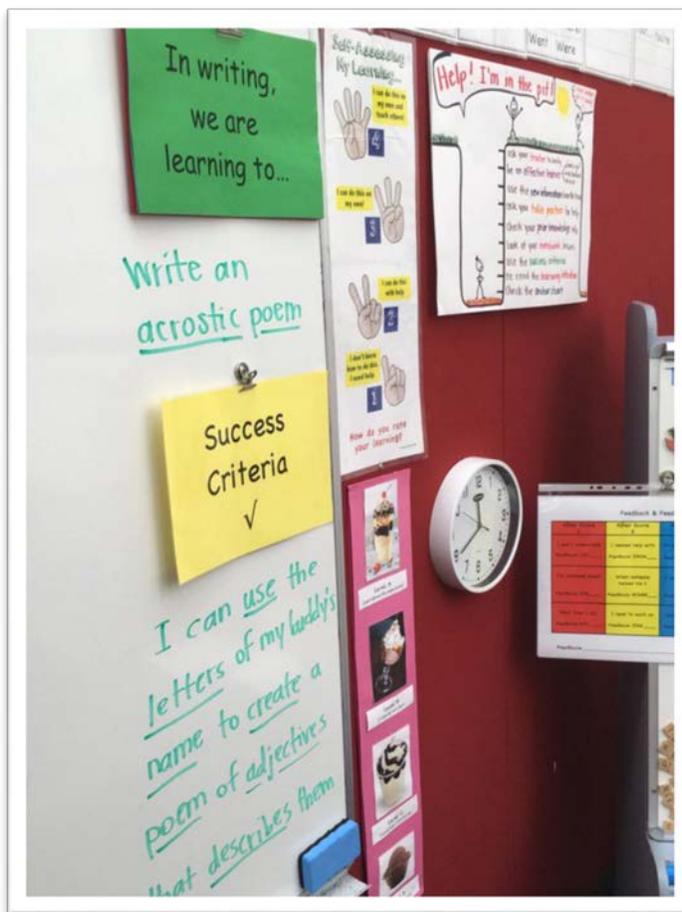
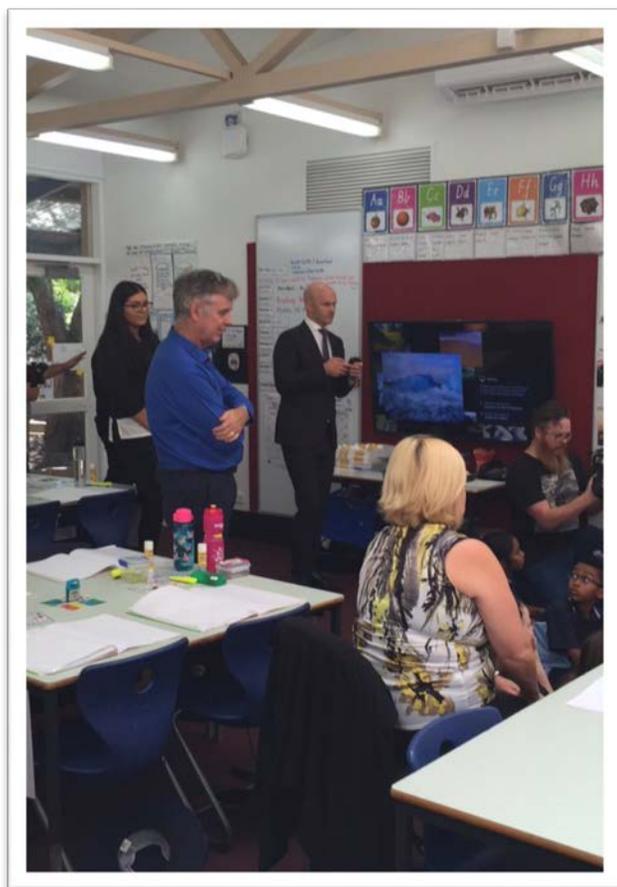
Keilor Views Primary School features as Chapter One of this text. Written by the KVPS Leadership Team, in consultation with Corwin Press, this chapter details our case study of impact over the past few years at the school.

John and Deb participated in a Learning Walk around Keilor Views, and needless to say, were highly impressed with the 'way we do business'. The explicit, structured and strategic way we involve students in highly visible approaches to learning was evident, and we are extremely proud of how we can engage and improve student learning.

John addressed the staff and referred to them as outstanding practitioners and world class educators. Our staff are dedicated to and have a relentless approach to quality teaching and learning.



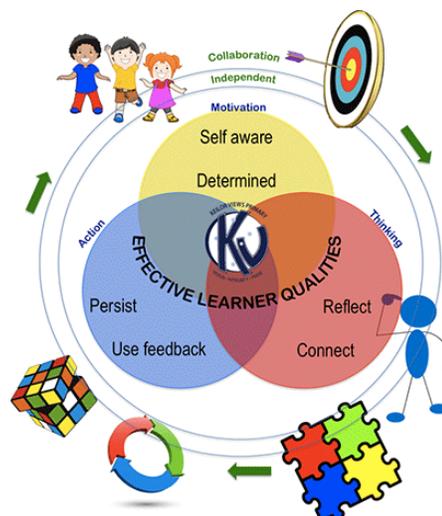
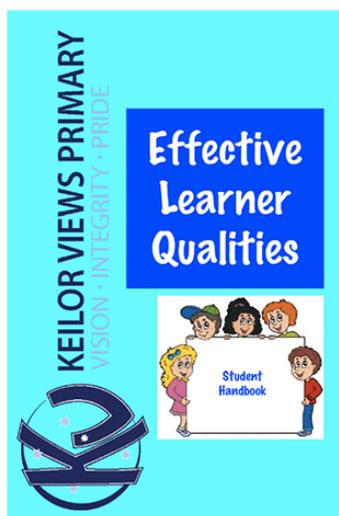
## Visible Learning in the Classroom - Professor John Hattie Visit



The Keilor Views Primary School Effective Learner Qualities are the six learning traits that our school promotes and uses, to help students be the most effective learners they can be.

These qualities help us make the learning process visible to students and are linked to all subjects and learning experiences.

## Keilor Views Primary School Effective Learner Qualities!



## **VISIBLE LEARNING <sup>Plus</sup> : A PROVEN PROGRAM FOR SCHOOL IMPROVEMENT** **The Story of Keilor Views Primary - A Visible Learning Plus Case Study**

### **The Context**

Keilor Views Primary School was formed in January 2010 from the merger between Keilor Downs Primary School and Calder Rise Primary School. It is located in Australia, 25 kilometres North West of Melbourne in the suburb of Keilor Downs. Keilor Views has 450 students, ranging from the preparatory level (5 years old) to year 6 (11–12 years old). The students are ethnically diverse, with many speaking a language other than English. Many are from homes where the income is below the national average.



### **The Approach**

This story is primarily focused on the concept of 'Know Thy Impact'. It looks at how teachers and leaders at Keilor Views Primary School are learning to look for evidence of their impact on students, considering this evidence through their students' eyes and taking on board the lessons for their own learning and practice.

As a consequence of the classroom observations and walkthroughs that had become a normal part of the school's routines, the leadership team had a strong sense of what was going on inside classrooms. This was affirmed through implementation of the Visible Learningplus tools and processes, such as student interviews and focus groups. It was clear to the team that students were often not at the center of teaching and learning and certainly did not have the understandings and strategies they needed to "see themselves as their own teachers." When the student focus groups were asked about what they thought a 'good learner' looked like or did, they gave the following responses, most of which indicated a passive approach to learning: "Listens to the teacher." "Does their work." "Not distracted by others." "Tries their hardest." "Starts their work straight away." "Focused." "Asks questions."

Our aspiration for Visible Learning in our school: All students at Keilor Views Primary School will show greater than a year's growth for one year's input in all learning disciplines, and they will exhibit qualities of assessment capable visible learners. The language of learning, assessment, and feedback will be embedded across the school.

Following a trip to New Zealand, Keilor Views Primary School joined with 21 other schools in the region to enrol in the Network Visible Learning three day series. A Visible Learningplus consultant took on the role of critical friend and external coach, guiding the school in its review of learning needs for students, teachers, and leaders. The school formed a guiding coalition, with the leadership team taking responsibility for planning the whole-school journey, and selected teachers were invited to focus on classroom practices.

The team understood that the school's intended outcomes for students needed to be intimately connected to the intended outcomes for teachers and school leaders. The importance of developing the characteristics of visible learners in educators as well as in students was summarized in the following statement: We are an inclusive educational setting that prides ourselves on the delivery of a quality curriculum based on the principles of Visible Learning where we are building assessment-capable

learners. When teachers see learning through the eyes of their students and students see themselves as their own teachers, we become highly visible learners together.

Our ongoing evaluation against the principles of Visible Learning forms the basis of our whole-school strategy. It impacts on all we do, from providing an engaging curriculum, to creating high expectations, to closing the feedback loop through formative assessment that promotes individual growth, to maximizing attendance, and to creating a shared vision that raises enthusiasm for learning.

Quantitative data is critical to an understanding of impact at both the classroom level and the whole-school level: We regularly look at and share student data of achievement and growth as a way of reflecting on the learning and the effectiveness of our professional program. We evaluate and re-evaluate based on what other support needs to be in place.

Teacher benchmarking data is collated each term in order to analyse whole-school achievement in reading. The data is shared with staff to facilitate discussions centred on the key questions, “Where are we going?” “How are we going?” “Where to next?”

As they implemented Visible Learning in their school, the guiding coalition at Keilor Views was deeply aware of the need to build relationships of trust and challenge; there had to be transparency in the way we operated and the default position of ‘trust’ was paramount- trust in the data you are receiving from the previous teacher from year to year, trust that the intention of ‘educational walks’ into your classroom is to identify growth and learning points in students and to provide you with quality feedback, trust that this coaching model really is reciprocal and will help build your professional capacity, trust in the research, and trust in the instructional knowledge of the school’s leadership.

### **The Impact**

Following the completion of its first impact cycle, the teacher observations and walkthroughs revealed that teacher pedagogy had become more consistent and was more in line with what is needed for both students and teachers to be assessment-capable.

Changes at the school level, such as opportunities for collaborative planning using shared templates, were supporting the shifts. Visible Learning began to take on a momentum of its own:

“I began to get very deliberate about my planning and delivery of learning content. My planning documents were no longer just for compliance; they were a living, breathing reflection of what was happening in my room. The more purposeful I got, the clearer the student voice became about success and achievement.”

Today, Keilor Views is regarded as an exemplar school by other school communities who visit on a regular basis to see the shifts that have taken place. Keilor Views understands that the journey is never over. Ongoing inquiry into impact means that there is always something new to learn and improve upon:

The school has a plan in place that includes specific targets and strategies for achieving those targets. The plan sets out the learning and change that is needed for all groups – students, teachers, leaders, and families/communities. It explains how the learning will be undertaken, how it will be monitored, and how the school will know it has achieved its targets.

## Joy in the Journey

When I am lucky enough to take school tours of prospective families or visitors to our school, I can't wipe the smile off my face. It is only when I step back and observe where we are at that I realize the extent of our journey and all that we have been able to achieve. The key to our success is attributed to many factors, but the standout aspect for me, coming from a teaching and learning perspective, is the goal congruence of the leadership team. Everything we do leads back to 'How will it help students learn?' and 'What is best for our students?' This is our core business and this is what we should be spending time on. We have come a long way in recent years and I look forward to seeing what lies ahead!



## Key Dates



### Victorian School's Term Dates for 2020 & 2021

#### 2020

**Term 1:** 28 January (teachers start) to 27 March

**Term 2:** 14 April to 26 June

**Term 3:** 13 July to 18 September

**Term 4:** 5 October to 18 December

#### 2021

**Term 1:** 28 January (teachers start) to 1 April

**Term 2:** 19 April to 25 June

**Term 3:** 12 July to 18 September

**Term 4:** 5 October to 17 December



#### School Hours

Normal school hours 8.45am to 3.05pm

Recess: 11.00am to 11.25am

Lunch Recess: 1.30pm to 2.15pm

Note: Prep students do not attend school on Wednesdays until March.

Out of School Hours Care is available from 6.30am to 8.30am each morning and from 3.05pm to 6.30pm each afternoon.

**Please Note: Children should not be in the grounds unsupervised before 8.30am or after 3.20pm.**

#### Early Dismissal

On the last day of terms one, two and three students are usually dismissed at 2.30 pm and on the last day of the school year they are dismissed at 12.45pm. At all other times dismissal is at 3.05 pm.



## Student Enrolments



### Prep Tours

School tours are conducted each Wednesday morning at 9.30am by appointment during term two and term three each year. Tour numbers are limited to four families to ensure each family have sufficient time to explore the school and make appropriate enquiries.

### Enrolling in Primary School

To start primary school your child must turn five years of age, or older, by 30 April of the year that they start school.

Before you enrol your child in a primary school, you may wish to visit a number of schools to decide on the best one for your child.

Once you have made your choice you will then be ready to enrol.

### When to Enrol

You can enrol your child in a Victorian government primary school at any time during the year. This is particularly helpful if you are moving to a new area, interstate or from overseas.

Planning ahead, Keilor Views Primary School start accepting enrolments as early as March in the year prior to your child is due to start school.

### How to Enrol

To enrol your child in a Victorian government school you will need to fill out an enrolment form at that school and provide the school with important information about your child, including:

- Evidence of your child's date of birth
- Your contact, phone and address details, and that of any other parent, guardian and/or carer
- Names and contact details of emergency contacts
- Doctor's and dentist's names and phone numbers
- Immunisation status certificate
- Health and welfare information
- Information about the language/s your child speaks and hears at home

Enrolment forms are available at each school. If you need an interpreter to help fill out the enrolment form, the school staff can help organise this for you.

The school conducts orientation days so prospective students can see their new environment, meet the teachers and see the classrooms prior to the first day of school.

Please encourage your child to attend these orientation days so your child can familiarise themselves with the school and its environment.

### Birth Certificate

All children must be enrolled in the name that appears on their birth certificate, except where there is a legal document to the contrary. The birth certificate, any legal documentation (if applicable), immunisation certificate and evidence of residential status, if born overseas, must be provided on enrolment.



### School Entry Immunisation Certificate

A school entry immunisation certificate is a specific document which shows your child's record of immunisation. The certificate is an important record that will assist health authorities in protecting children in the event of a vaccine preventable disease occurrence in school.

Please note that it is a legal requirement to provide a school entry immunisation certificate on enrolment to primary school in Victoria.

Parents will automatically receive a history statement from the Australian Childhood Immunisation Register (ACIR) after your child has completed the 4-year-old vaccine schedule and has completed all childhood immunisations required. On the bottom of the page it should state: “This child has received all vaccines required by 5 years of age”

If you have not received one of these statements you can apply at any Medicare office for one.

If it does, this is now accepted as a school entry immunisation certificate in Victoria.

Parents whose child's immunisation records are incomplete, missing or your child has never been vaccinated; contact your local council immunisation service who will be able to assist you in obtaining a school entry immunisation certificate.

For more information about how to obtain a school entry immunisation certificate please contact your local council immunisation service or visit [www.health.vic.gov.au/immunisation](http://www.health.vic.gov.au/immunisation) under the heading 'frequently asked questions.'

### **Amendments to The Family Law Act 1975 Affecting Student Enrolments**

Where parents are separated, divorced or are no longer living together, details of any court order that impacts on the relationship between the family and the school must be provided. If there is no court order, written consent is required from both parents agreeing to admission to the school.

Please bring all documents as outlined above to the school to enrol your child.

### **Privacy Act**

The confidential enrolment form asks for personal information about your child as well as family members and others that provide care for your child. The main purpose for collecting this information is so that Keilor Views Primary School can register your child and allocate staff and resources to provide for their educational and support needs.

All staff at Keilor Views Primary School and the Department of Education & Training are required by law to protect the information provided by this enrolment form.

Parents/guardians are also required to sign forms giving permission for the student to attend minor walking expeditions, for head lice checks, to publish your child's name and photo in the school's newsletter, website, etc. to recognise special events and achievements and an agreement for use of the internet, digital technologies and electronic devices.



## General Information

### Assembly

A whole school assembly is held most Wednesday afternoons at 2.30pm in the school gym and generally consists of school news, reports, grade items and student awards. All parents are welcome to attend assemblies as they try to focus as much as possible on child activities within the school.

### Attendance

In Victoria, education is compulsory for children aged between six and seventeen years (up to 17th birthday). Children are expected to attend school every day as required by the Department of Education and Training, so we encourage punctuality and regular attendance. All children must arrive at school before 8.45am each morning and remain at school until dismissal time.

Once enrolled in primary school, your child is expected to attend school every day of each term. It's important that children develop regular attendance habits at an early age.

Children who are regularly absent risk missing out on learning the basic building blocks in subjects, and this can lead to long-term learning difficulties.

What can you do?

- Encourage school attendance
- Notify your school if your child is absent
- Make medical/dental appointments outside school hours
- Arrange holidays outside school days

In the event of an absence, the parent/carer is required to provide the school with a note informing the reason for the child's absence.

### Bicycles

These are not encouraged at school because of the difficulties and dangers associated with monitoring safe travel, legal provisions (helmets), bike security and adequate storage.

### Canteen

The school canteen is open every school day to provide lunches and window sales at recess and lunch times for the children.

Please use a paper bag with child's name, room no. and grade, lunch order and amount of money enclosed, clearly written on the bag.

If your child cannot have butter on their bread or roll please indicate this on their lunch order bag.

Please use the canteen price list and try to send the exact money. If insufficient money is enclosed an item may be deleted or substituted.

Lunches cannot be supplied on credit.

In emergency situations, lunch will be provided for students and a notice of payment will be sent home on that day. Full payment is required on the following day.



### Contact with Children during School Hours

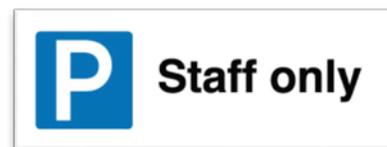
Between the hours of 8.45am and 3.05pm parents must always report to the office first for direction.

If your child forgets his/her lunch, etc. it may be left at the general office to be passed on to the child.

Urgent messages for students can be left at the general office to be passed on the children's classroom teacher.

### **Car Park (Staff)**

Both of the school car parks are only for use by staff or other workers as authorised by the Department of Education and Training. For the safety of students, they must not be used by parents for the collection or "dropping off" of students.



### **Car Parking in Street**

Co-operation, courtesy and caution from all drivers will do much to alleviate our traffic congestion and ensure that our children arrive and leave school safely.

Please observe normal parking regulations. This means no double parking, clearway zones, disabled parking bays, restricted parking times and no standing areas must be obeyed. Please consider our neighbours and do not park on nature strips.

The school appreciates the difficulties concerned with parking but has no control over Council by-Laws.

### **Collection of Children during School Hours**

If for any reason you need to collect your child during the day, you must report to the general office. You will be asked to sign the early release book and your child will be brought to the office from the classroom.

Any person other than the parent or nominated emergency contact persons wishing to collect a student during school hours must provide a written request from the parent. Students will not be permitted to leave the school grounds during school hours without the supervision of an adult.

### **Curriculum Days**

Each year government schools are provided with four student-free days for professional development, school planning and administration, curriculum development, and student assessment and reporting purposes.

The first day of Term 1 each year is a student-free day in all government schools to allow for appropriate planning to take place for the arrival of students.

The remaining three student-free days are determined by the School Council and are advised to the school community.

### **Daily Fitness**

Five times a week (weather permitting) students from year one to year six are involved in a morning 20 minute daily fitness activity which includes aerobics, fitness track, skipping, ball handling, relays and kilometre club.

### **Electronic Equipment/Mobile Phones**

No electronic games or mobile phones are permitted at school. The school is not responsible for any loss or damage to such items if they are inappropriately brought to school,

If for any reason a parent requires such items to be brought to school, the student must sign them in to the office in the morning and sign them out at night.

### **Emergency Management Plan**

The school has an emergency management plan which outlines emergency management procedures. These are displayed in all rooms throughout the school, including the administration block. Children often practice leaving their classrooms in a calm and orderly manner to assemble at pre-determined areas. This plan is updated annually.

### **Holiday Program**

The holiday program is run through our OSH program provider, OSH Club 1300 395 735.

### **Homework**

Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning. Prep to Year 4 homework should not be seen as a chore.

### **Lost Property**

Please mark clearly your child's name on all items of clothing, including jumpers, shoes, socks, windcheaters, school bags, lunch boxes and drink flasks. Lost Property is displayed near the main office in a lost property box.

Parents are welcome to check this box before and after school each day.

Please help us to help you - mark your child's name on all articles and items of clothing.

### **Money Sent To School**

If your child is required to bring money to school, please, make sure it is carefully sealed in an envelope clearly labelled with the child's name, grade, correct money and the purpose for which money is sent.

### **Newsletter**

The schools newsletter contains important information, dates, promotes student achievements and helps you understand elements of teaching and learning.

Please read the newsletter carefully as they will inform you of any forthcoming events or activities at the school.

The newsletter is published fortnightly each Friday of the school year and is published on FlexiBuzz. If you require a paper copy, please inform the school office.

### **Out Of Hours Program (Before and After School Care)**

Our OSH Program is operated by OSH Club in the Performing Arts Building each school day. Parents have access to a separate car park entrance off Morcambe Crescent at the rear of the school to drop off and collect their children from the program.

The BSC program is run each school morning from 6:30 am to 8:30 am and the ASC from 3.05pm to 6.30pm in the afternoon.

All programs are funded by the Commonwealth Government. Please enquire with OSH Club on 1300 395 735 for information about our OSH Program.

An on-line enrolment form must be completed at the beginning of each year to ensure all details current.

### **Parent Notices**

Special notices for a range of activities, particularly excursions, may be sent home from time to time. Please check your child's school bag daily as on occasions we may need information returned urgently.

### **Personal Belongings**

Parents are reminded that personal property brought to school by students is brought at the owners' risk and is not insured by the Department of Education & Training and the Department is not responsible for any loss or damage.

These items could include electronic games, iPads, mobile phones, calculators, toys, musical instruments, sporting equipment, etc.

It is suggested that students wishing to show valuable items to their class should make arrangements for parents to bring the article to school personally.

We advise students not to bring expensive items or toys to school and request parents to discuss this matter with them. Despite every good intention and the usual supervision, the school cannot take responsibility for any loss or damage.



### **Playground Supervision**

Formal supervision of the school playground is carried out by staff members on school days from 8.30am to 3.20pm.

The duty roster directs that teachers commence playground supervision at 8.30am. Recess and lunch times are supervised and teachers are responsible for playground supervision from 3.05pm to 3.20pm

Since the playground is unsupervised before 8.30am and after 3.20pm, children should not arrive prior to 8.30am and should leave the school premises upon dismissal. Children will not be permitted to leave the school grounds between the time of arrival and the dismissal time without written permission from parents and under the supervision of an adult.

### **School Annual Report**

The school provides a concise annual summary of its achievements and progress towards improving student learning, engagement and wellbeing, as well as information on their students' pathways and transitions on to further education or work.

### **School Photographs**

Class and individual photos are usually taken during term one each year by our school photographer Arthur Reed Photography. Parents have the choice of several individual photo packs.

### **School Records - Are Your Contact Details Up-To-Date?**

The safety of all students and staff is paramount. It is important that the school has your current contact details, so if they need to be updated please contact the school.

If a serious accident should occur, we endeavour to contact the parents before seeking medical assistance, including calling an ambulance. This is not always possible. Any decision made regarding treatment of your child will be with the intention of performing our duties in the child's best interests.

It is therefore imperative that the school is immediately notified whenever you have a change of address, home, business or mobile telephone number so the school has a point of contact.

### **Student Accident Insurance**

If someone is injured at school or during a school organised activity the Department of Education and Training will not pay their medical and other expenses.

Parents and Guardians are generally responsible for paying the costs of medical treatment for injured students, including any transport costs. Most medical costs will be refunded by Medicare. If you are a member of an ambulance or health insurance fund, you may also be able to claim transport or other expenses from the fund.

DET does not hold accident insurance for school students.

### **Sunsmart Policy**

Our Sun Smart policy has been developed to ensure that all children attending this school are protected from skin damage caused by the harmful ultra-violet rays of the sun. All children are required to wear a school broad brimmed hat at all times. It is to be implemented throughout the year but with particular emphasis in Terms 1 and 4.



FlexiBuzz is a phone app available for all smart phones. The school regularly submits important information for parents to view together with regular updates from class teachers showing 'what's happening' in the classrooms and around the school, school activities, excursions and camps.



## Financial Information

### Parent Payments in Victorian Government Schools

Victorian government schools provide free instruction in the standard curriculum program. However, the school may charge for the materials and services used by students.

The school council is responsible for developing and approving a policy about parent payments at the school, which must comply with the Department of Education and Training's policy.

School council can ask families for payment for:

- Essential education items, for example, stationery, textbooks and school uniform
- Optional extras, for example, school magazines or extracurricular programs or activities
- Voluntary financial contributions, for example, building and library funds.

### Parent Payment Structure 2020

Keilor Views Primary School Council has set the following two school charges for 2020:

#### 1. Student/Class Supplies

The student/class requisites cost is \$160.

This charge incorporates a student supplies fee of \$80, where the student receives an individual carton of stationery/books for their personal use and a class supplies fee of \$80, which is the contribution towards computer printing, class sets, photocopying costs, materials and services.

This represents outstanding value for money and offers parents a simple and convenient means of purchasing their children's stationery/consumables at a minimal cost.

If parents prefer, they may consult with the school and purchase equivalent materials for their children's pack from other sources. This will ensure that these materials are to the school's specification.

If Parents choose not to purchase student requisites from the school the class supplies fee of \$80 is still due and payable at the start of the school year.

#### 2. Student Activity Levy

This Activity Levy covers the cost of all the student excursions and incursions for the whole year. Families make a "one off" annual payment at the beginning of the year, which is a simpler, easier and substantially cheaper method of payment.

The levy includes the Family Life Program and whole school incursions for all students at the school.

For years five and six the levy also includes \$50 for interschool sports, with a major end of year excursion plus any administration costs associated with interschool sports.

For years three to six the levy includes the athletics day and the swimming carnival.

The following are the rates are applicable for 2020:

Years 0-4      \$125 per student

Years 5-6      \$175 per student

Any optional school programs such as swimming, school camps etc. are not included in the levy.

### CSEF (Camps, Sports & Excursions Fund)

The fund provides payments for eligible students to be paid towards camps, sports and excursions.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. Eligible primary school students are paid \$125 per year.

Parents only need to submit a new application form for new enrolments or transferred students and where family circumstances have changed such as a change of custody, change of name, concession card number, or new siblings attending the school.



## **Medical**

### **Medical Conditions**

If your child has a medical condition you need to inform the school office and your child's teacher. In particular, the school needs to know if your child has any serious medical

conditions like epilepsy, haemophilia, asthma, diabetes or severe allergic reactions.

You will be asked to provide this information when you enrol your child in the school.

It is important to keep information about your child's medical conditions up-to-date. If there is a change in your child's care plan or medication, you should advise the school either in writing.

All children with a medical condition or illness will have a health support plan developed in conjunction with the school, your child's doctor and you. This plan will be attached to your child's school records.

You may also need to provide this information again when your child attends school excursions or camps.

It's also a good idea to consider having your child wear a medical alert bracelet as these provide essential information in times of emergency.

### **Asthma**

If your child suffers from asthma it is very important that you provide the school with up to date and accurate information in relation to your child's asthma management. Please provide the school with an Asthma Management Plan if your child suffers from asthma.

The Asthma Foundation recommends that parents instruct children in the effective use of their medication and for this reason we encourage parent to provide puffers/medication for students to keep at school.

Parents/Guardians of children who require asthma medication during school hours (e.g. Ventolin) must leave a spare puffer at the school to be administered in sick bay.

### **Anaphylaxis**

Every student who has been diagnosed as at risk of anaphylaxis must have an individual Anaphylaxis Management Plan and lodge it with the school together with the required device, e.g. Epipen, Anapen,

Teachers and other school staff who are responsible for the care of students at risk of anaphylaxis have received training in how to recognise and respond to an anaphylactic reaction, including administration of adrenaline auto injector and risk minimisation strategies.

### **Emergencies**

Please help to take the best possible care of your child by keeping the information on the emergency file up to date (e.g. change in workplace, telephone, address, etc.).

A form obtained from the school office should be completed when emergency contacts and/or personal details have changed.

### **Head Lice**

These can be picked up by any child and are present from time to time in every school. Please notify the school immediately if your child becomes infected and treat the hair with a suitable medical treatment. Parents need to check their children's hair regularly. Once hair has been treated your child may return to school.

### **Health Issues**

It is important to inform your child's teacher of any particular physical or emotional problems which your child may have.

Please provide your child with a clean handkerchief or tissues for school every day.

Children need adequate rest to be able to perform satisfactorily at school.

In the first year your child will probably have many illnesses. A sick child should be kept at home.

### Health Screening and Services

During the year the school nurse will visit our school to conduct health screening as follows:-

- All students in prep year check on the progress of previously referred students
- Investigate, as appropriate, all students referred by parents or teachers this year.

### Illness

Infections spread quickly at school. Home is the place for a sick child. The school does not have the facilities or staff to care for a sick child. When a student becomes unwell at school suitable first aid is given and the child is placed in sick bay, if appropriate. If necessary, the parent is contacted and asked to collect the child from school.

### Infectious Diseases

Under the Health (Infectious Diseases) Regulations 1990, the Principal is required to exclude children from attending school according to the table included in this booklet.

### Medications

Should it be necessary for your child to take medicine, tablets for non-infectious illness etc. during school hours, a signed medical permission form, giving clear instructions as to the dosage and time must be completed and signed by the Parent/Guardian and left at the school office. Please ensure that you label the medication with the child's name. The form is available from the school office.



### Sick Bay

The school is equipped with first aid facilities sufficient to deal with minor injuries. It is operated at recess and lunchtimes by school staff that are first aid trained. Care and attention is always given to the extent considered appropriate.

If the injury is more serious, we will telephone you, or if you are unavailable will ring the emergency contact you have provided on the student's enrolment form.

When a child attends the sick bay, he/she is given a note informing parents of the reason and the treatment given.

Each classroom has its own first aid kit and first aid kits/packs are always taken on activities outside the school.

Sometimes your child will be too ill to send to school and are far better off in the comfort of their own home. Our school is well equipped, but does not have the facilities or staff to look after sick students at school.



### Smoking

Smoking in Victorian Government school premises is prohibited at all times. This includes both the buildings and school grounds. Smoking is also banned within four metres of all entrances to the school.

Visitors are also requested to refrain from smoking in view of the school grounds.

### **Infectious Diseases - Minimum Period of Exclusions**

Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009)

In this Schedule, medical certificate means a certificate of a registered medical practitioner.

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Amoebiasis ( <i>Entamoeba histolytica</i> )	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced.	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded

Measles*	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the
Meningitis (bacteria —other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis* (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliomyelitis*	Exclude for at least 14 days from	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at	Not excluded
Salmonella, Shigella	Exclude until there has not been a	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by	Not excluded
Worms	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

## Further information

For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Unit on 1300 651 160 or visits [www.health.vic.gov.au/ideas](http://www.health.vic.gov.au/ideas).

## Communications with School



### Working Together

From the beginning we would like you to be aware of our desire to work in cooperation with you, so that together we can do everything possible to make your child's school days happy and successful. Your child will be involved in a variety of school programs but the school clearly has a focus on student success in Literacy, Numeracy and Learning Technologies.

Maintaining an involvement in your children's education is most important to ensure a close relationship between home and school and we accept a shared responsibility for your child's progress.

### Positive Partnerships

Positive partnerships between families and school help support children's learning. One important aspect of such a partnership is communication, which is a two-way process: the school informs you about your child's experience and progress; you can let the school know about your child's learning at home.

Meetings with the principal and teachers can be arranged during the year. Communication channels, such as reports, interviews and newsletters, all play a positive role in supporting partnerships.

Positive promotion of our school in the wider community is also very important. Any problem should be addressed by arranging to speak to the classroom teacher, Student Wellbeing Officer (if applicable) or the Principal, so that every effort can be made to quickly resolve the issue.

### Appointments with Staff

Staff are always happy to speak with you about any matter concerning your child. However, it is not possible to speak to classroom teachers during class time because of their duty of care to the students. It is therefore not always possible to speak with you immediately.

Please see your child's classroom teacher, write or ring the school so that an appointment can be made.

Communication between home and school is also essential and regular contact is made through the school Newsletter, notices sent home, reports and interviews. School programs and procedures focus on providing a quality education for your child and attitudes expressed at home strongly influence how your child views school.

If there are matters that are concerning you, please feel free to come and discuss them either with the Principal, Assistant Principal or Student Wellbeing Officer. Arrangements can also be made for you to talk to the classroom teacher at a convenient time. We hope that your association with the school will be both enjoyable and rewarding.

### Parent-Teacher Interviews

Parent-teacher interviews are an opportunity for you to meet your child's teacher.

A formal opportunity is provided mid-year for Parents/Guardians to attend a parent teacher interview with their child's teacher. By asking questions and gathering more detail about the information provided in the transition-to-school information, you can become more involved in your child's learning and give them support where needed.



### Student Reports

The student report provides you with a clear picture of your child's progress and is used in all Victorian government schools to report student achievement in Prep to Year 10.

Reports are provided for parents in term two and four every year.

## Parent Involvement

### Parent Participation

The school invites parents to participate and become involved in school activities. Many opportunities are presented for parents to offer their help, assistance and obvious expertise in many areas, including School Council and Major Events Committee



### School Governance

All Victorian government schools have a school council. The school council enables parents and others to be involved in governing the school. They include parents, the principal, staff, and sometimes community members. Parents do not need any particular qualifications or experience to take part and you can ask the school about training opportunities available for new school council members.

The School Council represents parents, DET employees and Community Members and consists of nine (9) members including the Principal. There are five (5) elected parent representatives, three (3) elected DET employees, one (1) community member. The Principal is the Executive Officer. The Annual General Meeting of the School Council usually takes place in March during the first term.

Our School Council welcomes new parents to Keilor Views Primary School and hopes that the association will be both enjoyable and profitable.

Current Department of Education & Training policy places responsibility on a committed and involved Council to enable the school to function effectively. Particular concerns of the Council include policy and planning, financial administration, improvement and maintenance of buildings and grounds and school/community relations.

We hope new parents will want to become involved in ensuring the continued good reputation of Keilor Views Primary School.

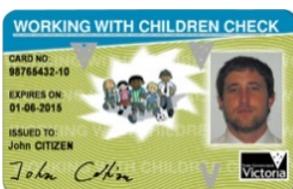
### Major Events Committee

The School Council will form a Major Events Committee for each fundraising activity undertaken during the year.

Activities such as Mother's Day and Father's Day stalls, Easter and Christmas raffles and the annual school concert all raise valuable funds which help to provide better services and equipment for the children at the school.

The school relies on the fund-raising efforts of our Major Events Committee to assist in maintaining the education resources which keep Keilor Views Primary School a good place to be and a school with a proud record of achievement.

The Major Events Committee has been responsible for raising money for air conditioning in the classrooms, new student classroom furniture, a new junior hard-court area, playground equipment, artificial turf, ground improvements, funding for school programs and much, much more. This has contributed to make Keilor Views the school we are proud to send our children to knowing that they will receive more than the basic education that the Government contributions alone supply.



### Working with children Check

All parents who engage in or volunteer for any "child related" work e.g. assisting in classrooms, they must hold a current Working with Children's Check and sign a school confidentiality agreement.

## School Uniform

### Clothing

Please ensure that your child does not wear:

- Thongs, moccasins or slippers;
- Sandals with high heeled wedge heels that can cause ankle injuries;
- Long dangling ear-rings that can get caught in clothing and hurt ears;
- Other inappropriate clothing or jewellery

### School Uniform

The school policy requires that children wear the accepted and agreed school uniform. We have an established, official school uniform which the students must wear and the parents support on this issue.

The school uniform is practical, attractive and affordable for parents and creates a renewed sense of school spirit and identity for the Keilor Views community. We strongly endorse the policy that children wear our uniform because it helps them to identify with the school and with each other as a group, and because it is very neat and functional.

In line with the school's Sunsmart Policy the wearing of school hats is compulsory in terms one & four.

### School Uniform Supplier



Unit 2, 51-53 Westwood Drive,  
Deer Park, 3023

Phone: 9768 0337

Website: [www.psw.com.au](http://www.psw.com.au)

Email: [retail@psw.com.au](mailto:retail@psw.com.au)

### Trading Hours

Monday - Friday 9.00am to 5.00pm

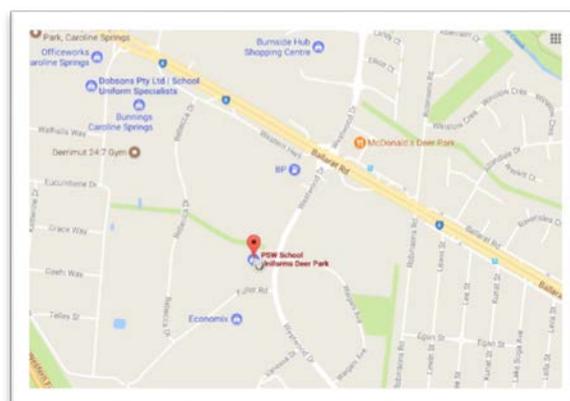
Saturday 9.00am to 2.00pm

#Store hours subject to change.

You can also purchase your school uniform online or at the store in Deer Park.

***Please label ALL pieces of uniform.***

***Uniform that is not clearly labelled will be placed into lost property.***



## Transition



### Kindergarten to Prep

Transition-to-school activities help you and your child get a better understanding of what school will be like. Most importantly, they allow families to familiarise themselves with school staff, other families and children.

The school has planned orientation sessions for pre-school children to heighten their awareness and familiarity with the school. These sessions are held during the latter part of the year, prior to the child's commencement at school.

A "Book Bugs" Program is provided for pre-school children who have enrolled at Keilor Views Primary School. They are able to attend scheduled sessions in our school library and will be read a book and participate in a hands-on activity, as part of our Prep Orientation Program.

All preps enrolled will receive a special "My Big School" T-shirt to celebrate the enrolment.

### Year 6 to Secondary School

After the familiar surroundings of primary school, the move to secondary school will be both an exciting and perhaps daunting time for both you and your child.

Steps are also taken to prepare children for the different teaching methods of secondary schools. Many primary schools have a team of teachers working with year five and six students, so students become familiar with working with a range of teachers rather than just one. Teachers from the local secondary school visit the schools to take small groups for lessons or to talk about secondary school.



Towards the end of their final year in the school, year six students take part in a program to facilitate their transition into secondary education. This involves discussion of possible schools and assistance with choice. Teachers from some of the Secondary Colleges visit the school to talk to the students and observe them in their classroom environment.

As part of the transition from year six to year seven, students in government secondary schools participate in an orientation day. All government schools hold this orientation day on the same day (often the second Tuesday of December). It may include a school tour, meeting fellow students and teachers, and taking part in special lessons and activities.



## Student Behaviour/Discipline



### Discipline

The discipline policy is called the Student Engagement Policy. It is a document that shows the school community's expectations of student attendance and behaviour. The policy sets out the rights, responsibilities and shared expectations of everyone in the school community, including students, parents, teachers and school staff.

The policy outlines a series of processes, actions and consequences for the school to follow when a student's attendance becomes irregular or negative behaviours are demonstrated.

The Student Engagement Policy emphasises prevention and early intervention rather than punishment as a way to respond to inappropriate behaviour. An equal emphasis is placed on issuing positive consequences for meeting high expectations as there is on negative consequences for unacceptable behaviour.

Discipline procedures and expectations are based on the following premises:-

All students:

- Can behave acceptably and students choose to behave the way they do
- Have the right to have their learning opportunities safeguarded without disruption from others
- Have the right to a safe and happy school, where their personal welfare is maintained
- Have the right to come to school and expect to learn
- Should make effective use of their time at school and take responsibility for their own learning

When necessary the school will consult and negotiate with parents about their child's behaviour and expects full support in attempting to resolve problems.

### Expectations

Teachers and school staff understand the changes that students undergo through their school years and can provide them with relevant information and support.

The school has a student engagement and wellbeing policy in place for the principal, staff, school council and other school community members, which describes their responsibilities and what is expected of them, including how conflicts and disputes at the school should be resolved.

Appropriate guidelines have been established for all students to ensure their safety and welfare at all times.

Three teachers supervise the playground at recess and lunch time and their major responsibility is to ensure students enjoy their time outside safely and sensibly.

The following rules have been made set for all students and should be reinforced at home:

- Any form of vandalism of school property will not be condoned or excused.
- The throwing of stones, sticks or any other objects is extremely dangerous.
- Unsuitable 'toys' such as guns, pocket knives, swords, etc., must not be brought to school.
- Rough play, bullying and fighting is not accepted as part of normal play.
- Bad language and rude, insolent behaviour is unacceptable at school and will not be tolerated.

## Student Wellbeing

### Student Engagement and Wellbeing

Keilor Views Primary School values each student as individuals who, together, complement our school environment, which comprises a diverse community of learners. Our academic, social and extra-curricular activities create opportunities for all students to participate and engage in education in a harmonious environment.



Our restorative approach, implemented throughout the school, enhances student engagement and connectedness, through the promotion of positive relationships and behaviours. Our focus is to enhance student wellbeing through the delivery of whole school evidence based practices and programs which; engage all students socially, emotionally and academically, are embedded into our everyday teaching and learning, and are an intrinsic part of our school culture.

### Student Wellbeing – Primary Prevention Initiatives

The following primary prevention programs/processes that are implemented at KVPS are evidence based and integrated into the school's ethos:

- 'Name It' policy and approach to the building of student resilience.
- *Seasons* – A Loss and Grief Program involving children who have experienced a loss in the form of death and/or separation. Trained, internal staff facilitates this program.
- *Feeling is Thinking* – a program to provide support and strategies to students who experience anxiety and/or difficulty managing anger.
- *Safety protocols* – expectations and recommendations are documented to ensure that protocols and procedures are known to the school community and that a consistent response to situations is adhered to.
- *Social Skills Programs* – a variety of programs run internally throughout the year to support children socially and emotionally.

Primary Prevention and timely intervention – various strategies are put in place to provide a safe environment for our staff and students.

### Student Engagement and Wellbeing Curriculum Initiatives

The following evidence-based classroom programs are implemented at KVPS and are integrated into the school's ethos and curriculum practices:

- Friendly Schools Plus – a program which promotes social and emotional learning, actively preventing bullying.
- Cybersafety – Students are informed of the risk factors associated with the use of technology, as a result of the Internet, and are given strategies to support the safe use of the Internet, both at school and at home.
- Better Buddies – a program that is supported by the **Alannah and Madeleine Foundation** which promotes safety through peer support and peer education.
- Drug Education – a harm minimisation approach which informs and teaches students through the promotion of protective factors, thereby reducing risk factors associated with drugs, such as medicines and tobacco. Students study substances at an age-appropriate level.



Opportunities are provided to share such learning with their peers and their families in a non-threatening manner.

### Student Management and Behaviour:

At KVPS we have implemented the following student management and behaviour practices and protocols across the school:

- *Behaviour Consequence Chart* – step by step process to managing student behaviour including reflective practices.
- *Behaviour Management Plans* – a positive approach used for students who present with challenging behaviour.
- *School attendance strategies* – monitoring and addressing truancy and punctuality to improve student attendance and engagement.
- *Record keeping:* Whole staff tracking of incidents outside of the classroom via 'Yard Duty
- *Folders' eSmart Incident Record Database* – a document used by all staff to record student behaviour incidents that occur in the classroom in order to prevent such behaviour reoccurring.

### eSmart

Keilor Views Primary School community has been doing some exciting work in terms of the manner in which technology is being taught, used and monitored. In classrooms, technological devices such as netbooks, iPads and iPod touches, are being used across the curriculum to support and enhance student learning.



Keilor Views Primary School has made a commitment to help develop their students into safe and responsible users of technology by positive role modelling, teaching specific technology skills and strategies to keep students safe online.

The school registered to participate in eSmart and the Professional Learning Team, under the leadership Gloria Puopolo, the school became an eSmart school.

eSmart was developed by The Alannah and Madeline Foundation with the RMIT School of Education, and with the input of a broad range of cybersafety and education experts.

eSmart takes a whole-school approach to wellbeing, improving cybersafety and reducing bullying and cyberbullying. It guides schools to implement strategies to embrace the benefits of technology and reduce risk.

The school now has in place, a whole school research based approach to cybersafety and student wellbeing through the implementation of policies, programs and procedures that are aligned with current philosophies of The Alannah and Madeline Foundation and the Department of Education and Early Childhood Development (DEECD).

### Better Buddies

Better Buddies was initially introduced at Keilor Views Primary School in 2007 as a buddy system for prep and year six students.



Teachers saw the value of the program and suggested it be expanded to include all year levels. To maintain the uniqueness of the buddy relationship, pairings at other year levels are referred to as "buds".

At Keilor Views PS Better Buddies is included in teachers' everyday work programs. It is not viewed as an extra thing, but incorporated as part of everyday activities. Teachers have embraced the Framework because of its flexibility.

As a step toward ensuring it continues to be embedded throughout the school, Keilor Views refer to Better Buddies in their school policies. Data collected has demonstrated cultural change in attitudes toward bullying behaviour and improved student attitude to school data in the areas of students feeling safe and valued at school.

## CURRICULUM

### English

English learning at Keilor Views is something that we take great pride in. From the very beginning in Prep, our academic program involves students being immersed in language and literacies, helping students connect real world experiences to Reading, Writing and Speaking & Listening learning.

As you walk through our classrooms you will notice a classroom library taking pride of place in every room, with books in abundance that students can access. The displays and anchor charts fill the room and allow students to make connections between all elements of the English Curriculum.

As a school, we take pride in the developments we have made in this area of the curriculum over the years, becoming a sought after school in the West due to our programs.

*Link to the English AusVELS Curriculum:*

<http://ausvels.vcaa.vic.edu.au/English/Overview/Rationale-and-Aims>

### Mathematics

The Mathematics Curriculum at Keilor Views encompasses three strands of learning: Number & Algebra, Measurement & Geometry and Statistics & Probability.

Students are immersed in engaging, authentic and relevant mathematics learning experiences every day. In addition, we do place emphasis on refining basic numerical skills and computation, especially in the early years, where this foundation knowledge is critical to build for the years to come.

Mathematics learning is also often linked to other areas of study, for example, Science and Humanities units, where the real-life application of such knowledge fits perfectly.

*Link to the Mathematics AusVELS Curriculum:*

<http://ausvels.vcaa.vic.edu.au/Mathematics/Overview/Rationale-and-Aims>

### Visual Arts

The Visual Arts is a specialist subject area that each grade participates in for one session each week. The subject immerses students in rich, dynamic and interactive learning, allowing each individual to become creative and expressive in their own way.

As you walk through the school buildings and classrooms, you will see the numerous finished art products that grace our walls!

The visual arts program helps the students develop sensitivity to the visual, spatial and tactile world, and provides for aesthetic experience. It helps the students express ideas, feelings and experiences in visual and tactile form.

The students enjoy purposeful experiences of different art media and have opportunities to explore, experiment, imagine, design, invent and communicate with different art materials.

Students develop the skills and techniques necessary for expression, inventiveness and individuality and foster sensitivity towards and enjoyment and appreciation of the visual arts

### Performing Arts

The Performing Arts is a specialist subject area that each grade participates in for one session each week. Students are engaged in Music and Performance (singing, dancing), as well as playing a huge range of musical instruments from the xylophone to the electric guitar.

Performing arts is a core curriculum area in our education program and exposes students to ways to "express ideas and emotions that they cannot express in language alone".

In addition to this specialist class, we also have a school band and a school choir, which students from across the school try-out for and play regular performances.

### Themes

In addition to the core subjects of English and Mathematics, all year levels at Keilor Views participate in Theme Studies each day. Our Themes comprise curriculum areas like Science, Humanities, Technologies and Personal and Social Capabilities.

The various themes that each year level learn are also strategically linked with English and Mathematics units, to ensure cross-curriculum priorities are met and students see the link between learning and the real world.

### **Information Communications Technology**

The Technologies curriculum is ever-evolving, and becomes an increasingly complex skill that students learn about across the year levels.

Multi-modal learning platforms are utilised at Keilor Views, including iPads, netbooks, MacBooks, digital cameras, Apple TVs and Interactive Whiteboards.

Various tools are used in contexts that allow students to amplify their learning and help them become 21<sup>st</sup> Century learners.

Students are taught to take responsibility for care and proper use of equipment and software.



#### ***Link to the Technologies Victorian Curriculum (mandated from 2017):***

<http://victoriancurriculum.vcaa.vic.edu.au/technologies/introduction/about-the-technologies>

### **Physical Education**

The Health and Physical Education program at Keilor Views takes pride of place. We value the importance of establishing the skills, understanding and knowledge that students need to be healthy, active and safe individuals.

Physical education and sport are timetabled and are part of every student's learning at the school.

Each grade has one session of Physical Education per week. The Year 5/6 students also participate in an additional two sessions of Interschool Sport each Friday morning. From Tuesday to Friday, the Year 1-Year 6 students also take part in the Fitness Program, spending twenty minutes every morning engaging in movement activities with their grades, including skipping, aerobics and relays, to name a few.

Research confirms that increased physical activity and fitness enhances students' mental and social development.

As well as increasing activity levels, physical education and school sport classes are shown to develop children's sense of fair play, self-confidence and their capacity for teamwork.

### **STEM**

The development of STEM proficient students begins in primary schools where students apply the rigor of science, technology, engineering, and mathematics content and the STEM Standards of Practice while engaged in learning activities that investigate the natural world.

STEM is an educational approach to learning that uses Science, Technology, Engineering and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. Students can begin or build on their STEM interests by engaging in hands-on projects. It's these skills that kids must adopt in order to stay relevant in today's tech-centric world.

### **Library**

All children from prep to year six attend the school library and have the opportunity to borrow books as timetabled. Our computerised library system has made borrowing and research work much easier for students and teachers. All students should have a library bag for borrowing books.

Our Librarian maintains our library and school resources as well as being involved in the planning of special events, eg: Book Clubs, Book Fairs, Book Week and other educational programs throughout the school.



#### ***Link to the Victorian Curriculum (mandated from 2017):***

<http://victoriancurriculum.vcaa.vic.edu.au>

## OTHER PROGRAMS

### Interschool Sports

The years five & six students participate in interschool sporting activities with children from other schools. Students who do not partake in interschool sports participate in the Sports club at school. School sport also provides important connections to community sporting organisations that help encourage a child's lifelong participation in healthy activities.

### Swimming

We aim to have students at Keilor Views Primary School feeling safe and confident in the water. A ten day extensive swimming program is run during term four for years prep to four. This program forms part of the Health and Physical Education Program



### School Camp Program

All children have the opportunity to attend a school camp from year three to six. School camps give students the opportunity to become more confident and self-reliant in a secure environment away from home.



The program is designed to introduce the school's camping program and explores the student's full potential through the facilitation of unique outdoor adventure experiences.

Students attend a three day (two nights) camp at either a bush or seaside setting each alternate year.

Students in years five and six have the opportunity to attend a four day (three nights) coach/fly tour to Canberra every two years. As the camping program is an essential part of our educational curriculum, the school encourages all students to attend.

The locality and camp programs are approved by the School Council and are all Department of Education & Training approved venues.



### Excursions/Incursions

Each grade has excursions (outside school) and incursions (at school), which are held for specific educational purposes so it is an expectation that all students attend. Plenty of notice is given will be given for each activity.

Excursions/incursions are generally selected to reinforce topics studied in the classroom. Children usually research prior to each excursion and the excursion itself acts as a catalyst for spontaneous oral and written expression.

As well as excursions, there are usually some activities each year for children to participate in that comes to school. These could be drama groups, puppets, storytellers, etc. It is also important for all children to attend to extend knowledge, enjoyment and group participation.

The annual Student Activity Levy covers the cost of these excursions/incursions.

### Program for Students with Disabilities

The school has an active Program for Students with Disabilities with teachers and support staff working together within our school to support the students in the program.

The school works with parents to meet the personal and educational needs of all students.

Students who have special needs in their learning programs are given assistance at various levels. Our staffing is arranged to assist and support classroom teachers to develop programs for students within their classroom. Consultants visit the school regularly to give more specialised assistance.

All students with disabilities and special educational needs have access to the highest quality educational opportunities. By providing appropriate support and resources students are able to participate and achieve success in all aspects of school life.

The program will enable students to participate in classroom and specialist programs with appropriate support provided from guidance officers, social workers, speech pathologists, physiotherapists, education support officers and/or program support staff.

The student's program support group will meet each term to discuss the student's learning needs, progress and will collaboratively formulate short and long term social and/or academic goals and their implementation. These goals will be evaluated and reviewed at each meeting.



### Seal Pups Program

The Seal Pups program is an extension program for highly motivated learners in years 5 or 6 that are achieving above expected levels in English, Mathematics, STEM and other appropriate themes. It is a program designed to prepare students for potential entry into accelerated learning programs at secondary colleges and to encourage the pursuit of further learning. The focus of the sessions is on problem solving, critical thinking, technology as well as mastery of English, Mathematics and Science skills.

Students and families commit to a minimum of two additional hours of schooling per week, which will be Tuesdays and Thursdays after school, from 3:10pm – 4:10pm. Students will also be expected to complete additional tasks at home where required.



## Student Leadership



### School Captains and Vice-Captains

School Captain and Vice-Captain positions are well sought after at Keilor Views Primary School. All students in grade six have the opportunity to express an interest and run for these positions. Applications are made in writing.

A boy and girl School Captain and a boy and girl Vice School Captain are elected. Successful candidates are presented their captain's badges at a school assembly.

The role of School & Vice Captains consists of:

- Representing the school
- Being good role models
- Making speeches when necessary
- Helping to organise special/activity days at school and working with the Principal and the Assistant Principal on various tasks.
- Lead whole school assemblies

The roles of school and vice Captains help students gain experience for being future leaders in society.

- **House Captains**

The House Captains and Vice - House Captains are elected by house members in grades three to six. There are four houses: Red, Blue, Yellow, & Green.

The captains take a major leadership role in whole school sporting events where they help organise competitors and lead house cheer squads.

- **Junior School Council**

Junior School Council representatives are elected in grades one - six by their class mates. They meet regularly to give feedback from their classroom on issues and suggestions for school improvement.



## Prep Information



### Choosing a Primary School

Children usually attend the school closest to where they live. Families, however, may select another government school if there are places available and they want to send their child to a school that has a different curriculum or specific focus, such as music or sport.

To ensure that your child's entry into primary or secondary school is a happy and positive experience, it is important to choose a school that will best benefit your child's learning and development.

### Things to Consider

When choosing a school for your child, you will need to think of your family circumstances and needs. For example:

- How far do you want to travel and is the school reasonably close to home and/or work?
- Will you require before and/or after-school hours care for your child?
- Will the school be able to cater for your child's needs and interests?
- What facilities do they offer and are you comfortable with the 'feel' of the school?
- Will the teachers and the school curriculum support all aspects of your child's development, including social, emotional, physical and cognitive needs?
- Does the school's policy on homework and discipline reflect your own values and expectations?
- Does the school work in partnership with families?

### Things to Look For When You Visit

You should visit your local school and any others that you are considering before you enrol your child in primary or secondary school. Make contact early - to allow time to visit a number of prospective schools - and well before your child is due to start.

The Principal or other school staff can provide tours, classroom visits and information about their school. Most schools welcome enquiries and will organise a time for you and your child to visit.

To make your visit more focused, consider asking the following questions:

- Are there places available?
- Does the school offer before and after-school care?
- What are the fees? Are there any other costs I'll be asked to pay over and above these fees?
- What educational programs are offered?
- What are the teacher's/school's values and philosophies around educating their students?
- How does the school support children with additional needs?
- What is the process if my child is unwell, upset, or unsettled?

School is compulsory for all Victorian children aged between six and 17 (up to 17th birthday). The school year runs from late January/early February to December.

Primary school is from grade prep (preparatory year) to grade six. To start prep, your child must be five years old by 30 April in the year that they start. More than 69,000 Victorian children started Prep in 2011!

Victoria has 1142 government primary schools, 381 Catholic schools and 42 independent schools (non-denominational or other religions).

All schools within the government, or state school system, must adhere to statewide standards in key areas such as literacy, numeracy, the arts, health and physical education.

So it makes sense to do some research in the year before your child starts school. Ask people you know about where they send their children, and even visit some schools yourself.

### Transition Learning and Development Statement

A child's transition to school is usually more successful when there are strong community relationships and shared information between early childhood services, such as kindergartens and local schools.

Before your child starts school, you and your child's school will receive a Transition Learning and Development Statement. It provides information on your child's learning and development, and strengths and interests, in early childhood.

The statement helps prep teachers to get to know the children entering their classes before they start and to plan for each child's learning and development when they start school.

You will be asked to tell the school more about your child and give your perspective by completing Part 1 of the Statement – the family.

If your child has a disability or developmental delay and receives assistance from the Kindergarten Inclusion Support Service, your child will have a Transition Learning and Development Statement that includes an additional Part 1C.

Further information is available in *Transition: A Positive Start to School Resource Kit*. It provides information sheets for families and a plan outlining actions to support your child's move from kindergarten to school. For more information, visit [www.education.vic.gov.au](http://www.education.vic.gov.au)



### Transition-To-School Programs

It's a great idea to attend transition-to-school programs at your child's new school in the year before they start prep. These programs help you and your child get a better understanding of what school will be like. Most importantly, they allow families to start getting to know school staff, other families and children.

For further information about transition-to-school programs, contact the school.

### Getting Ready for School

As the time gets close for your child to start school there are a number of things which parents can do to help the child settle in.

Here are some ideas.....

- Ask your child what they think about school
- Encourage questions about going to school
- Help your child stay healthy – have regular health and dental checks and keep immunisations up-to-date
- Encourage your child to do things on their own, such as dressing, going to the toilet, washing their hands, unwrapping their food, opening/closing their drink bottle
- Talk to friends and other families about what school is like
- Attend transition-to-school programs and activities at your child's early years service and school
- Talk to your child's early childhood educator about things you can do at home to help your child's learning and development
- Talk to the school about how you can be involved in your child's learning and development.
- If possible, walk your beginner to school so that the child knows the way. Even if you plan to drive most days it's a good idea for a child to know which way to walk home.
- Point out the different school buildings and playground areas.
- Once school starts, make sure your child knows where to meet you. If children are to feel secure, it is important that they are met on time.
- Label any clothes that may be taken off, together with things like lunch boxes, and school bags. Show the child the label and say something like, "I've put your name here in blue pen."
- Talk about how long the school day will be in a way that the child will understand. "It's as long as kinder, but you will have your lunch after that, and perhaps some stories, and after that I will come and get you."

- Talk and rehearse about the difference between "snack" and "lunch time ". Show your child what food you have packed each morning and say when you expect it to be eaten. Make sure your child can unwrap food that is wrapped in gladwrap.
- It may help to eat a snack in the holidays and a lunch. This helps to see how much food to send.
- The school sells a schoolbag as part of its uniform. We recommend this bag to you as it is large enough to carry lunch boxes, reader cover, library book, children's work and all those wonderful treasures Preps carry.

### Helping Your Child

These skills can help make a smooth transition into school:

- Put shoes on and tie up shoelaces
- Dress him/herself (including undoing and doing up any buttons or zippers)
- Look after own clothing and belongings
- Eat correctly
- Unwrap a food packet
- Open a lunch box
- Unscrew a drink container
- Draw with a pencil
- Cut with scissors
- Recognise his/her own name in print
- Ask to go to the toilet and use the toilet correctly
- Blow his/her own nose



### The Beginning of the School Year

There's a lot you can do to prepare your child - and yourself - for school. The first day of school can be an emotional time for parents and children.

The more you can help your child to become familiar with the layout of the school and what they need to do before day one, the less overwhelmed they are likely to feel.

### Before School Starts

The summer holidays before the start of the school year are a great time to:

- Show your child where the school is and talk about how you will get there
- Arrange playtimes with other families whose children will be going to the same school as your child – it helps if your child knows another child at their school
- Practise the things your child will need to do to get ready for school (putting things in their bag and remembering to take a hat)
- Confirm your before-school, after-school and vacation care arrangements. Show your child where the outside school hours care facilities are, and talk about how they will get there
- Be positive about starting school and enjoy your child's excitement
- Ask the school what time your school starts on the first day and where to take your child
- Visit your local library and read books with your child about starting school.

### The Night before School Starts

- Lay out your child's clothes, shoes and socks
- Check your child's timetable to make sure they have the necessary equipment for the day's activities
- Establish a sleep routine. You may find your child needs more sleep when they start school. Try to establish a nightly routine with a set bedtime to ensure your child is well rested.



### **Beginning School**

On the commencement of the school year you should bring your child to the school gymnasium at 8:45am.

Your child will be given a name tag, introduced to their teacher and taken to their classroom. You are welcome to show them where to hang their bag and stay for a short time to watch them settle in. However, it is best not to extend

this time as it will only make the eventual parting harder.

Starting school is an important milestone for parents and children and the beginning of a new journey together.

### **The First Day of School**

- Help your child to pack their school bag with a snack, drink and lunch and a hat. Place a change of clothes with a spare pair of underpants in a plastic bag. Let your child know these clothes are in the bag in case of any accidents
- Apply sunscreen on your child in the morning if it is needed
- Show your child where you will meet them at the end of the school day
- At the end of the day talk to your child about what happened at school.

### **Dressing for School**

- Check the weather forecast and be prepared for unexpected changes
- Look for easy fasteners when choosing belts, shoes, bags and clothing
- Encourage your child to dress themselves so they will be able to manage things like their jumpers and shoes at school.

### **Looking after Belongings**

- Label all your child's belongings and show your child where these labels have been placed
- Check when any special items, such as a library bag or art smock, are needed at school
- Note where lost property is held at the school.

### **Food for Energy**

- Ensure your child has a balanced breakfast before starting the school day
- Pack a healthy lunch and snacks and explain when they should be eaten. It's a good idea to have different containers for each of the snacks. Try not to include nuts in school lunches and snacks as many schools have rules about bringing nuts to school
- Make sure your child can manage to unwrap any food wrappings.

### **Avoiding the Last-Minute Rush**

- Try to leave home with plenty of time to get settled before the school day starts
- Make sure you allow time to say goodbye and for your child to join others at play.

### **Saying Goodbye**

- At first you might stay a while to ensure that your child feels secure at school
- Once your child has settled into school, a short and reassuring goodbye encourages independence
- Always tell your child that you are leaving and what the arrangements are for picking them up at the end of the day
- Be guided by your child's teacher as to the time to say goodbye.

### **Going Home**

- Check what time school finishes – during Term 1 some schools have earlier finishing times for Prep children
- Arrive in plenty of time to collect your child
- It's a good idea to arrange a meeting place for you and your child, as it can be confusing with so many parents collecting their children.

### Notes between Home and School

- Check your child's school bag with your child each night for newsletters and notes from school
- Make sure your child knows when you place a note in their bag and what needs to be done with it
- Parents of separated families are encouraged to agree on methods of communication between home and school so the child is not adversely affected.

### Home Reading and Homework Program

- Establish a quiet time for reading together. For instance, this could be part of the bedtime routine. Early in the year your child's teacher will discuss with you the home reading and homework program
- Read with your child in English and/or your home language
- Let reading together be a pleasurable activity. Your child's teacher can help you find books that are interesting to your child and match their stage of development.



### During The Prep Year

- Keep in regular contact with your child's teacher. In this way you can discuss activities your child is learning at home, find out how your child is adjusting to school and assist the teacher to find out more about what are your child's interests
- If your child attends outside school hours care, find a way of sharing your child's school progress with the staff
- Share feedback about your child's experiences in starting school with the school and early childhood service
- Organise time for your child and their new friends to play together outside of school.

You know your child best. If you see signs of anxiety in your child about starting school it's important to talk with them about how they are feeling, to listen and to acknowledge their concerns. This will help to build their self-confidence and lessen any stress they may be experiencing.

### The Prep Classroom

The Prep classroom is an exciting and stimulating place where your child will be challenged and supported. Teachers aim to create a safe and happy environment in which children are valued, praised and encouraged to 'have a go'.

Classrooms are designed to welcome your child, spark their imagination and arouse their thinking. They feature colourful displays of children's work, learning materials and artwork, books, computers, construction materials and art supplies.



### The Curriculum

The Prep curriculum emphasises literacy and numeracy skills, and includes a two-hour daily literacy block and a one-hour daily numeracy block.

Literacy is not just the ability to read and write. It's also the ability to understand and interpret information presented in different ways and in different formats.

Numeracy is not just the ability to do maths in the classroom. It's also about being able to reason with numbers and measures in everyday life.

Students also develop physical, creative, information and communications technology skills as they are encouraged to explore their world and build confidence and resilience.

Your child will sometimes work with the whole class, and at other times be grouped for sessions with children who have similar learning styles and knowledge. As your child develops, they will learn to work independently and collaboratively in small groups.

## Prep Assessment

During the normal school day activities, teachers may ask your child to perform certain tasks so they can assess their development, particularly in literacy and numeracy. Children are regularly assessed in a range of tasks that are more like fun and games than 'tests' in the early years of school.

## Prep Entry Assessment

When a child starts school they are assessed so that the teacher can design a learning and teaching program that best suits their individual needs. Early in the school year, your child's teacher will request an interview with you to discuss how your child is progressing. You can use this discussion to raise any questions that you may have and it is an opportunity for you to share your thoughts with the teacher on the following:

- Your child's kindergarten or child care experiences, and what your child has already learnt
- How independent your child is
- How easily your child mixes with children of various ages
- The languages your child speaks and understands
- Your child's particular health and medical requirements
- Family events that may be affecting your child (for example, births, deaths, separation, divorce or other changes in family circumstances).

## The First Weeks...

A special Prep timetable will operate during the first weeks of school. Prep students are required to attend school on Monday, Tuesday, Thursday and Friday from 8.45am to 3.05pm until the end of February. During the first week of school the preps will be dismissed at 12.00pm.

Parents are advised to make arrangements for their Prep child to be cared for on Wednesday until the first week in March.

Wednesdays will be set aside to conduct School Entry Assessment tasks and you will be notified of your child's appointment by the classroom teacher.

They will eat their play lunch and lunch at school. It would be helpful if your child's play lunch was packed separately.

Remember, school is a new experience and all children feel nervous. It will help your child adjust quickly if you deliver your child to the class teacher and leave without a fuss.

Remember, that if your child appears upset, it rarely lasts once you are out of sight. Tearful farewells are not confined to the first week and may begin when you are congratulating yourself on your child's happy transition to school.

It is upsetting for a child to arrive late or fail to be collected on time. If you are unable to collect your child or are late, please let us know what arrangements you have made by telephoning the office.

If you know in advance that you will be unable to collect your child, make them aware of your plans and write a brief note to let the class teacher know.

## School Needs

You will need to provide for your child the following items:

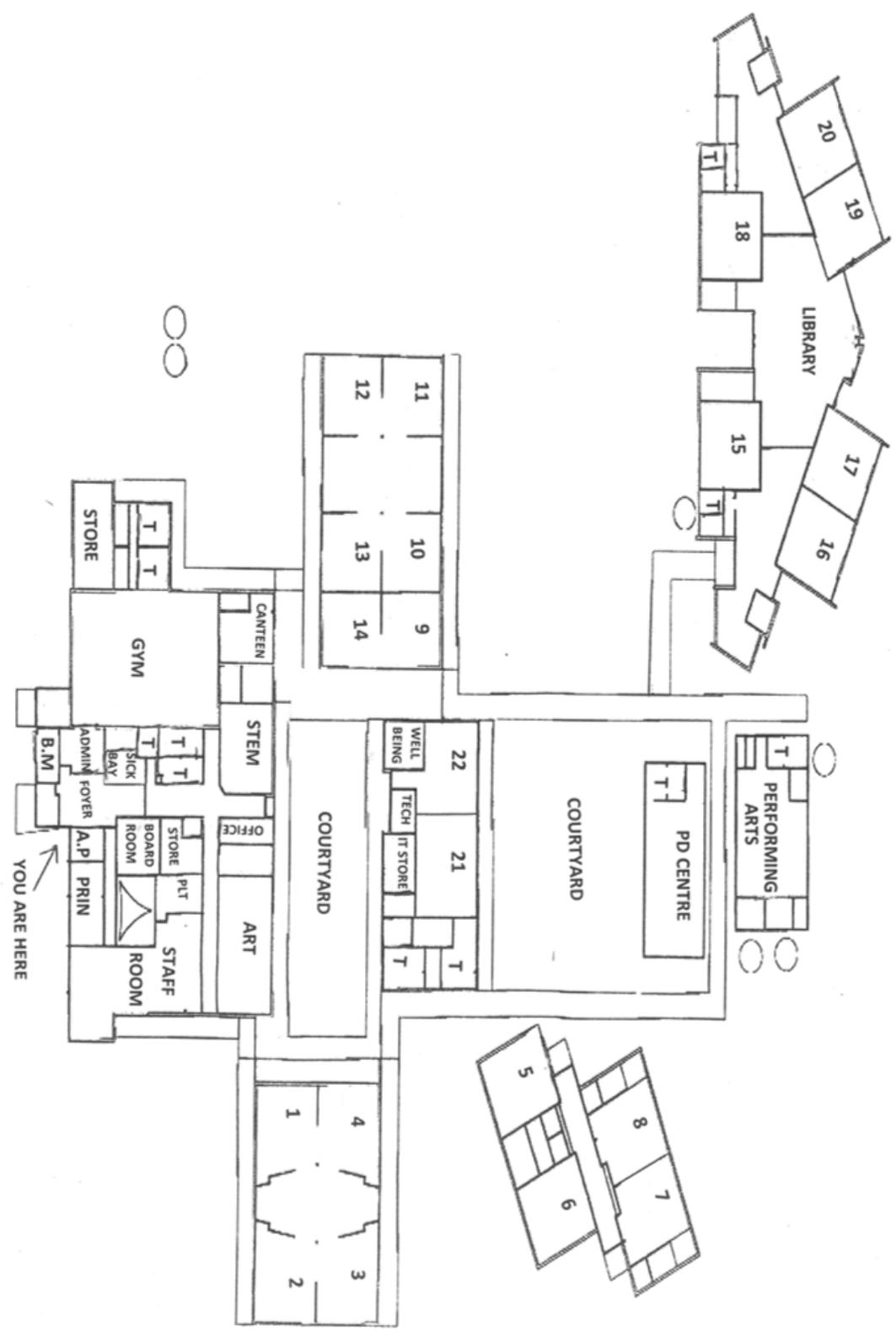
- Art smock (an old shirt will do), labelled with child's name and grade.
- Large box of tissues
- A change of clothes (accidents do happen)

Please see that all articles belonging to your child has a name clearly marked on them.

This includes all clothing that is likely to be removed during the course of school activities - jumpers, windcheaters, coats, etc.



# School Map





## The Story of Keilor Views Primary School

### A Visible Learning<sup>plus</sup> Case Study

