# St Kilda Park Primary School



# Information Booklet 2025

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# School Details

| | |
|---|---|
| Principal | Neil Scott |
| Assistant Principal | Michelle Bové |
| Assistant Principal | Jac Morphy |
| Business Manager | Nova Whitehead |
| Office Manager | Wendy Chan |
| Telephone | 03 8598 6444 |
| Email | st.kilda.park.ps@education.vic.gov.au |
| Website | www.skipps.vic.edu.au |
| Before & After School Care | TeamKids (Phone: 0413 169 633) |
| School Council President | Elisa Webb |
| Parents' Association (SKIPPA) | Brook Saunders and Kara Barbuto<br>stkildaparkparents@gmail.com |

The 2025 teaching staff are to be confirmed.

Specialists Teachers:

| | |
|---|---|
| Italian: | Joe Masci |
| Garden Specialist: | Allison Shanahan |
| Performing Arts: | Tanya Sleeman |
| Philosophy: | Susan Bishop |
| Science, Technology, Engineering & Maths (STEM): | Tom McKenzie |
| Visual Arts & Kitchen Specialist: | Chantel Jose |

Integration Aides:

| | | |
|---|---|---|
| Brooke Cairns | Prue Donaldson | Maria Kypriotis |
| Carrie Clanton | Julie Fage | Kimani Rivers |
| Molly Cleveland | Carolyn Hill | Jenny McCoy |
| Sunday Davies-Fleet | | |

## 2025 Term Dates

| | | | |
|---|---|---|---|
| Term 1 | Wednesday 29th January | to | Friday 4th April |
| Term 2 | Tuesday 22nd April | to | Friday 4th July |
| Term 3 | Monday 21st July | to | Friday 19th September |
| Term 4 | Monday 6th October | to | Friday 19th December |

## Curriculum Days and Teacher Professional Practice Days

Each year at SKIPPS there are six Pupil-free Days for the staff to engage in professional development/training and report writing. Children do not attend school on these days.

Out of School Hours Care run by Team Kids, is available for all Pupil-free Days, and places can be booked via the TeamKids website: www.teamkids.com.au

The 2025 Pupil-free days are:

- Tuesday 28th January
- Wednesday 29th January
- Friday 14th March (Grand Prix Weekend)
- Monday 28th April (ANZAC Day long Weekend)
- Monday 3rd November (Melbourne Cup Eve)

There will be one more Pupil-free day in 2025, date to be confirmed.

## School Hours

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|---|---|
| 9.00am | School Commences |
| 9.00am – 10.40am | Session One and Two |
| 10.40am – 11.25am | Intervallo – Snack or Lunch Break |
| 11.25am – 1.05pm | Session Three and Four |
| 1.05pm – 1.50pm | Pranzo – Lunch or Snack Break |
| 1.50pm – 3.30pm | Session Five and Six |
| 3.30pm | School Finishes |

## Daily routine

8.45am School grounds are supervised by a teacher on yard duty. Bell rings to notify that training on the Basketball Court is to cease. Please note that if a child is at school before 8:45am unsupervised, they should be booked into Team Kids.

8.57am Music on the public address system signals children to line up in the assembly area. Children are requested to be at school before the music starts. Latecomers miss an essential part of the day's work and distract teachers and other students from their work.

*Please ensure your child is on time every day. Children learn best when they are calm.*

9.00am School commences, bell rings, all children line up in class groups. Latecomers arriving after the bell must attend the School Office with a parent to obtain a Late Pass.

Students will have a 'fruit snack' (Frutta) at their desks at some stage during this session

10.40am Morning recess (Intervallo), children sit inside to eat lunch under the supervision of teachers. Children must bring their lunch from home, as there is no school canteen.

10.50am All children go outside to play.

11.25am End of (Intervallo) play, children assemble in their class groups in their assembly area.

1.05pm Afternoon recess (Pranzo), children sit inside to eat lunch under the supervision of teachers. Children bring their lunch from home although our Parents Association runs regular lunch options such as sushi or soup.

1.15pm All children go outside to play.

1.50pm End of (Pranzo) play, children assemble in their class groups in their assembly area.

3.30pm Dismissal: parents may wait in the assembly area to pick up their children.

Children must wait inside the school grounds with their teacher, to be collected by parents. Children are not permitted to wait in the park or car park to be collected.

Children who are not collected by 3.40pm are sent to the office and parents contacted.

Children who are not collected by 3:45pm or parents have been unable to be contacted, are sent to Out of Hours School Care (Team Kids) and can be collected there. *Booking fees will apply.*

# Principal's Welcome

On behalf of the staff, the School Council and the Parents' Association, I extend a very warm welcome to our school. St Kilda Park Primary School is a wonderful government primary school located in the heart of St Kilda and is a proud and active member of our special and unique local community.

At SKiPPS we place great emphasis on parents and teachers being actively involved in the joint task of providing a broad and well-balanced education. Our school has accepted the challenge in implementing this concept and the staff and school council eagerly seek the help, support, opinion and advice of the wide range of families that are a part of our school community.

St Kilda Park Primary School has built a strong reputation in the local community, mainly due to a focus on learning and achievement, our positive student attitudes and behaviour, and our family friendly atmosphere. We work hard to make our school the best it can be for our students; a safe and happy place for all children, built around our school values of Kindness, Creativity, Curiosity and Resilience.

This booklet sets out briefly a description of the school, its programs, details of school organisation which are important for parents to be aware of, and gives ideas which may be useful in preparing your child for school. Enjoy exploring it and please don't hesitate to contact our school office should you have any further questions.

Neil Scott
Principal

# School Profile

St Kilda Park Primary School, founded in 1882, is a highly popular inner-suburban bay side school located on Fitzroy Street, St Kilda within Albert Park Reserve. St Kilda is a vibrant, diverse neighbourhood with a high population density.

As of November 2024, our student population is 328.

The school facilities include the original 1882 two storey brick building along with additional buildings and facilities that have been added in the subsequent 143 years which include flexible teaching spaces, a library, multipurpose centre and specialist teaching spaces including a kitchen garden and kitchen.



The school works closely with Parks Victoria to utilise adjoining ovals and parkland during the school day to complement its existing play areas and to increase opportunities for physical activity and sports.

The school operates a Designated Neighbourhood Zone, which allows us to manage the numbers of new enrolments, and means our students live close to the school.

As a school we have a commitment to excellence in teaching and learning and for each student to reach their potential. We do this by ensuring that our classroom practices are explicit, responsive and evidence-informed. Our staff regularly engage with research and literature around how children learn best to design lessons that maximise learning.

Our school has 15 classes, broadly divided into two classes at each year level. We have five specialist subjects which each class visits every week, meaning our students engage in a broad and rich curriculum. We have additional teachers who provide tutoring and intervention for targeted students. There are two Assistant Principals and a Principal, a Business Manager and an Office Manager. There are ten Integration Aides. Recently we have engaged a Speech Therapist, an Occupational Therapist and a Counsellor to support our students with additional needs.

The school community has a special commitment to Visual and Performing Arts and an enriching Italian program that extends into the school's curriculum. Our Year Three and Four students are involved in an extensive Stephanie Alexander Kitchen Garden Program.

Our vision is to build a progressive and nurturing culture underpinned by kindness, collaboration and inclusion. This focus on strong and positive relationships sits at the heart of what we do and allows us to create a rigorous and challenging approach to student learning where students work hard to achieve excellence.





Four core values guide community life, teaching, and learning at St Kilda Park Primary School.

These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.

- Our school value of Resilience means persistence, courage, a growth mindset, staying positive, an understanding that struggle and mistakes are an important part of the learning process, and flexibility.
  Our community demonstrate this value when we seek out challenges, try new things, demonstrate a growth mindset, have a sense of humour, collaborate, step out of our comfort zones, solve minor problems independently and seek alternatives.

- Kindness means respect, caring, empathy, support for others, honesty, and celebrating diversity.
  We demonstrate kindness when we accept and include others, take turns & share, apologise, show empathy & good manners, care for our environment & belongings, are welcoming & encouraging, and value difference. We communicate openly.

- Creativity means individuality, imagination, originality, demonstrating initiative, persistence, problem-solving and thinking 'Outside of the Box'.
  We are Creative when we express ourselves through arts and creative activities, struggle and make mistakes in our learning, when we find imaginative solutions to problems and when we collaborate and engage in meaningful discussion and dialogue.

- Curiosity means questioning, higher-order and critical thinking, hard work, seeking and providing feedback and student agency and voice.
  We show curiosity when we ask questions and challenge each other, collaborate, explain & reflect, when we are exploring and taking risks, seeking out challenges and by pursuing passions and interests.

Amongst a range of ideals we value student voice, teachers being addressed by first names, leadership opportunities for all students and no school uniform.

The school's wider community is actively involved in school life to ensure that individual backgrounds and experiences are acknowledged and affirmed. Parent participation is encouraged and welcomed in many different ways.

Relationships in the school community underpin everything and enable us to build a community of continuous learners.

A key component of St Kilda Park's approach is building a positive culture through a primary prevention focus that underpins student wellbeing. The framework teaches positive behaviours, Restorative Practices and the use of logical consequences to address appropriate and inappropriate behaviour. The use of Risk Assessment and Management Process (RAMP) builds capacity for pastoral care for early intervention of students at risk. Our positive school culture is predicated on student engagement being the basis for learning.

A professional learning community of committed professionals ensures that teaching and learning at SKiPPS is closely informed by the research and evidence of how children learn best. This 'Science of Learning' is utilised to ensure that teaching is explicit, students are given extensive opportunities to respond and demonstrate understanding and to review and retrieve previously learned information.

## Physical Environment

The original 1882 two-storey brick building houses refurbished classrooms, staff facilities, internal toilets, a first aid room and the administration centre. The outside of the building is classified by the National Trust.

Adjoining this building is a single storey wing, added in 1980, containing the kitchen dining room, before and after school care facilities, a purpose-built Art room, a Performing Arts space, toilets and store rooms.

At the north end of the school grounds we have the "Building the Education Revolution" (BER) Learning Facility that accommodates approximately 100 students. Our Year 5 and Year 6 classes and the Library are using this space in 2025.





The Outside School Hours Care Program (run by TeamKids) is housed in our Kitchen Dining Room. It has access to cooking facilities and provides a wide range of activities to enhance programs for our children who attend. This program operates before and after school, curriculum days and over the school holidays.

Wide verandahs at the front and back of the single storey building provide shelter from the rain and sun. We also have a retractable shade over our Assembly Area. The internal quadrangle is regularly used as a school assembly area and as the gathering point for the children in a sheltered environment. The school grounds are lined with large, shady elm and eucalypt trees and include a basketball/netball court and a new sandpit and climbing structure shaded by a beautiful, mature Canary Island palm tree. In addition, we have a playground outside our boundary on land leased from Parks Victoria.



A Kitchen Garden has also evolved as part of this new area and is now a feature of our curriculum. The school's Kitchen Garden Program empowers children for life with the knowledge of how to create healthy soils and grow healthy food that can be shared and enjoyed.

The Kitchen Garden provides our children with hands-on experience in learning about the growing and harvesting of fruit and vegetables, with an understanding of the value of organic growing principals, water conservation and environmental sustainability. Of course the most delicious lesson will be about enjoying the varied flavours of fresh produce that they have grown and prepared themselves. The children also have regular daily access to the adjoining parkland as part of supervised play at recess and lunch times and for physical education classes. We have recently renovated the area behind our Art room to create an engaging outdoor learning and quiet play space. A large area of decking and tiered amphitheatre provides for a range of uses.



## School Programs and Activities

In line with all Government schools in Victoria, SKiPPS follows the Victorian Curriculum http://victoriancurriculum.vcaa.vic.edu.au. This sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student. The Victorian Curriculum incorporates and reflects much of the Australian Curriculum, but differs in some important respects, most notably the representation of the curriculum as a continuum of learning and an emphasis on 'learning levels' rather than year levels.

Our Creating a Positive School Environment (CAPSE) program runs for the first fortnight of each year to help embed expectations, routines and behaviours that will lead to a positive and settled school year.

The school maintains a strong focus on the Arts and our school value of creativity through our Visual Arts and Performing Arts programs. In addition, students can participate in Choir, Orchestra and Instrumental Music lessons whilst at school.

We teach an Italian program right across the school where each class receives a 50 minute lesson of Italian each week. Students also have the opportunity to visit our well-resourced Library at break times during the week.

We have a *Philosophy for Children* Program tying into all curriculum areas to improve our children's ability to connect to others, listen to and understand the ideas of others and build upon, or challenge, different opinions.

We enhance this curriculum through camps and excursions, swimming, lunchtime activities, transition programs, social skills program for all students, a Year Six Leadership program, public speaking, assemblies, whole school events and academic challenges. Diverse extra-curricular activities include: private music tuition, orchestra, chess and coding clubs and out of school hours sports such as basketball, tennis and soccer.

The school is committed to maintaining an emphasis on a high standard of teaching and learning, fostering innovative, well-researched approaches to teaching and supporting the professional development of all staff. The school has a highly professional team of teachers, combining experience and enthusiasm, who are dedicated to teaching, learning and the well-being of all school community members.

The specialist team, including Italian, Visual and Performing Arts, Philosophy and STEM contribute significantly to the school by supporting classroom topics and developing whole school special events. Our non-teaching staff provide an excellent layer of support to individuals, groups and class programs. The school office is very capably and competently organised by the Business Manager in conjunction with our Office Manager.

SKiPPS have notebook computers to be used across the school so that every class in the school has access to the latest computer technology. The school has also purchased Staff and Student iPads to be used across all the learning areas.

The focus on literacy and numeracy is more important than ever. The ways we teach children to achieve these foundation skills are based on the latest evidence of how students learn best and involve explicit instruction.

At SKiPPS we have experienced teaching staff who have a real focus on building various learning relationships and relational trust with every child. Through flexible learning spaces and class composition we are able to achieve teaching and learning that caters for every child.

In Term Four, our school staff organise learning groups/classes for the following school year using our transition program as a guide. The configuration of these classes depends on a number of factors including anticipated student enrolments, number of classes available, DET guidelines for student to teacher ratio, resources, personnel and anticipated programs.

In Foundation, students focus on the foundation areas of literacy and numeracy and on socialisation skills. As students move through the school years, standards are introduced from other areas of the curriculum when they become developmentally appropriate. We then record student progress according to what students actually know and can demonstrate.

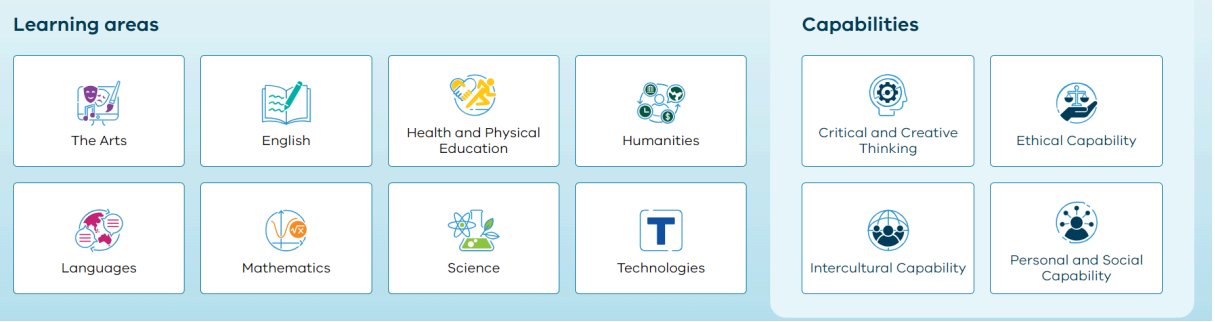


After due consideration of their educational and social development by their teachers and the Principal, children will be assigned to their group with the following considerations:

- grouping to be mixed in ability
- special needs of the child
- class placements in previous years
- siblings who may or may not wish to be in the same class
- ability to work with others
- children they work well with
- children they interact well with
- the gender balance in the class
- the need to separate some children,
- Department of Education and Early Childhood Development's Guidelines.

# Curriculum

The Victorian Curriculum is divided into Learning Areas and Capabilities from Foundation to Year 10. As we enter 2025, the Curriculum is currently being updated and we are transitioning to the Victorian Curriculum 2.0




Teachers follow our Teaching and Learning Policy and the guidelines in our Instructional Practice Manual to best support your child's learning. The teachers at school implement the Victorian Curriculum by working in teams to plan and teach. Each planning team is allocated time to plan for the topic for each term as well as weekly planning sessions. The Victorian Curriculum is integrated across the Learning Areas to make the work more relevant to students.

Some of the teaching of English and Mathematics may occur within integrated units, as well as stand-alone English and Mathematics sessions or a series of sessions. Teachers use a range of strategies to cover the different areas of the curriculum.

## English

English is taught in all classes at St Kilda Park Primary School. We use a systematic, synthetic phonics approach designed to ensure that all children have the best opportunity to experience successful literacy achievement.

The classroom program provides a structured literacy block incorporating The Big 6 (Oral language, Phonological awareness, Phonics, Vocabulary, Fluency and Comprehension). Students are taught the skill of reading through the process of decoding with a strong focus on phonemic awareness and morphology (the structure of words).

Professional development is continually undertaken by staff in order to develop their skills and deliver quality learning within their contact spaces.

Parent participation is an integral component of the program and we welcome opportunities for parents to develop partnerships within the school to ensure successful student literacy. Teachers conduct informal training of helpers in the contact spaces prior to sessions.

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## Mathematics

Through our daily Maths sessions, students are explicitly taught the core knowledge and skills to become confident, numerate learners.

Content is mapped across year levels to allow students to regularly learn, revisit and build upon knowledge in the different areas of the Maths curriculum in a structured and systematic way.

By engaging in this explicit instruction, students have core ideas and knowledge modelled and demonstrated with plenty of opportunities for them to practise alongside their teachers and classmates. This 'Guided Practice' quickly builds confidence in the use of mathematical procedures and facts.

Regular review of previously taught content through daily and weekly retrieval practice gives students the best chance of embedding this learning into long term memory and being able to recall it easily and automatically when required,

As this expertise and automaticity develops, students are provided with opportunities to apply their knowledge to a range of different contexts, including problem-solving activities, challenges and investigations. The goal is to develop engaged, skilled, knowledgeable mathematicians with the ability to tackle learning in this area with independence.

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## Health and Physical Education (including Sport)

Health is taught using an integrated approach with other curriculum areas. In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and

to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong. All students participate in the Respectful Relationships Program which is about embedding a culture of respect and equality across the entire school community.

The Physical Education program is a comprehensive physical skill development and fitness program. All students perform a broad range of increasingly complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. Students participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness. They work with others to achieve goals in both cooperative and competitive sporting and games' situations, explain the concept of fair play, and respect the roles of officials. This includes swimming Foundation-6, Glitz Gymnastics for Years Foundation-4, cross country running, athletics, Sports Gala Days for Years 3-6.

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## Languages: Italian

The Italian program at St Kilda Park is divided into two components, cultural and linguistic. Each class attends a weekly lesson with our Italian teacher. Italian culture is studied in all year levels. The cultural theme is explored and celebrated throughout the school as it becomes the focal point of Italian Day, held once a year.

The linguistic component focuses mainly on speaking, listening, reading and writing. From years Foundation to 2, children learn the language mainly through singing, chanting, reciting, dancing and role playing. Creative expression in various forms is also a strong focus at this level. For F-2 the language focus includes colours, greetings, numbers, expressing likes and dislikes, family members, sports, seasons, hobbies, toys, community.

Years 3-6 focus on speaking the Italian language using correct pronunciation and intonation. The expectation of language fluency increases with the year levels. Children learn to express themselves orally with confidence and ease.

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## Arts - Performing

In the early years of schooling, children attend a weekly session with our Performing Arts teacher. Children in Foundation to Year 2 are introduced to the different elements of dance, drama and music (eg. space, tempo, pitch, energy, characterisation) through songs, percussion activities, dance routines and drama games. They develop skills and techniques to manipulate the different elements to create their own performance piece. Students build confidence from these sessions that allow them to be able to perform in front of an audience.

Children in Years 3 to 6 work in groups to plan, rehearse and present a piece to an audience. They develop their ability to select, organise and combine different elements. Using the disciplines of dance, drama and music children explore, express and communicate their ideas and feelings. Choir for children in Years 1-6 and Voice Ensemble for children in Years 4-6. Each year Visual Arts and Performing Arts combine resources to develop a Celebration of the Arts - a 'spectacular' developed by our Arts Staff in conjunction with the students.

In addition, extra curricula music tuition is available on a private basis for piano, cello, guitar, violin, and percussion (drums). There is also a SKiPPS orchestra, where both students and parents practice on a weekly basis before school. In the past few years they have performed for the school and the local community.

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## Arts - Visual

The Visual Arts program provides children with the opportunity to express their ideas and emotions creatively and imaginatively. Children are able to develop manipulative and design skills by experimenting with different techniques and processes. They are able to express themselves through painting, drawing collage, modelling and construction activities.

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## STEM

Design, Creativity and Technology education provides students with the knowledge and skills necessary for producing quality products that effectively either solve a problem or meet a need. They do so within a context that enables them to acquire an understanding of technology's role in the world and of the effects that specific technologies or processes have on society and the environment. Technology education also develops student skills in creating and communicating ideas, and in solving complex and varied problems.

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## Philosophy for Children Program

The school community believes the skills and disciplines fostered in Philosophy for Children are fundamental to the process of education. It is taken for a session every week in Years Foundation to 6. Teachers use philosophy novels, stories, poems, newspaper articles or topics of interest to stimulate discussion of particular issues. Through structured discussions of philosophical or conceptual ideas and open-ended questions, children have the opportunity to develop thinking and reasoning skills and enhance self-esteem. It is a practical application of English oral language in - Speaking and Listening.

*A Community of Inquiry* is created which promotes a classroom environment that is most conducive to shared dialogue and the building of thinking skills. In an environment of trust and acceptance the participants listen carefully to, and build upon each other's views. They learn to respect ideas, agreeing or disagreeing or modifying their own views where appropriate. They

appreciate the importance of asking 'thinking' questions and finding reasons, distinctions and connections. Topics studied include: Truth, Honesty, Beauty, Real and Not Real, Friendship, Dreaming and Thinking.

*The Program's aims include the following*:

- To promote and develop thinking skills, especially higher order thinking skills
- To teach children to value and respect the views of others whilst encouraging them to provide reasons for their own opinions
- To help children find ways of connecting their own thoughts with those of others in order to build a coherent understanding of the world
- To learn about problem seeking and problem solving on a creative or critical level
- To nurture in children a healthy sense of self-esteem, as they learn to articulate their own ideas and engage in dialogue with their classmates
- To foster mutual co-operation, trust, tolerance, and a heightened degree of sensitivity to classmates
- To encourage children to think for themselves and take responsibility for their own views empowering them to deal with problems and issues that will confront them at various stages of their lives

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## Information and Communication Technologies (ICT)

As a school we understand the vital role ICT can play as a tool to engage and enrich learning. We provide opportunities for students to develop research and critical thinking skills and learn how to use technology in a responsible and safe way. Across the school there are notebooks and iPad pods and a range of coding equipment. We are however conscious of the need to balance screen-time and not overdo time on a laptop or tablet. For this reason we do not have a 1:1 or BYOD (bring your own device) program.

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## Science

Through Science students develop and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions. Science is divided into three strands: Science Understanding, Science as Human Endeavour and Science Inquiry Skills. Students are taught science as a part of an integrated approach and cover each of these main topics over a two year rotation.

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## Perceptual Motor Program

We recognise that many children lack the ability to integrate, organise and process incoming sensory information from the body as well as the environment. Input from the three basic senses, touch, movement and position, combined with auditory and visual senses are critical to the child's readiness to approach formal learning. The program incorporates exercises and specific activities designed to encourage integration of the sensory systems and provide a strong foundation upon

which to build and promote learning.  Students in Foundation will participate in the PMP program for 1 term.

## Humanities

The focus for the Humanities program involves study of human societies, people and their cultures in the past and the present. The Humanities develop in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it. The Humanities program is taught through an integrated approach with other key learning areas. Economics, Geography and History are all covered under their own Humanities domain.

## Child Safety Standards

St Kilda Park Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. St Kilda Park Primary School has zero tolerance for child abuse.

St Kilda Park Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in St Kilda Park Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Ministerial Order No. 870 sets out specific actions that registered schools need to take to meet the Child Safe Standards. This policy applies across all school environments including school camps, the use of digital technology and social media, and outside of school hours.

# Student Well-being and Engagement

St. Kilda Park Primary school is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The following is taken from our 2025 Student Wellbeing and Engagement Policy. The full version is available to download from the school's website;

## Engagement strategies

St. Kilda Park Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A key component of St Kilda Park's approach to building a positive culture is teaching positive behaviours, the use of Restorative Justice Practices and the use of logical consequences to address appropriate and inappropriate behaviour.

- Prevention Programs (Building Resilience)
  Helping students to learn effectively and to develop positive attitudes and behaviours are goals that have long been shared by teachers, student support services staff and parent/carers. Working together as a whole school community we support a preventative school culture by providing programs and practices including the Creating A Positive School Environment (CAPSE) Program, RAMP (Risk Assessment Management Program)/Student Well-Being Team, Buddy Program, Year 6 Transition Program, Foundation Transition Program, Across-Level Transition program, Reading Recovery, Learning Support, Year 6 Leadership Program, Tutoring Program, Anit Bullying Programs and the DET-Respectful Relationships Program.

- Child Safe Standards
  St Kilda Park PS meets the standard for the care, safety and welfare of students as set out in Ministerial Order No. 870. These include an embedded organisational culture of child safety at the school, a child safety policy and a child safety code of conduct.

- Regular Attendance
  - St Kilda Park Primary School is continuing to build an understanding in the community that full, and punctual, attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively.
  - An approach to improving attendance and reducing lateness is addressed through school initiatives including:
  - Sending an automated SMS text to parents/carers if their child is market absent without notification via Compass
  - Tracking attendance, punctuality and following up with parent/carers

- The Beat the Bell incentive and our mantra to all that 'Learning Starts at 9.00am'.

- RAMP
  St Kilda Park Primary School has a RAMP team consisting of teachers across all year levels. The team analyses data from various sources pertaining to Student Engagement including individual student risk assessments conducted on all students at the start of each year and makes recommendations to support students in need.

- Inclusion, Wellbeing & Transitions
  At St Kilda Park Primary School, the Leadership Team implement a school wide Transition and Class Placement Program to make recommendations for improvement of transitions and student wellbeing in every year level.
  The Student Buddy Program, between Foundation and Year 5 students, has been operating effectively for a number of years and supports our belief in the importance of student mentors.
  A close relationship has been established with a number of support agencies including the Port Phillip Council and Student Support Service Officers (SSSO) staff who actively contribute as members of the school community.

- Restorative Justice Practices Procedures
  St Kilda Park Primary School has introduced '*Restorative Justice Practices'* to encourage engagement, personal responsibility, independence, pride and respect in each individual student. In the classroom and in the yard, this is the basis for respectful communication and relationships. Restorative Justice also supports responding pro-actively to behavioural issues. Restorative Practice is based on an underlying need in all of us to be connected. Wrongdoing is therefore damage to the connection, and restorative justice seeks to understand, make amends and put things right.

  In encouraging and building this cooperative approach, it is acknowledged that there will be behaviours and events that occur that compromise this ideal. When this occurs, St Kilda Park Primary School will use a Restorative Justice approach to repair damaged relationships between individuals and groups. This sits alongside a classroom system that is consistent across the school for classroom behaviour management. Where appropriate St Kilda Park Primary School will inform and involve parents in these processes through a Student Support Group.

# Student behavioural expectations

St Kilda Park Primary School has developed shared expectations to ensure that the learning, safety, and rights of all are respected. The expectations are intended to be positive and set out the appropriate behaviours for our School community. Our shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities, and experiences.

Expectations - Staff

| The School will: | The Teachers will: | All School Staff will: |
|---|---|---|
| • uphold the right of every child to receive an education up to the compulsory age of schooling.<br>• ensure the school complies with its duty of care obligations to each student as well as its obligations under the Equal Opportunity and Human Rights legislation<br>• collaborate with the St Kilda Park Primary School community to develop policies and procedures consistent with its values, aspirations and DET Guidelines<br>• identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community programs, which are inclusive and responsive to student needs | • develop flexible pedagogical styles to engage individual learners<br>• deliver curriculum and assessment that challenges and extends students learning<br>• develop positive and meaningful relationships with students that promote engagement, wellbeing and learning<br>• provide opportunities for student voice to develop a positive school culture in and outside the classroom | • in compliance with Departmental procedures School staff will:<br>• promote regular attendance by all students<br>• promote punctuality by all students<br>• monitor and follow up on absences |
| Behaviour<br>St Kilda Park Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school community are encouraged to participate in the educational environment with curiosity, enthusiasm and mutual respect. | | |
| The School will: | The Teachers will: | |
| • work to provide an appropriate and engaging curriculum for all students<br>• lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business<br>• monitor the profile of behaviour issues at the school and the | • use the Student Engagement policy as a basis for negotiating a class-based set of norms and shared behavioural expectations with students<br>• teach students social competencies through curriculum content and pedagogical approach<br>• employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours<br>• build a collegiate atmosphere with other school staff to share strategies and support each other in developing a consistent behaviour management approach | |

| | |
|---|---|
| effectiveness of implemented strategies<br>● provide appropriate professional learning opportunities for all staff to build their capacity to promote positive behaviours | ● involve appropriate specialist expertise where necessary |

Expectations – Student

| School Attendance | School Behaviour |
|---|---|
| ● come to school every day that the school is open to students. If students are not able to attend, they must provide a written explanation from their parents/carers to their teacher<br>● arrive at each class on time and be ready to learn.<br>● ensure their parent/carer signs them in at the front office on the Compass portal if they arrive after 9.00am and give their late slip/ or early dismissal slip to their classroom or specialist teacher | ● support each other's learning by behaving in a way that is curious and respectful according to the school values and behavioural expectations<br>● be considerate and supportive of others<br>● reflect on and learn from differences<br>● adhere to the agreed classroom behaviours and school values<br>● demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive School environment that is safe, inclusive and happy<br>● understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable<br>● comply with the School Anti-bullying policy |

Expectations – Parents/Carers

| Engagement | Attendance | Behaviour |
|---|---|---|
| ● support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home<br>● provide all relevant information about their child to the school<br>● actively participate in supporting their child's learning by building a positive relationship with the School through attendance at student-parent-teacher meetings, student activities, School celebrations, Student Support Groups and responding to communications<br>● support the school's policies | ● ensure that enrolment details for their children are correct<br>● ensure their children attend school every day and be on time<br>● advise the school in writing, as soon as possible, when a child is absent from school | ● understand the School's behavioural expectations and support these to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of school |

# General School Information

## Access to School

We strongly encourage children to walk or ride to and from school. Younger children will require supervision.

For students riding bicycles or scooters, helmets must be worn and a bike rack is available. Locks are compulsory for bicycles and scooters. The school accepts no responsibility for damaged or stolen bikes or scooters.

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## Road Safety

All children needing to cross roads near the school must use the designated crossings. 'Lollipop' personnel are on duty at the intersection of Fitzroy Street/Grey Street/Canterbury Road.

## School Boundaries

Children are not permitted to leave the school grounds during the day without permission from staff. Stranger danger warnings are important.

Our CAPSE program reminds us of our protocols and teachers continually discuss how we should interact with our local community on a regular basis.

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## Parking

In the interest of child safety, please DO NOT drive onto or park in the school grounds at any point (including before or after school) as this puts the safety of our students at risk.

Free parking sticker: A small parking sticker can be collected from the School Office and can be displayed on your car windscreen to identify yourself as a SKIPPS parent. This will mean your vehicle is not expected to display a paid parking permit during the school drop off and pick up times at the locations mentioned below.

| SKIPPS parking sticker: | Valid for: | Drop off times: | Pick up times: |
|---|---|---|---|
| Hockey Drive | 15 mins | 8:45 - 9:15am | 3:15 - 3:45pm |
| Village Green Drive | 15 mins | 8:45 - 9:15am | 3:15 - 3:45pm |
| Lakeside Drive | 15 mins | | 3:15 - 3:45pm |
| Car park off Fitzroy St | 10 mins | 8:00 - 9:30am | 3:00 - 5:00pm |

At peak times the small car park directly outside of school is best avoided as serious congestion and gridlock is a daily occurrence. No standing or parking is permitted on the footpaths, access road or in the car park itself as this has major safety implications for our students. Please DO NOT leave your car at any time if it is not in a designated parking bay in the car park.



## Clothing

Clothing should be comfortable, protective and suitable for play and physical education; with shoulders covered and well-fitting shoes. There is no school uniform, however children need to wear a sun smart hat from 1st September until the 30th April including SunSmart clothing.

Parents are requested to mark all clothing and shoes with children's names, using a permanent, wash proof pen or woven nametags. Naming ALL items will prevent them from turning up in our Lost Property. Lost property is stored near the Year 3/4 space at the bottom of the stairs, near the piano, and is displayed in the Quadrangle in the last week of term. At the end of each term any unclaimed and unnamed clothing will go to charity. Please encourage your child to look after belongings brought to school.

Parents should note that students' property is not insured against loss by either the school or the Department of Education and Training.

In accordance with our clothing and hygiene policy, the following restrictions are to be observed:

1. The wearing of thongs, sandals and 'crocs' are not permitted at school as they restrict running, are dangerous on stairs and on play equipment and don't provide adequate protection for toes.

2. To reduce the likelihood of sunburn, shoulders must be covered and singlets, tank tops and string shoulder straps are not to be worn. SunSmart hats are worn from 1st September until the 30th April including SunSmart clothing. Students are encouraged to have a small roll-on of sunscreen in their bags for re-application prior to playing outside during the sunnier months.

3. To avoid injury, children with pierced ears should only wear sleepers or studs in the ears.

4. Hair that is shoulder length or longer must be tied back, to reduce the spread of head lice and reduce risk of accidents.

5. We request that parents provide a box or two of tissues to the class teacher at the start of each year to provide an adequate supply for running noses and sticky hands throughout the year.

## Sun Protection

Medical evidence now indicates that even short exposures to the sun can result in skin cancer. This is especially so for small children, even those who tan easily. The Anti-Cancer Council recommends that exposure to the sun be minimised.

The Sun Smart Policy is applicable from 1st September until the 30th April.

1. Children will be encouraged to play in the shade.

2. Parents are expected to supervise the application of sunscreen *before coming to school in the morning*. Teachers will remind the reapplication of children's sunscreen prior to Intervallo.

3. Sun smart hats must be worn outside every day including P.E. and sport activities, playtimes, and after school care.

4. It is suggested that each child bring two sun-smart hats, one to be left at school in their locker each day and one in his/her school bag. A sun-smart hat protects the face, ears and neck. Only two styles are acceptable: the legionnaire style or cricket style with a brim of at least 8cm. Small, medium and large cricket style hats can be purchased for $10 at the school office, or at any department store.

5. Each child should have a container of sunscreen in his/her bag. A roll-on sunscreen is recommended for Foundation. Please show your child how to use this before the school year begins.

## Nutrition

In line with the health policy, children are encouraged to bring a nutritious lunch.
Water is the only drink allowed to be consumed in learning spaces, during class times.
All food and drink containers should be clearly labelled with the owner's name.

In the interests of developing healthy eating habits, it is recommended that the intake of potato chips and similar items including those high in sugar, be limited.
Lollies, chocolate, chewing gum and bubble gum are not permitted.
Glass bottles/cans are not permitted.

*Frutta Snack: approximately 10.00am. Children are allowed to eat a snack of crunchy fresh vegetables (or fresh fruit) during class time in the morning session. Please note that these snacks should not include juicy, sticky fruit such as mango, strawberries, oranges, mandarins or any dried fruit. These foods cause too much mess as children are working and are best eaten at recess or lunch times outside.

*Intervallo: 10.40am Children eat play lunch at morning recess time in their learning space. This may include fruit, cheese, biscuits etc.

*Pranzo: 1.05pm children eat in the learning space.
Owing to a number of children who have a severe anaphylactic reaction to nuts (both tree and ground), we encourage students not to bring nuts to school. We will let you know of allergies in your child's learning space.

# School Procedures

## Communications

- Compass School Manager - information regarding school events and activities, annual curriculum contributions, reporting etc. is available via Compass. Parents will be able to manage these activities by using the Compass App or via the Parent Portal accessible through the SKiPPS website.
- The weekly online newsletter is our major form of on-going communication.
- Please check your child's bag daily for important notices and forms.

Notices and forms will be placed in the Orange SKiPPS Library Bag, which should remain in the child's school bag every day. To assist the class teachers, where appropriate, please return forms as soon as possible before the due date. Payment for almost all activities can be made via Compass, however if cash is required to be sent to school, any notes/coins must always be enclosed in a labelled envelope and given directly to the classroom teacher.

*Please do not hand excursion forms, absence/late notes or money to the school office.*

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## Newsletter

St Kilda Park Primary publishes a weekly newsletter, which is emailed to all current parents, uploaded to Facebook and Compass and is available to the public via our school website.
Articles for the newsletter must be sent to the school office by Tuesday at 10.00 am for inclusion in the newsletter that week.

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## Website http://www.skipps.vic.edu.au

Our school's website contains a great deal of information pertaining to the school and to assist families in the daily organisation of your child/ren. The website has a number of useful pages and forms, including our school policies and procedures.

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## Absences

Each time a child is absent from school, parents must enter this absence into Compass School Manager, along with an explanation. It is not necessary to contact the school office unless it is a contagious disease or a prolonged absence.

In line with the Education Department policies, we are obliged to contact families if their child is absent from school and an explanation has not been provided. In this instance, contact from the school will be made via a text message on the morning of each day of absence. To avoid receiving this text message, please login to Compass and provide an explanation for your child's absence

prior to that day or before 9am. On a monthly basis when required, an email will be sent home to ask for an explanation (via Compass), for any unexplained absences.

### Punctuality

We strongly encourage students to arrive at school between 8:45am and 8:55am each morning, before the music plays, so they can start school in a calm and focused way. Arriving at school late can cause children anxiety as they have to enter their classroom after the morning's learning has begun. Latecomers are also disruptive to the teacher's lesson and interrupts the learning of other students.

If students arrive at school after the 9:00am bell has rung, parents must attend the office with their child to sign in at the Compass Kiosk and be issued a Late Pass, which will mark students as 'Present' on the roll. The student will need to hand this Late Pass to the teacher on arrival to the classroom.

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## Leaving Early

Parents taking children home at times other than normal school hours must attend the school office to sign their child out at the Compass Kiosk. The staff in the office will contact the teacher/child on your behalf.

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## Before and after school care - TeamKids

This Program operates from the Kitchen Dining Room each school day from:

- 7:00 am until 8:45 am (with breakfast if required)
- 3:30 pm until 6:10 pm (afternoon tea provided)
- and also from 7am - 6:10pm on Curriculum Days, Teacher Professional Practice Days and during school holidays.

It is necessary to inform TeamKids if your child is enrolled on a particular day and is absent. TeamKids operates separately from SKIPPS, and can be contacted via their website at https://www.teamkids.com.au/ or via phone on 1300 035 000.

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## Change of Address, Phone, Email

Please notify the School Office as well as the Before and After School Care program - TeamKids (if applicable), of any change of address or phone number. We need accurate home and work phone numbers in case of emergencies. Email is used by SKiPPA class reps, so keeping up to date helps keep you informed.

## Curriculum Days & Teacher Professional Practice Days

Each year at SKIPPS there are six Pupil-free Days for the staff to engage in professional development/training and report writing. On these days the teachers may also participate in activities related to the implementation of the School Strategic Plan.

Children do not come to school on these days, however Out of School Hours Care with TeamKids will be available for bookings, if required. Parents are notified of these days via the Newsletter.

## Medication

- Medication can be administered to a child if written instructions (time/dosage etc.) are provided by a parent, on a Medical Authority Form which can be obtained at the office.
- A note from parents is necessary if a child is to be excluded from physical education.
- Children who suffer from asthma/anaphylaxis/epilepsy must present a written action plan from their doctor at the beginning of the year and provide updates throughout the year as necessary.
- Families should supply all necessary medication and equipment in a clearly labelled container to be stored in the sick bay/office.

## Parent Payments/Curriculum Contributions

Schools provide students with free instruction and ensure students have access to all items, activities and services that are used by the school to fulfil the standard curriculum requirements in Victorian Curriculum. In addition, School Councils are responsible for developing and approving school-level parent payments which each family are asked to pay.

The parent payments at SKiPPS in 2025 will be broken into three categories;

- Curriculum contributions are for those items & activities which are necessary for students to learn the Curriculum. These essential items for all students include books, pens, pencils, and general stationery as well as memberships and online subscriptions. At SKiPPS we ask parents to make this payment instead of providing them with a booklist, as this allows us to buy in bulk and save time and money for our families. This fee also includes an amount to pay for the educational activities, incursions and excursions which will add to your child's learning and enjoyment of the curriculum during the year. Again, seeking this payment upfront at the start of the year (instead of on a 'pay as you go' basis) makes things easier for everyone and saves time during the year.

- Other contributions are voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives. These payments allow us to add value to your child's time at the school. They include contributions to our Building Fund and Library which are tax-deductible.

- Extra-curricular items and activities are Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis and include activities such as school camp, swimming and participation in district sporting competitions or other activities only attended by certain students.

The School Council determines the parent payments levels for 2025 and a letter will go home to parents at the commencement of the year.

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## Excursions/Camps/Activities

During the year the children attend a number of educational excursions and performances and activities by groups visiting the school.

In 2025, Curriculum Contribution payments for all children will be collected at the start of the year. This payment will cover most excursions and activities (not including school camps).

Parents will be advised of the details of individual excursions, asked to provide consent and the cost via Compass.

From Year 3 onwards, students are expected to take part in a yearly school camp. The cost for these camps are charged prior to these activities taking place.

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## Reporting to Parents

All students:
Student learning progress is communicated to families via an app called Seesaw. Class and specialist teachers regularly upload work samples, audio comments, photos and videos to allow families to understand the progress that children are making in their learning and the goals that they have. This process of 'ongoing reporting' largely replaces the traditional, lengthy reports sent home at the end of each semester and provides a more detailed, timely and easy to understand way of reporting learning.

Parents will however receive a short report in June and December of each year that will indicate their child's performance against the achievement standards of the Victorian Curriculum.

Foundation Parent-teacher meetings are conducted twice during the year. The initial meeting will be scheduled on one of the Assessment Days when Foundation students are not required to attend school at the beginning of the school year.

Years 1 - 6 Parent-teacher meetings are held early in the year so that parents and teachers can meet each other and share any relevant information. Written reports are issued at the end of Term 2 and Term 4. Parent teacher meetings are held early in Term Three to discuss student progress and the child's mid-year report. The school also uses 'Seesaw' to provide ongoing evidence of student learning throughout the year.

All Students:
Parents are asked to contact teachers without delay, via email to schedule an appointment, should they have concerns about their children's learning, behaviour or welfare. Teachers will also contact parents when they are concerned about their students.

# How Parents can be involved in the School

## Parental Involvement

Efforts are made to ensure that the School's wider community is actively involved to enrich school life and ensure that individual backgrounds and experiences are acknowledged and affirmed. Parent participation is encouraged and welcomed in all aspects of curriculum development, implementation and evaluation. Involvement is vital to the running of some programs, e.g. Friday Sushi, Lunchtime Clubs, Out of School Hours Sport, and the Early Years Literacy Program which is facilitated by parent information and training sessions. In addition, we have active parental involvement on School Council and all sub-committees. Current sub-committees include Education and Policy, Finance, Buildings and Grounds and Fundraising.

The school enjoys high levels of community support for all fundraising activities, many of which have a strong artistic and/or musical focus. A Parents' Association (SKIPPA) supports all school activities.

There are three main levels of involvement.

### 1. Formal Level

The School Council and its sub-committees: Finance, Education and Policy, Buildings/Grounds and Fundraising. Within the broad framework of government policy guidelines, the final responsibility for approval of school policies rests with the Council. The School Council endorses the major directions of the school program by its involvement in broad organisational policies and its review of the measures available to the school. While policy formation is the role of the council, the choosing of the educational means to realise that policy is the responsibility of the Principal and staff.

### 2. Classroom Level

Parents may work with teachers and children in the classroom. Please speak to your child's teacher if you are available and keen to work in the class.

Parents receive direction from the teacher at the beginning of each session, so they know how to support the children to complete their activity. Parents are then allocated an individual student or a group of children for the session. This direct experience of a Foundation class provides an excellent insight into how our teachers educate your children and is highly recommended. Please don't hesitate to contact your child's teacher if you would like to be involved.

### 3. Supportive Level

Throughout the year, requests are made for parental assistance with cookery, attending working bees, helping with excursions, Gala days, school functions such as Jazz in the Park, School Fete, and our annual Celebration of the Arts event, helping with special lunches, art, music, library etc.

## School Council

School Council elections are held annually during February/March.

All councillors except the Principal have a two year term of office.

The Principal is the executive officer of the council and therefore has on-going membership. St Kilda Park Primary School has a council comprising 15 people: 9 parent members and 5 Department of Education and Early Childhood Development (this includes the Principal) and provision to co-opt one community member.

In order to ensure that school organisation has continuity and important decisions are made as required, half the council turns over each year. This means the school always has some councillors who have at least one year's experience on council.

The Principal holds down the position of executive officer on council and is the only on-going member.

Contact details for parent members of Council are listed on the school's website. As with SKIPPA, parent members of Council are available for parents to ask where to go with concerns about the welfare, curriculum and general education policy of the school.

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## Parents' Association (SKIPPA)

The Parents' Association provides:

- An opportunity for parents to socialise.
- An opportunity for parents to ask questions, or seek support on where to go with concerns about the welfare, curriculum and general education policy of the school.
- Assistance in the co-ordination of school activities.
- Fundraising for the school.
- Contacts lists (phone/email) for each contact group.

## Parents' Association (SKIPPA) Meetings

A meeting is held once a month on a Friday morning before school. These meetings are conducted informally. Should you be unable to attend, a copy of the minutes of these meetings will be available to keep you up to date. The Parents' Association has an elected representative on the School Council.

The Principal and selected teachers attend one meeting per month to tie in with our School Council Fundraising Sub Committee Meeting. The Principal is also available to discuss a current topic of interest when required.

## For Parents of Foundation Children

1. Talk to your child in advance about starting school where he/she will make friends, play games, sing, paint and draw. Show by your voice and manner that school is a happy place.

## Preparation for School:

These points may help with preparation for school:

*Socially - can your child do the following?*

- Listen to teachers, other children
- Do what is asked
- Make his/her needs known
- Share and co-operate
- Know how to take turns
- Cope in the care of other adults

*Emotionally - does your child do the following?*

- Cope with separation from you
- Have self-control
- Have independence
- Have a sense of responsibility
- Have persistence in completing a set task

*Physically - can your child do the following?*

- Take care of them self
- Undo a lunchbox, unscrew and screw up a drink container and undo a food packet
- Manage a drinking tap
- Manage a soap dispenser
- Independently manage to go to the toilet
- Pack and carry a school bag
- Apply sunscreen
- Dress them self
- Put things away after using them
- Recognise their own name (first only)

2. School Routines and becoming familiar with SKiPPS

As time gets closer to actually starting school, there are a number of things you can do to help your child settle into school happily:

- If possible, visit our school in order to familiarise both yourself and your child with the various buildings and playground equipment.
- Have several "school lunches" with your child at home to provide practice in handling the lunch box, unwrapping food and opening and drinking from a plastic drink bottle. (Named plastic containers, please.)
- Talk about the school day - 'fruit and vegie snack', 'Intervallo' and 'Pranzo', and what you expect to be eaten at these times.

- If possible, allow your child to stay with relatives or friends for short periods so that they can learn to be comfortable spending time with people aside from their main carers.

3. Name all belongings clearly so that they can be easily identified by your child.

4. Your child will need to bring food for Frutta (fruit or vegetable snacks), Intervallo (recess) and Pranzo (lunch). Please place snacks, Intervallo and Pranzo in separate containers and help your child to differentiate between Fruit Snack (Frutta), Intervallo and Pranzo. Snacks must be fresh fruit and vegetables ONLY, cut up & easy to eat, nothing juicy, and no dried fruit please. Food is eaten inside under the supervision of the contact teacher. Teachers try to make sure that any food not consumed is returned home so that parents can gauge the correct amount needed. As some foods can be messy to eat we encourage children to not bring in items such as yoghurt.

5. Buy clothes and shoes that are easy to manage and are suitable for active play. If children cannot tie shoelaces, please choose shoes with velcro or similar as there are many occasions when children need to remove their shoes, and put them on again.

6. Toilet Routine:
   Foundation students are taken to the toilet at frequent intervals during the first few days of school. As they become used to the routine, they are then permitted to go during school time, as needed. We ask that you remind your child to go to the toilet during break times. Washing of hands after every toilet visit is also emphasised.
   A spare pair of underwear and pants kept permanently in your child's bag is recommended, in the event of a toileting 'accident'. If a change of clothes is not available, parents will be notified and requested to bring a change of clothes to school, or to take their child home.

7. Have ready the following items for your child to bring to school on the first day:
   - Art smock to pull over head, with elastic gathered at neck and long sleeves. (A modified old shirt or adult size t-shirt is fine.)
   - A suitable sized school bag that your child can both open and carry independently. They need to fit a book cover in it with the dimensions at least 30x35cm.
   - A SunSmart hat and small tube of sunscreen. Both to be left in lockers at school from 1st September until the 31st April. Please name hats and sunscreen clearly.
   - Spare underpants and a small packet of 'wet wipes' in plastic bag.
   - A large box of tissues to leave at school

## Settling in to School

- Let the teacher know of any problems that your child may have: e.g. hearing, vision, chronic illness, toilet training, allergies etc.
- If your child is experiencing any problems in regard to his/her adjustment to the school situation, please discuss it with your child's teacher immediately.
- An information night for parents of Foundation children is held early in the school year.

## Collecting children after school

Please collect your child promptly from the steps outside the learning space at 3.30pm. This is a very busy time so teachers need children to remain on steps until whoever is coming to collect them arrives.
Your child may be very tired and may not feel like talking about school. This is very natural! Don't feel upset when you ask your child what they have done at school, and they say "nothing". This is a very common answer. They will tell you about their day when they are ready. Ask them what the best part of their day was instead. This often elicits a response.

EXPECT your child to carry his/her own school bag and to be responsible for delivering notes to the teacher etc. We need to develop independence and a sense of responsibility from the start as this impacts upon academic, emotional and social development.

## Assisting with Learning at Home

Parents are their children's first teachers and there is a lot you can do to promote learning and to prepare your child for school learning.

There are five important areas

1. Social (getting on with others)
1. Motor (body movements)
1. Auditory (hearing and understanding)
1. Visual (seeing and understanding)
1. Language (knowledge of words)

## How can you help?

1. Social

- Invite other children to your home.
- Visit other children's homes.
- Ensure the child tidies their own toys and games.
- Ensure they come to the table, etc. on time.
- Provide opportunities for play both inside and outside.
- Turn off the T.V.
- Encourage your child to make decisions and choices about behaviour, dress, etc.
- Teach social conventions: asking to be excused, avoiding interrupting, etc.
- Allow the child to entertain him/herself - don't always provide materials.

2. Gross Motor (large body movements)
    - Using climbing apparatus in the playground.
    - Walking on the path without touching the lines.
    - Throwing and catching large balls.
    - Skipping with a rope.
    - Crawling around, playing with toy cars etc.
    - Dribbling balls using feet or hands.
    - Riding tricycles.
    - Moving (any way at all) to music on the radio eg. crawling, jumping, skipping, rolling.
    - Encourage adventurous play.
    - Walk - don't drive to develop fitness.
    - Watch diet (obese children are poor in many of the above)

3. Fine Motor (small body movements)
    - Regular cutting and pasting - pages cut from magazines like a jigsaw, greeting cards etc.
    - Cover boxes with cut or torn paper.
    - Playdoh and plasticine.
    - Threading old buttons onto wool with a large needle.
    - Sewing cards - cardboard with punched holes.
    - Jigsaw puzzles.
    - Provide crayons, pencils, textas, paper, etc. to encourage children to experiment with writing.
    - Encourage good pencil grip.
    - Colouring in pictures (correct pencil grip).
    - Helping with cooking - cutting, rolling, shaping.
    - Bead threading.
    - Lego.
    - Dressing him/herself.
    - Playing with musical instruments (eg. drums).
    - Putting pegs around an ice-cream container.
    - Packing match-boxes into milk cartons.
    - Water play and sand play: filling and emptying containers. (Water play can be done in the bath with a range of plastic bottles, containers, jugs etc.)

4. Auditory Skills (listening, understanding and doing)
    - Clapping to songs on the radio.
    - Listening for special sounds while outside (birds in the garden, cars going by, footsteps).
    - Discussing sounds - high/low, loud/soft, pleasant/unpleasant.
    - Finding sounds you can make (with a saucepan, kettle, bucket etc.)
    - Give instructions clearly once and expect the child to follow through.
    - Don't repeat many times.
    - Be consistent.
    - Leave out words when reading to children from known stories, allowing your child to fill them in.
    - Be aware that your child may have difficulty hearing.
    - Repeat sounds, words, rhymes.
    - Retell stories in your own words.

5. Visual Skills (seeing, understanding and doing)
   - Jigsaws.
   - Finding different stones, leaves, flowers in the garden, shells at the beach. Grouping and classifying them, eg. brown, round, etc.
   - Colouring.
   - Sorting buttons into size, shape, colour, number of holes etc.
   - Drawing things they have seen.
   - Give careful instructions for finding things, e.g. 'get the big fork from the table'.
   - Setting the table.
   - Doing up buttons - matching the buttons to the button holes.
   - Throwing and catching.
   - Copying patterns with beads eg. make your row look like mine.
   - Tracing.
   - Is there a history of eye problems? If in doubt see an optometrist.

6. Language

*Talk with your child and involve him/her in everyday activities.*

Discuss
   - Body parts, clothes, house, family, street name and number, birthdays, age etc.
   - Shops, names, people connected and what they sell.
   - Food and where it comes from.
   - Animals and birds: their food, babies' names, habitats, habits, covering, feet, beaks/mouths, size, type - farm, zoo, wild, pets etc.
   - Transport.
   - Allow your child to use the telephone and talk to grandparents etc.
   - Talk with the child but not at him/her.
   - Limit the use of television, electronic games and the computer.

Give instructions orally whenever possible, but don't give too many at once. Children of this age can probably only handle one or two items at a time i.e. "Get your brown socks from the basket in the laundry" is too much. It has three items. Split it into sections and give the child time to "compute" each section before you say anymore:

"Go to the laundry," (wait)
"Look for the basket," (wait)
"Find your brown socks."

Talk about concepts such as *top, bottom, over, under, beside, behind, on, in, above, below, between, through, outside, inside, middle, many, few, some* etc.

Combine them if appropriate: "Over the top".
Be precise with language. Discourage baby talk.
GO TO: The park, local library, shops, swimming pool, post office, market.
GO IN: A tram, train, bus.