



## PARENT INFORMATION HANDBOOK 2023



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## **Welcome to Upper Ferntree Gully Primary School**

Dear Parents & Carers,

It is with great pleasure that I welcome you to our community at Upper Ferntree Gully Primary School.

The beginning of your child's primary schooling is a wonderful time for parents, children, and teachers. Your child's physical, academic, social, and emotional growth will be tremendously exciting and rewarding to see.

I look forward to your new or ongoing association with our school. Upper Ferntree Gully Primary School is proud of its commitment to the development of our students' academic and physical skills, their social competencies and life skills, their emotional maturity, so that they grow as creative, resilient, socially adept, and responsible young people.

The partnership between the home and school is crucial to achieving this for your child. We welcome your participation in the classroom, through School Council, in our Parents' and Friends' Association, or in a myriad of other ways.

Your input is valuable to us as we seek ways to continually improve our school to create the best possible educational environment for our children. Further information about any of the sections below can be found on our school website.

Please take the time to make yourself known to your child's teachers.

I look forward to meeting you. If you have any questions, please do not hesitate to contact me.

Kind Regards,



Tabitha O'Brien

Principal

## **SCHOOL VISION**

*VISION: To be an engaging and inclusive learning community where students are confident, creative, curious, and lifelong learners.*

## **VALUES**

Our school is built on:

### ***Respect***

We respect ourselves by valuing who we are and doing our personal best.

We respect others by treating them fairly and in the way we would like to be treated.

We respect our community by being inclusive/friendly to others and taking care of our environment.

### ***Integrity***

We are honest with each other.

We are accountable for the decisions we make.

We own up to our mistakes.

### ***Resilience***

We accept feedback and use it for improvement.

We bounce back when things just don't seem to be going right.

We make an effort to make things right again.

### ***Teamwork***

We make sure that we contribute.

We make sure that we encourage and give others the opportunity to contribute.

We work together to achieve the best we possibly can.

# SCHOOL ADMINISTRATION AND PROCEDURES

School Office Hours:	8:30am to 4:00pm
School Phone No:	9758 1527
School Fax No:	9758 7317
School Business Manager:	Ms Andrea Remington

## **LATE ARRIVALS**

Students arriving late at school (after 9.00am) must be accompanied to the school office by their parent. The parent is required to fill in their details on the iPad at the school office the student will then be given a yellow late arrival card to give to the classroom teacher.

## **EARLY LEAVERS**

Parents collecting students during school hours must first sign the iPad at the school office the parent will then be given a blue early leavers card to give to the classroom teacher before collecting their child.

## **SUPERVISION**

Children are supervised **from 8.45am**, at recess and lunch times, and on leaving school at the end of each school day. Teachers are on duty during recess and lunchtime, and children are encouraged to find the yard duty teacher if they are injured or upset. They are visible as they wear a fluoro-coloured vest.

- Please note 'before school' playground supervision does not commence until **8.45am**. We encourage children not to arrive at school prior to this.
- If you are going to be late picking your child up, please contact the office if possible before 3.15pm allowing enough time to get the message to the student.



## **SCHOOL NOTICES**



School Notices are made available on Compass the school management system. At times teachers may send home information from others as a paper form. To help ensure your family copy arrives home, please discuss the importance of this communication between home and school with your child. Teachers will also communicate class information through SeeSaw our school learning journal app.

We depend on all school families to help run the school effectively and efficiently. Keeping up with notices and newsletters, and returning responses, library books and payments assists everybody.



## **ABSENCES**

School attendance is compulsory by law and the school is required to ensure that a note of explanation is received each time a child is absent. Absences can be marked by parents on Compass or contact the school office and leave a message. We are required to contact parents on the day if we have not received an explanation for their absence. We would appreciate you informing the office/teacher if your child is absent or going to be absent.

## **STUDENT INJURY/ILLNESS REPORT**

School records are kept of student injuries/illness. A COMPASS First Aid notification of the injury or illness will be available to parents. There are some illnesses that health regulations stipulate exclusion from school for a period, such as chicken pox. If in doubt, please consult the office. If a child has a head injury the parent will be contacted by phone. In an emergency an ambulance will be called prior to the parent being called.

## **SCHOOL SECURITY**

We are committed to always maintaining the safety of our school community. For this reason, we request that parent helpers, tradespeople and all visitors must report to the office to sign in on the iPad. You will be issued with an appropriate visitor lanyard to be always worn when in the school grounds. On leaving the school grounds, please sign out and return the badge.

## **PHONE CALLS TO SCHOOL**

For general enquiries or messages, the main office can be contacted on 9758-1527.

For enquiries or specific concerns regarding your child and their learning please contact your classroom teacher via COMPASS email.

To discuss school issues, personal and confidential matters please see the Principal.

## **FIRE BAN DAYS**

### **CHILDREN ABSENT FROM SCHOOL**

If your child is absent on a day of Total Fire Ban it is essential that the school be notified prior to 9.00am.

### **CHILDREN AT SCHOOL**

Additional, emergency class rolls are marked, in duplicate, at 9.05 am and 2.05 pm.

# Our area is in the CENTRAL Total Fire Ban District

Upper Ferntree Gully Primary School is on the Bushfire at Risk Register. On Code Red fire danger days, our school is identified as being at high-risk of fire, will be notified to close. This notification will be a minimum of 24 hours. Parents will be informed via SMS and/or through Compass.

## **FINANCIAL ASPECTS**

At Upper Ferntree Gully Primary School, we are committed to providing a comprehensive education for our children within the resources available.

The Victorian Government provides some funding to schools in our Student Resource Package. The *Education and Training Reform Act 2006* empowers school councils to charge for goods and services used in the course of instruction and to raise funds. The school relies on the support of our local community through parent payments for *essential education items* (materials, excursions, uniform, etc.), for *optional extras* (extra-curricular programs such as instrumental music tuition). School councils may also invite *voluntary financial contributions*, (buildings & grounds fund, library fund, etc.)

## **PARENT PAYMENTS**

School Council is able to request payments from parents for 'essential' education items. These items include:

- materials such as textbooks and stationery
- materials for learning and teaching, e.g., in the Visual Arts program
- school uniform (where applicable)

### **Parent Payments:**

School Council is responsible for approving the cost of parent payments.

These payments will assist in covering the cost of **stationery and materials**; – books and requisites for pupils' use are bulk purchased to minimise costs and time. These measures ensure that costs are kept to a minimum and all children are supplied with the correct items. Student items are ordered in bulk and distributed to children in their classes.

### **Voluntary financial contributions:**

#### **Building fund:**

A pleasant and safe working environment for children and teachers adds considerable impact to school spirit and therefore student achievement. This voluntary contribution supports grounds improvement and maintenance such as painting.

A voluntary family contribution of \$50 (a recommended amount) can be made to this fund.

**Library fund:** The money raised from contributions to this fund enables us to purchase books and equipment to operate a comprehensive library for student and staff use. A voluntary family contribution of \$50 (a recommended amount) can be made to this fund.

**All voluntary contributions to our Building Fund and our Library Fund are 100% tax deductible.**

## **CAMPS, SPORTS AND EXCURSION FUND (CSEF)**

Families who hold a Health Card or Pension Card are eligible for this allowance. Application forms can only be accepted until the end of term 2 each year.

## **TERM DATES AND SCHOOL HOURS**

### **Term Dates 2023**

#### **Term 1**

Friday 27 January	Teachers Return 2023
Monday 30 January	Student Free Day
Tuesday 31 January	Term 1 Commences

Monday 13 March Labour Day

Thursday 6 April Term 1 Last Day 2:30pm finish

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#### **Term 2**

Monday 24 April	Student Free Day
Tuesday 25 April	ANZAC Day
Wednesday 26 April	Term 2 Commences

Friday 26 May Student Free Day

Monday 12 June Monarch's Birthday

Friday 23 June Term 2 Last Day 2:30pm Finish

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#### **Term 3**

Monday 10 July	Student Free Day
Tuesday 11 July	Term 3 Commences

Friday 15 September Term 3 Last Day 2:30pm Finish

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#### **Term 4**

Monday 2 October Term 4 Commences

Tuesday 7 November Melbourne Cup Day

Wednesday 20 December Term 4 Last Day 1:00pm Finish

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## **SCHOOL HOURS**

<b>8:50am -9am</b>	Students enter the classroom to prepare for the day
<b>9:00am</b>	School commences. Assembly every Monday afternoon at 2:45 in the Multi-Purpose Room – parents and friend’s welcome. Any changes to this will be advised on COMPASS
<b>10:00am</b>	Brain Food (healthy snack without interrupting learning)
<b>11:00am - 11:40am</b>	Morning Recess
<b>11:40am - 1:10pm</b>	Class
<b>1:10pm - 1:20 pm</b>	Lunch is eaten in the classroom
<b>1:40pm - 2:00 pm</b>	Lunch Play
<b>2:00pm - 3:30pm</b>	Class
<b>3:30 pm</b>	School dismissed

There are student free days each year. These are when teachers and all school staff are involved in professional learning. Parents will be notified of Student Days.



## **SCHOOL ASSEMBLY and STUDENT AWARDS**

Whole school assembly is every Monday afternoon at 2:45 in the Multi-Purpose Room – parents and friends’ welcome.

Any changes to this will be advised on COMPASS. Our student leaders run assemblies and student awards are given out at each assembly. Student awards are posted on COMPASS and parents should receive a notification email. The school song and National Anthem are performed at assemblies.

## **UPPER FERN TREE GULLY SCHOOL SONG**

**Chorus:**

**We're Upper Gully,  
We all stand up tall  
We will show you all  
We're Upper Gully  
We're here to do our best  
Make the world a better place  
For one and all.**

We are learning for the future  
In everything our efforts show  
Getting to know each other better  
Day by day our minds will grow

We will show cooperation  
Work together for the best  
Like a team and as a family  
Sharing, helping all the rest

**Chorus:**

**We're Upper Gully,  
We all stand up tall  
We will show you all  
We're Upper Gully  
We're here to do our best  
Make the world a better place  
For one and all.**

**RAP:**

Upper Gully is the place to be  
A cool school for you and me  
Cooperation and working our best  
Striving together and all the rest

Say

U P P	(U P P)
E R G	(E R G)
ULL & Y	(ULL & Y)

**Chorus**

## **ADVANCE AUSTRALIA FAIR**

Australians all let us rejoice,  
For we are one and free;  
We've golden soil and wealth for toil;  
Our home is girt by sea;  
Our land abounds in nature's gifts  
Of beauty rich and rare;  
In history's page, let every stage  
Advance Australia Fair.  
In joyful strains then let us sing,  
Advance Australia Fair.

Beneath our radiant Southern Cross,  
We'll toil with hearts and hands;  
To make this Commonwealth of Ours  
Renowned of all the lands;  
For those who come across the sea  
We've boundless plains to share;  
With courage let us all combine  
To Advance Australia Fair  
In joyful strains then let us sing,  
Advance Australia Fair

## **SCHOOL UNIFORM**

The wearing of school uniform is compulsory at Upper Ferntree Gully Primary School.  
The following items are available from Beleza Uniforms,  
The combination of items depends upon personal preferences.

Short Sleeve Polo Shirt – navy and yellow with school logo (Beleza only)  
Bomber Jackets - with logo (Beleza only)  
Shorts - navy blue  
Pants - navy blue  
School Dress (Beleza only)  
Skirt with attached bike pant – navy blue  
Blue Shorties under dresses  
Blue or white socks  
Suitable well fitted footwear, no thongs, sandals, or open toe footwear.  
**It is recommended children wear runners for P.E and for sport.**  
Navy blue tights

The school office sells:

School Hats with logo – reversible navy blue with house colours  
Beanies – navy blue  
Scarfs – navy blue  
School Bags are also available



## **PERSONAL REQUISITES**

- 1 Long Sleeved Smock (named)
- 1 Library Bag - measurement approximately 30cm x 45cm. (named)
- 1 Pair underpants (with child's name) to be kept in front zip pocket of school bag
- 1 Roll-on sunscreen (named)
- 1 Pop-top style drink bottle (named)

**ALL PERSONAL REQUISITES AND REMOVABLE CLOTHING SHOULD BE CLEARLY LABELLED WITH YOUR CHILD'S NAME.**

## **OUT OF SCHOOL HOURS CARE**

Before and After School Care operates at Upper Ferntree Gully Primary School and is held in the Senior School Building. This program is managed Community OSH.

### **Hours of Operation:**

Before school care 7:00am - 8.45am

After School care 3.30pm – 6.00pm

For enquiries about the program please visit the website [www.commosh.edu.au](http://www.commosh.edu.au)

## **BICYCLES, SCOOTERS, SKATEBOARDS ETC**

The decision to allow students to ride bicycles and scooters to and from venues during school hours is a matter for determination by the principal. The responsibility for children riding bicycles/scooters to and from school lies with the parents/carers. Students are **not** to ride through school grounds. They must dismount and walk the bike/scooter to the bike shed.

Road safety authorities recommend that before the age of nine- or ten-years' children should not ride a bicycle in traffic without adult supervision. Depending on their cycling skills and experience, some children over this age may still require supervision.

**Children must wear an approved bicycle helmet when riding bicycles or scooters.** Approved helmets have the Australia Standards Mark TM (AS/NZS 2063) and will be marked as suitable for cycling.

## **CANTEEN**

Upper Ferntree Gully Primary School currently has an arrangement with SUBWAY for online orders once a week and Tasty Truck who visit the school on a Friday.



PFA operates special food days at school on selected lunchtimes and is run by parent volunteers. Menus will be sent home with your child usually at the beginning of a "special lunch" week.



## LUNCHES



We encourage children to bring home any uneaten food so that you might adjust the amount given if necessary. We are keen to develop an attitude of using only what is needed.

All students eat 'brain food' at 10.00am each morning in class. Suitable items for 'brain food' are fresh fruit, vegetables, or dried fruit.

We strongly support food being brought to school with no wrappers to reduce waste. Known as 'Nude' food. Please emphasise to children the importance of placing all food wrappings, peels, and scraps in the correct rubbish bins. Students will be asked to take wrappers home in their lunch boxes.

## MONEY AND VALUABLES

When children bring money to school, please enclose it securely in a sealed envelope on which is written the amount of money, the child's name, grade and what the money is for. Large amounts of money would be much safer paid by direct deposit or EFTPOS facilities are available at the office.

Parents should exercise considerable discretion regarding the bringing to school of valuable or treasured items (e.g., for show and tell or for projects). ***While every care would be taken, the school will not accept responsibility for items lost or damaged.***

## LOST PROPERTY

Please clearly name all articles that will be brought to school and likely to be taken off or put down such as school bag, lunch box, coat, jumpers, shoes, hats, library bag, sports equipment, and apparel etc. Please check regularly, that your children have not brought home other people's property by mistake. Lost property is located outside the school library.

## TRANSFERS

A transfer note is to be issued if your child is moving to another school. Please notify the school in writing via email. We will need to know your new address and the school to which your child is transferring. This information would be appreciated as early as possible.

## SMOKING AND ALCOHOL

A total ban on smoking applies to all Department of Education buildings and grounds, 24 hours a day, 7 days a week. Child Safety Standards stipulate that no alcohol is allowed at any school events involving children.

## CARS

Please do not drive into school driveways or grounds when dropping off or collecting children. Please park well clear of the bus bay and school crossing.

Whenever it is operating, the School Crossing must be used by all who wish to cross the road – including children dropped off by cars and all adults.



## **TRAVELLING TO AND FROM SCHOOL**

Children should:

- Always use the school crossing.
- Know to walk on footpaths, and to take care when crossing driveways.
- Know how to crossroads, with or without traffic lights, and the safest place to do this on their particular route to school.
- Know never to run out from behind cars, nor behave in such a manner as to distract drivers' attention from the road or cause them to brake or swerve unnecessarily.
- Know to go home by the most direct and safest route, neither loitering, nor visiting friends without prior arrangements with you and the other family involved.

We encourage safe driving habits when driving in our school vicinity.

## **UNSAFE OBJECTS**

**No responsibility will be taken for valuable personal items brought to school by the children.**

Children are not permitted to bring to school: (unless previously arranged with teachers)

- Glass containers
- Water pistols or syringes
- Radios, mp3 players, electronic game players
- Toy guns

**Mobile telephones - if a student requires a mobile telephone, it must be handed into the office before school commences and collected at the end of the day or remain in the students' bag switched off. Any mobile phones seen at school will be confiscated and returned to the student's parent as per the state wide Mobile Phone Policy, available on the school website.**

# STUDENT SAFETY, HEALTH AND WELLBEING

## **A CHILD SAFE SCHOOL**

Victoria has introduced compulsory minimum standards that apply to organisations that provide services for children to help protect them from all forms of abuse. The child safe standards form part of the Victorian Government's response to the Betrayal of Trust Inquiry. All schools had to be compliant from August 1, 2016.

In complying with the child safe standards, an entity to which the standards apply must include the following principles as part of each standard:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- Promoting the safety of children with a disability.

National Principles for Child Safe Organisations:

Principle #1. Child safety and wellbeing is embedded in organisational leadership, governance, and culture.

Principle #2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

Principle #3. Families and communities are informed and involved in promoting child safety and wellbeing.

Principle #4. Equity is upheld and diverse needs respected in policy and practice.

Principle #5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Principle #6. Processes to respond to complaints and concerns are child focused.

Principle #7. Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training.

Principle #8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Principle #9. Implementation of the national child safe principles is regularly reviewed and improved.

Principle #10. Policies and procedures document how the organisation is safe for children and young people.

Further Child Safe Policies and Information is available on our school website.

## **EMERGENCY PROCEDURES**

In an emergency, the following procedure will apply:

1. Parents will be notified of emergencies via SMS as soon as it is safe and practical to do so
2. Children will be released to persons other than parents only on the written authority of the parent. This is to ensure that parent's rights and wishes are respected, and that the whereabouts of the children remain known or can be easily traced.
3. In the event of the buildings needing to be evacuated, the assembly area will be at the far end of the school oval or Talaskia Oval.
4. In some circumstances under the School's Emergency Management Plan all children will be assembled in the main building – the declared refuge area.
5. Where possible teachers will remain with their classes until:
  - the emergency is over; or
  - the children are formally evacuated to an evacuation centre by order of the appropriate authorities; or
  - Other supervision arrangements have been made in the event of a class teacher being required elsewhere.
6. Children will be discharged from the evacuation centre in the care of a parent or guardian, but no general discharge will be made until such time as the officer in charge of the emergency declares the area to be safe.



## **SCHOOL CROSSINGS**

Crossings are provided and staffed by supervisors from Knox City Council during the time children travel to and from school. One is situated in front of the school on Talaskia Road, and another at the traffic lights at Burwood Highway.

**Parents are asked to use the crossing themselves to set an example for children who will be taught road safety procedures in class.** Motorists are asked to exercise extreme caution before and after school.

- A School Crossing exists only when the flags are in position – no flags no crossing. Therefore, whenever the flags are not in place, anyone crossing the road cannot expect that vehicles will stop.
- Anyone crossing the road within 20 metres of a School Crossing must use the crossing.
- A Supervisor is appointed to be on duty at the crossing at appropriate times in the morning and afternoon of each school day. Children, users, and motorists must obey the instructions of the supervisor.

## **MEDICAL DETAILS AND EMERGENCY CONTACT INFORMATION**

It is essential for the school to have accurate and up to date information on each student's medical details and telephone contact numbers. Please assist us in keeping records up to date. Details can be updated by you through Compass.

### Essential Information

- All medical conditions your child has which the school needs to be informed about
- Home address and telephone number of each student
- Workplace telephone number for parent/guardian
- Mobile telephone numbers
- Doctor's name, address, and telephone number
- Name and telephone number of other people who can be contacted in case of emergency

## **ACCIDENT OR SICKNESS AT SCHOOL**

Home is the best place for a sick child. If in any doubt about your child's health it is wise to keep him or her at home. If your child has a medical condition you need to inform your child's teacher.

### Reporting to Teachers:

Children must report to a teacher or the sick bay if they become ill or suffer an accident at school. All children are encouraged to find an adult on yard duty if they have an accident or injure themselves.

### Contacting Parents:

The school will inform parents of any serious accident or illness affecting their child, especially where further care or attention appears to be needed.

## **MEDICATION**

Medication must be given into the school office in its original container with dosage label attached. A Medication Authority Form, available from the school office, must accompany all medication detailing dosage, child's name, and parent's signature. All medication will be administered by approved staff in sickbay. **NO MEDICATION IS TO BE KEPT IN A CHILD'S SCHOOL BAG OR CLASSROOM** – the **ONLY** exception to this is that **VENTOLIN** asthma inhalers may be kept in a child's bag or class. Parents must collect any unused medication – it will not be sent home with students. Medicines must be in their original packaging or in a container with a signed doctor's note stating the dosage and medication.

## **ASTHMA**

Children subject to asthma should be encouraged to adopt positive coping strategies, including consistent fitness, healthy diet, and sensible preventative measures. Parents whose child suffers from asthma or is likely to have a one-off episode must fill out an "Asthma Management Plan" each year. This plan enables staff to correctly assist your child in the event of an asthma attack.

## **SERIOUS ALLERGIC REACTIONS/ ANAPHYLAXIS**

If your child could require quick emergency action in relation to an allergic reaction (e.g., bee stings, peanuts), please supply a recent photo and emergency information including an Epi Pen if needed. Please obtain an Anaphylaxis template or Allergy template to be filled in by your doctor. This information will be displayed in the classroom, staffroom, sickbay, and the yard duty bag.

## **INFECTIOUS CONDITIONS**

It is a legal requirement that students must be excluded for school if they have an infectious condition that is listed on the school exclusion table. This table can be found at the [Victoria Department of Health website](#).

## **TOILETING NEEDS**

Should your child have a toileting accident at school, the following applies:

Students will be assisted to clean themselves or if they are able, they will clean themselves and be provided with a clean set of clothes. Dirty clothes will be sent home unwashed.

If your child has toileting concerns, please ensure that you speak to the classroom teacher so that we can put a management strategy in place to assist your child.

## **HEAD LICE**

Head lice can be managed with the cooperation of parents and the school. They are not a threat to health, and they do not spread infections. As there is no guaranteed method of prevention, early detection is the best way to avoid an outbreak. It is recommended that parents check their child's hair regularly.

Please inform the school if your child is found to have head lice so we can make other families aware.

## **SUNSMART SCHOOL**

### **'No hat, No play'**

Our school is a SunSmart School, and it has a 'No hat, No play' policy in place from 1st September to 30<sup>th</sup> April. If the children are not wearing a school approved hat, they are required to spend playing times in a designated shaded area. The use of sunscreen is promoted strongly. Please apply sunscreen EVERY morning, rain, hail, or shine. The children will require a roll-on sunscreen, to be kept in their bags, for re-application at lunchtime and recess if necessary.



## **STUDENT WELLBEING**

The Student Engagement, Wellbeing and Inclusion Policy and Bully and Harassment Policy support our students and the community to feel safe, happy, and respected at school.

Our wellbeing programs of the school aim to foster respect and understanding and to develop a safe, supportive, and happy environment for all members of the school community. We know that students learn best when they feel safe and happy.

### **SCHOOL EXPECTATIONS AND RESPONSIBILITIES**

	<b>Teamwork</b>	<b>Resilience</b>	<b>Integrity</b>	<b>Respect</b>
<b>Staff</b>	<ul style="list-style-type: none"> <li>- Sharing ideas and resources</li> <li>- Members of teams contribute to planning and discussions</li> <li>- Stick to timelines</li> <li>- Communicate to all relevant staff</li> <li>- Be consistent in actions</li> <li>- Communicate with staff, students, parents, and the community</li> <li>- Work together to achieve our best</li> <li>- Support each other</li> <li>- Clear roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Provide feedback and take feedback in a professional manner</li> <li>- Work at improving ourselves</li> <li>- Ask for help if needed</li> <li>- Positive reinforcement of feedback</li> <li>- Use feedback for improvement</li> <li>- Use every resource to make a difference in student learning</li> <li>- Check in with each other (mental health)</li> <li>- Support students to develop resilience strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Honest in a respectful way</li> <li>- Commit to decisions made and follow through with your actions</li> <li>- Constructive feedback</li> <li>- Accountable to each other and the community</li> <li>- Listen actively</li> <li>- Be reliable</li> </ul>	<ul style="list-style-type: none"> <li>- Care for surroundings</li> <li>- Modelling respectful behaviour and language</li> <li>- Treat everyone as equals while supporting differences</li> <li>- Use appropriate language</li> <li>- Be accepting of diversity and individuality</li> <li>- Be fair</li> <li>- Respect confidentiality</li> <li>- Value other opinions and ideas</li> <li>- Listen</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>- Support each other</li> <li>- Co-operate with others</li> <li>- Listen to others point of view</li> <li>- Be inclusive of everyone</li> <li>- Compromise with each other to reach a solution</li> </ul>	<ul style="list-style-type: none"> <li>- Work to improve as a result of feedback</li> <li>- Be a problem solver</li> <li>- Bounce back when things get tough</li> <li>- Have a go</li> <li>- It's ok to make mistakes</li> <li>- Work with others to solve problems</li> <li>- Keep trying</li> <li>- Use strategies that you are taught</li> </ul>	<ul style="list-style-type: none"> <li>- Treat others the way you wish to be treated</li> <li>- Be honest</li> <li>- Accept it is ok to make mistakes</li> <li>- Take responsibility for your words and actions</li> <li>- Accept consequences</li> <li>- Follow through with what you say</li> <li>- Accept feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to others</li> <li>- Accept others values, opinions, and ideas</li> <li>- Use manners and appropriate language</li> <li>- Co-operate and take turns</li> <li>- Respect school property and the environment</li> <li>- Use appropriate behaviour in all areas of the school</li> </ul>
<b>Parents and Community</b>	<ul style="list-style-type: none"> <li>- Communicate, support, and engage with teachers, parents, and the community</li> <li>- Read all communication from the school</li> <li>- Work together to achieve our best</li> <li>- Work together with the community to support our students to achieve success</li> </ul>	<ul style="list-style-type: none"> <li>- Provide and accept feedback in a positive and friendly way.</li> <li>- Be supportive of the school</li> <li>- Follow through in an effort to make things right.</li> <li>- Promote resilience within the community</li> <li>- Discuss issues with the appropriate person</li> <li>- Support your children to solve their own problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Be responsible for getting students to school on time and notifying school of absences</li> <li>- Follow through with expectations</li> <li>- Speak to the appropriate person if there is an issue</li> <li>- Open and honest communication regarding your child</li> <li>- Respect confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>- Use respectful language with all members of the community</li> <li>- Use social media appropriately and respectfully</li> <li>- Model and teach respectful behaviour</li> <li>- Respect values that are different to our own</li> <li>- Follow school procedures and policies</li> </ul>

## **SCHOOL WIDE POSITIVE BEHAVIOUR AT UPPER GULLY**

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

SWPBS assists schools to improve social, emotional, behavioural, and academic outcomes for children and young people.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction.

Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance.

The framework supports schools to identify and successfully implement evidence-based whole-school practices to enhance learning outcomes for children and young people.

At Upper Gully we promote positive school expectations through rewards cards which are traded for 'Upper Gully Bucks'. Students can then spend their 'Upper Gully Bucks' at our SWPBS store each week.

### **BUDDY PROGRAM**



A successful buddy program between Grade 6 children and Foundation/Preps operates where the Grade 5 students are paired up with the children in pre-school during a transition session.

During their first year at school, opportunities are provided for the children to develop friendships, networks and learning enabling the transition to school to be a smooth process

### **SUSTAINABILITY**

Upper Ferntree Gully Primary School is a Resource Smart school. ResourceSmart Schools is a free program offered by Sustainability Victoria that supports Victorian schools to embed sustainability across the school facilities, community, and curriculum, while saving resources and money for the school. We ensure that our students are learning about the best ways to support the environment with a focus on all sustainable areas – Waste, water, biodiversity, and energy. Our vegetable gardens and recycling are a key feature of our sustainable practices.



## **STUDENT LEADERSHIP**

The School Captains and Vice Captains are an important face of the school. They represent the whole school and its values and act as role models for the students.

Children from each house are elected to be House Captains at House Meetings. House Captains are expected to display a responsible and caring attitude and are expected to lead their houses in a variety of school activities.

School Captains and Vice Captains, both male & female will be elected through a nomination and voting process and then selected by the Principal and Staff through an interview process.

Student Representative Council represents the student body of the school. Representatives are elected from all grades. The school supports charities through the SRC fundraiser days.

## **iSEA, iCARE**



The '*i sea, i care*' Ambassador program is designed for students in Years 4, 5 and 6. Usually four to six students are chosen to be Ambassadors from that school for that year. They learn about what lives in our bays and waterways, and the many issues facing them.

Through peer-teaching workshops, the Ambassadors develop the skills and self-confidence to pass their knowledge on. They tell their peers, lower classes, school assemblies and other groups about Victoria's Living Marine Treasures, and that they're too precious to lose!

There are four workshops throughout each year. By having each workshop attended by all '*i sea, i care*' schools in a region, friendships can develop across schools.

## **SCHOOL HOUSES**

The House System aims to foster and develop citizenship, organisational and sporting attitudes. All students are placed into houses when enrolled. Four Houses have been given local historical names:

**Rollings**

**Ferndale**

**Talaskia**

**Alexandra**



# STUDENT LEARNING

## **CURRICULUM AND LEARNING AT UPPER FERNTREE GULLY**

We pride ourselves on getting to know every one of our students as an individual learner with their own needs and goals. We know that students have different interests and endeavour to provide learning that caters to developing the whole child. The Victorian Curriculum outlines what is important for all students to learn at different stages. We understand that students are at their own individual stage of learning. Our goal is to help every child achieve 12 months growth every year.

### **VICTORIAN CURRICULUM**

The Victorian Curriculum outlines a common set of knowledge and skills required by students to be active, informed citizens with social skills and confidence to be a lifelong learner.

More information about the Victorian Curriculum can be found at:

[www.victoriancurriculum.vcaa.vic.edu.au/](http://www.victoriancurriculum.vcaa.vic.edu.au/)

The Victorian Curriculum comprises learning areas and capabilities.

Learning Area	Capability
<b>The Arts</b> <ul style="list-style-type: none"><li>• Dance</li><li>• Drama</li><li>• Media Arts</li><li>• Music</li><li>• Visual Arts</li><li>• Visual Communication Design</li></ul> <b>English</b> <b>Health and Physical Education</b> <b>The Humanities</b> <ul style="list-style-type: none"><li>• Civics and Citizenship</li><li>• Economics and Business</li><li>• Geography</li><li>• History</li></ul> <b>Languages</b> <b>Mathematics</b> <b>Science</b> <b>Technologies</b> <ul style="list-style-type: none"><li>• Design and Technology</li><li>• Digital Technology</li></ul>	<b>Critical and Creative Thinking</b> <b>Ethical</b> <b>Intercultural</b> <b>Personal and Social</b>

## **LEARNING AT UPPER GULLY**

Our students learn knowledge and skills through all areas of the curriculum. Our focus on developing knowledge, skills and behaviours including physical, personal, and social growth, in all areas across the curriculum provides opportunity for students to apply their learning to new and different circumstances.

The consistency of the approaches and resources at Upper Ferntree Gully provides teachers with the knowledge to develop learning tasks that cater to all our individual learners. Our teachers meet weekly to plan and discuss the learning of students in our school. They plan, assess and moderate to ensure that they are supporting all their students learning.

We use a variety of resources to support our teaching and learning across the curriculum. These resources provide a consistent approach and skills and strategies that support learning at all levels.

### **ENGLISH**

#### **Fountas and Pinnell**

The goal of guided reading is to bring the student to the level of complex texts appropriate for them, in doing so, teaching must begin with where the child is able to engage with some success. The Fountas and Pinnell approach provides strategies to support teachers with their teaching and planning of reading and students to achieve growth in their learning.

#### **Talk for Writing**

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

#### **Soundwaves Spelling**

The Sound Waves phonemic approach uses a sound-to-letter strategy, which acknowledges that sounds can be represented more than one way in written form. This synthetic phonics approach focuses first on the basic units of sound in our language – phonemes. It then explores the letters that represent these sounds and how they can be put together to form written words. Soundwaves utilises a variety of learning strategies including hands on, oral and technology.

### **MATHEMATICS**

Our student goal setting and student led learning is a successful approach across the school. Students are assessed in an area; their learning and misconceptions are identified and shared with them. Students then set goals based on the next goal in that area. They complete a variety of activities including hands on, online and focus groups to learn their goal. They then complete a post-test to see how much growth they have made and if they need to, identify new goals.

## **DIGITAL LEARNING**

We utilise technology as a tool that can be used to support all types of learning with a balance. We provide opportunities for students to work with robots and coding. We use Google Apps to support students and teach skills in years 3 to 6. Reading eggs is used to support literacy at home and school in our junior years. SeeSaw is an electronic learning journal where students can publish their work with photos and video for you to be able to see on your device. Logins and access to these is provided at the beginning of the school year.

## **SPECIALISTS**

Specialist teachers teach Physical Education, Science, Performing Arts/Music, Visual Arts and AUSLan. These classes are 60 minutes long and occur weekly. Classroom teachers teach Library weekly.

## **CAMPS, SPORTS AND EXCURSIONS**

Excursions and incursions are organised to support students in their learning in all areas of the curriculum. As a small school we are fortunate enough to be able to go on a whole school excursion at the beginning of the year to support the personal and social learning of our students this has included excursions to the zoo and on Puffing Billy.

The Camp program begins in year 1 with an extended day and sleepover for grade 2. Years 3 to 6 then participate in camps each year. These camps take place in a variety of settings and support students to develop knowledge and skills in a different environment. The settings include beach, bush, city, and farm. Camps challenge students to step out of their comfort zone and support teamwork and relationships.

School swimming is offered at all year levels. The swimming program is targeted to each child's swimming ability and forms a part of the Physical Education Curriculum. Students learn swimming skills, confidence, and water safety. Many students who are involved in external lessons still enjoy the opportunity of time at the pool with friends.

In years 3-6 students have an extra session of sport each week and participate in interschool sports including athletics, winter and summer sports, football, basketball and cross-country.

## **PRODUCTION and PERFORMING ARTS**

A whole school production is performed every two years. Students learn dance and choreography to a variety of songs. Year 5 and 6 students can perform lead roles.



Students in years 3 to 6 have the opportunity participate in the Victorian State Schools Spectacular; an event that brings together students from all over Victoria to perform at a large arena in the city.

## **ASSESSMENT**

Teachers assess regularly in a variety of ways. This includes assessment:

- **FOR** learning that provides information about what the students already know so that goals can be set
- **AS** learning to determine what support and strategies the students learn
- **OF** learning that informs teachers about the achievement of their goals.

### **SCHOOL ENTRY ASSESSMENT**

During Term 1 each Prep child will be given a specific time to come to school for their assessment/interview which is carried out by their Prep teacher. This assessment involves assessing a variety of skills in the areas of Literacy, Numeracy and Oral Language. After your child's School Entry Assessments have been completed parents will be invited to attend individual interviews to discuss the learning plans for their children. The assessment provides the teacher with an opportunity to get to know your child as a learner and to be able to plan the best goals for your child in their learning.



### **HOMEWORK**

Upper Ferntree Gully has a homework policy that has been developed with teachers and parents. Homework that is regularly set includes home reading and spelling words. On occasion there may be homework that is required to support a student's learning at school such as a special project or research.

### **HOME READING**

Home reading is essential to helping students achieve in all areas. Reading should be fun and enjoyable. In the beginning this might involve sharing books and reading to your child. Books may include library books or any other form of reading material that your child enjoys. As your child develops confidence with their reading you can ask them to read to you and ask them questions about what they have read to develop comprehension. For readers who are reading independently you can ask questions about what they have read.

### **CATERING TO ALL STUDENTS**

We know that all students can learn. To ensure that we can cater to all our students needs we have a school psychologist who regularly visits the school and is able to complete Educational Assessments to identify student needs and a speech therapist who can support students with language and speech concerns. In addition, we have staff that are trained in Literacy and Mathematics supports programs to assist students.

Parents may sometimes be referred to external services to support their child. Many of these services are covered by Medicare and provide expertise that may not be available at school.

Students who may have challenges or require extension in their learning are placed on an individual education plan to support their learning. These plans set goals and strategies that the student can work on between home and school and is discussed each term at a meeting with the students, parents, and teacher.

# PARENT AND COMMUNITY

## **SCHOOL COUNCIL**

The School Council has **major responsibilities and powers** including:

- To decide school policy, within central guidelines.
- To approve organisational and operational arrangements.
- To approve an annual budget and monitor school finances.
- To maintain and improve the building, grounds and facilities for learning and teaching.
- To promote the welfare of all groups within the school community.
- To encourage the interest and involvement of parents (and other people and agencies) in school development and activities.

The council consists of:

- Parents and teachers are elected by the school community.
- One representative of the Parents and Friends Association (PFA).
- One person co-opted for their special interest or expertise. (Optional)
- The Principal, as a member ex-officio.

Elections for school council members are held in March. Ordinary meetings are held twice a term, usually weeks 3 and 8. Any parents are welcome to attend.

Council appoints individuals or committees, which prepare recommendations and reports for the consideration of Council. Committees can include Finance, Education, Buildings and Grounds, and Community. Special purpose committees may be appointed from time to time.

The role of the School Council is vital to the constructive and effective management of the school.

## **PARENTS AND FRIENDS ASSOCIATION (PFA)**

The Parents and Friends Association encourages the involvement of both parents and members of the wider community.

The purpose of the PFA is to maximise community involvement within the school, by holding meetings, social functions, community-based fund-raising activities, and by arranging or assisting with evenings for parents or families on topics related to the school curriculum.

Our meetings are usually held once or twice per term in the evening. These are cordial occasions where we discuss the organisation of fundraising and hear reports from the Principal and/or staff representatives, with sometimes a guest speaker on a topic of educational or general interest.

Funds raised are expended on school equipment and facilities that support students at the school.

## **REPORTING TO PARENTS**

### **Getting to Know You**

Parents will be invited to attend a meeting early in the school year, to become familiar with school expectations and the programs in which the children will be involved. Notification of the date will be forwarded to you early in the school year.

### **Interviews - During the Year**

Parents are very welcome to make an appointment to discuss any concerns with their child's teacher. Formal parent-teacher interviews may be requested by the parents or the teacher at any time. Three-way conferences occur after mid-year reports are distributed.

At Upper Ferntree Gully Primary School, we believe that whilst attending our school, it is important that parents and teachers form a strong partnership regarding their child's wellbeing. We value communication between classroom teachers, parents, and administrators.

Students have diaries, which can be used to communicate with teachers. Teachers can communicate through See Saw and Compass. See Saw is our electronic learning journal that communicates student's classroom learning.

These can be installed on a Smart phone or accessed via a computer. You will be provided with more information on Compass and See Saw on enrolment or at the beginning of the school year.

## **COMMUNICATION**

COMPASS is our main form of communication for all events and notices. The office can be contacted via phone calls or email. See Saw and email are also used by teachers to communicate with parents.

## **PRIVACY AND CONFIDENTIALITY**

Schools will only communicate information that is about your child/ren to you to ensure and maintain privacy and confidentiality. This includes school behaviour, learning and any other incidents where other students may be involved.

## **PARENT/TEACHER ASSISTANCE**

Parents are encouraged to help in classrooms and around the school. This is an important part of your child's schooling. The school home partnerships reassure your child that we are working together to do what is best for them. Parents are encouraged to become involved as much as possible with our school.

All parents working with our students are required to possess a current Working with Children Check (WWCC). The WWCC must be sighted by our school administration and a copy kept at school. Parents must sign in and out at our office if they are volunteering within the school. You can apply online at <http://www.workingwithchildren.vic.gov.au/home/applications>.

**Further policies and information on the information in this handbook can be found on our school website. [www.uppergullyps.vic.edu.au](http://www.uppergullyps.vic.edu.au)**



## **PREPS STARTING SCHOOL**

### **INFORMATION NIGHT**

During term 4 of the year prior to starting school parents are invited to attend an information night where the teachers will share information about the routines and learning that takes place in Prep.

### **PREPS FIRST DAY**

All Prep students will begin full days on their first day of the school year. Parents are welcome to accompany their child to the classroom. School finishes at 3:30pm and the students need to be collected by their parent/guardian from the basketball court.

Your child will need to bring healthy food for brain break at 10:00am. This is a healthy fresh fruit or vegetable snack. Please talk to your child about what is in their lunch or playtime snack as they can be confused at the start as to what they need to eat. If you put choices in their lunch box and don't expect them to eat everything, please let them know. We often find that children become distressed because they think that they must eat everything that is provided for them. If your child has any concerns regarding eating, please speak to the classroom teacher.

Students are encouraged to bring a water bottle to school every day so that they can drink in class.

Please ensure that everything your child brings to school regularly is labelled with your child's name.

### **BUDDIES**

All students in Prep have year 6 buddies. The buddies will assist the Foundation children to settle into the school routine. For the first few weeks the buddies visit the classroom before morning recess and lunch to help their special Foundation child to get organised for outside play. They take them out into the yard and assist them to make friends and become familiar with the playground environment. Throughout the year the buddies and Prep children engage in a variety of activities together to help build confidence and social skills.

### **LINING UP ARRANGEMENTS**

After the first day, your child will make their way to their classroom each morning at **8:50am** when the bell rings. Music will play before the second bell rings at 9:00am when the school programs commence. If it happens to be raining before school, an announcement will be made to inform children that they are to move inside to their classrooms.

### **COLLECTING STUDENTS**

Foundation children must be collected or met by a parent/guardian or designated adult. It is important that your child knows who will be picking them up each day and that the teacher is informed if there are changes to the usual arrangements on a particular day.

### **SPECIAL ATTENDANCE ARRANGEMENTS FOR FOUNDATION CHILDREN DURING FEBRUARY**

Foundation students have an altered attendance schedule for Term 1. Foundation students do not attend on Wednesdays except for a scheduled appointment with the classroom teacher. Full details of dates and times that your Foundation child will need to attend school will be included with transition to school information that will be posted home to families.

## **PREPARING YOUR CHILD FOR SCHOOL**

Below are listed some ideas for things you can do to help your child settle into school life.

- Practice walking to and from school and become familiar with the school grounds. The school grounds are open on the weekend.
- Have a picnic in the school grounds during the holidays and practice drinking from the water fountains.
- Practice packing a lunch box together and talk with your child about eating times at school - morning recess and lunch recess.
- During the first weeks of settling in at school, you may find that your child eats only small amounts of food. It helps to pack small portions in your child's lunch box that are varied and offer a balanced diet – for example, pieces of orange, cheese, sultanas, biscuits, a sandwich with their favourite filling. **WE ENCOURAGE NUDE FOOD – NO WRAPPERS**
- Let your child practice getting dressed and undressed, especially taking shoes on and off
- Children in Foundation class are often tired during the first few months of school. It is important to establish a routine and ensure they have adequate sleep and get to bed at a reasonable time
- Discuss with your child what will happen after school finishes. If they are to be attending the Out of School Hours Care Program, let them know they will be collected from the classroom by the Care Program staff.
- Encourage your child to start taking responsibility for themselves e.g., tidying up their toys and helping you put things away.
- Develop your child's skills in listening by playing games where they must listen
- With your child, name the things they will be bringing to school – school bag, lunch box, drink bottle, school uniform, hat, etc. – so that your child will easily recognise any lost belongings.
- Encourage your child to learn their full name, address, and phone number
- Organise plays with other children who will be attending the Upper Ferntree Gully Primary School. It helps if your child knows another child in their class.
- Adopt a low-key approach to the big day, initiating casual conversations with your child about this new step in their life and sharing positive memories of your own school life with your child.
- **MOST IMPORTANTLY** - Be positive about school. You are your child's first teacher, and they will follow your lead.



## HELPING YOUR CHILD WITH SCHOOL

- Show interest in your child's account of the day when they are ready to talk about it. Most children in Foundation are very tired after school and need time to relax, especially at the beginning of the year.
- Understand that through 'play' a child builds up his/her confidence, establishes sound social relationships with other children, improves his/her powers of conversation and promotes dexterity.
- If your child has a problem, please come to the school, and discuss it with us so we can eliminate those small concerns that worry every child.
- Encourage your child to organise clean clothes and pack their books and bag the night before.
- Establish a routine with a set bedtime to ensure your child is well rested and ready for the busy school day.
- Be sure your child has a balanced breakfast. Healthy eating has a long-lasting and positive impact on a child's growth, development, and health. Healthy eating will also maximise a child's concentration and ability to learn.
- Avoid the last-minute rush by leaving home early so that you arrive at school well before 8:50am.
- Notify the school if your child is taking medication and complete the Medication Form at the office if medication is to be administered at school. All medication must be handed in at the office.
- Ensure your child attends school every day unless they are sick. Children who are regularly absent from school are at risk of missing out on learning the basic building blocks in subjects and may experience long-term learning difficulties. Schedule medical/dental appointments outside of school hours where possible.
- Be aware that not all children develop at the same rate and it is unhelpful to compare your child's progress with other siblings or students. Teachers carefully monitor and keep records of each student's progress. Arrange a time to speak to your child's teacher if you wish to discuss aspects of your child's development or progress. Praise and encouragement will build your child's self-esteem and confidence to engage in new learning experiences.
- Avoid organizing or enrolling your child in extra curricula activities such as sport, music, and other activities for at least their first semester at school. Beginning school can be very tiring for children and they need time to relax after the demands of a busy school day.
- Be creative about in how you ask your child about their day. They are more likely to give information if you are specific rather than just, how was your day?
  - What was the best part of your day?
  - What was the most interesting thing you did?
  - What games did you play at recess time?
- Be positive after your child's school day. Tell them how proud you are and encourage them to share the positives of their day.