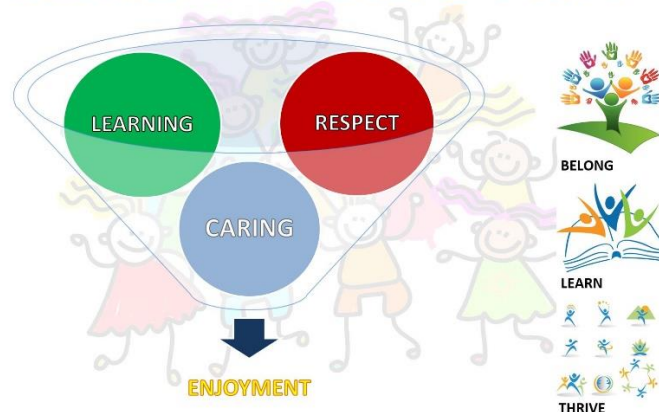


# HANDBOOK FOR FAMILIES



PASCOE VALE SOUTH  
PRIMARY SCHOOL

EVERYDAY VALUES @ PVSPS



# 2019

School calendar, notes and news items are posted on the school app

<http://www.flexibuzz.com.au/>

School calendar and general school information is available on the school website

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

Welcome to the new school year. The building works are completed and we are in the process of finalising the setup of the learning spaces and resource area across the school.

Our School Strategic Plan goals 2017 - 2020:

- ✚ To enhance the learning growth and outcomes for every child in reading and numeracy
- ✚ To enhance children's engagement in their learning
- ✚ To enhance a positive learning culture for children, staff, parents, carers and the community

In 2019 the key improvement strategies, aligned to these goals are:

- Curriculum and assessment - strengthening the capacity of teachers to use data to implement precise targeted teaching
- Building communities - providing regular opportunities for parents to learn about the programs of the school and develop their understandings of current teaching and learning programs

The staff at Pascoe Vale South PS are professional, caring and dedicated. They are committed to improving the learning opportunities and outcomes for all children through collaboration and ongoing professional learning. Open communication between staff, parents and families is highly valued and is instrumental in ensuring that all children enjoy coming to school, are engaged in learning and improving their learning outcomes.

The time at school for children is under 25% of their time. We appreciate and value the key role families play in engaging with your children's learning in the remaining 75%. A sample of the many and varied ways that you do this were reflected in the first family-school partnership conversation in Term 4 last year. This list is certainly not exhaustive and I am sure you could add many more. All of these, along with many others not listed, contribute to your child's growth and learning in the world and at school.

Dinner conversation, walking home, in the car driving / open conversations or games in the car, family talk time - listen to others and talk about your day, asking (open) questions, cooking, craft, games, movies, targeted learning conversations, library visits, bookshops, appropriate reading material, reading, write stories, drawing, zoo, setting a time for reading, discovering and exploring, visits with families and friends, no device / family time, exposure to life skills via modelling behaviour, donations and charity work / involvement, sport (commitment), chores / cleaning up, tidying up their room before going to school, getting ready for the next day, grocery shopping, keyboard, karate, netball, gymnastics, activity books, homework, board games, let siblings sort out issues, swimming lessons, talking / conversation, talking about the news, ask about friends, talk about Mum and Dad's day, Uno, sharing experiences, creativity, feedback and encouragement, relationships with each other, routines, maths, modelling behaviour, travel, independence, bed time routines, sleep, food, rest ...

The Pascoe Vale South PS community is very proud of their school and collaborate to support achieving the school's goals. Parents, carers and other adult family members are welcome and invited to contribute and participate in a range of school programs, as you are able. We look forward to working with your family, as members of our school community, to continue to develop your child's learning.

Sue Spurr, Principal



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*'Making good teaching happen for every child, every day, in every classroom, is the single most important means by which schools can deliver on their promise to enable all children to learn and achieve at high levels.'* - Robert Peterkin, Harvard School of Education

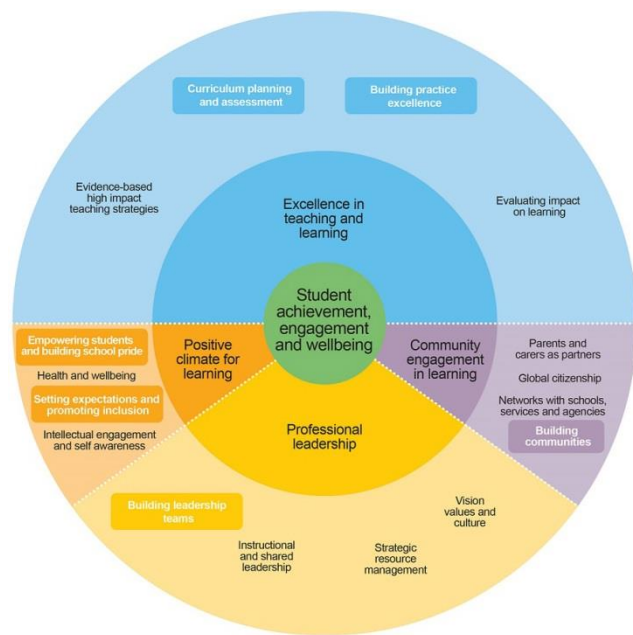
## VISION

To develop global citizens who belong, learn and thrive.

## SCHOOL VALUES

Caring, Learning, Respect, Enjoyment

## FRAMEWORK FOR IMPROVING STUDENT OUTCOMES (FISO)



Curriculum planning & assessment  
Building communities

## DET VALUES

**LIVING OUR  
VALUES  
EVERY DAY**



## Contact details

Telephone 03 9386 4301  
Fax 03 9386 1596  
Email [pascoe.vale.south.ps@edumail.vic.gov.au](mailto:pascoe.vale.south.ps@edumail.vic.gov.au)  
Postal address 411 - 429 Reynard Street, Pascoe Vale South VIC 3044  
Website [www.pvsps.vic.gov.au](http://www.pvsps.vic.gov.au)  
Flexibuzz app <http://www.flexibuzz.com.au>

## Administration Office Hours

8.30am - 4.00pm

## 2019 Term Calendar

Staff commence 29 January

TERM 1 Children in Years 1 to 6 start Thursday January 31

	Children in Prep start Friday February 1
	Term 1 ends Friday April 5
<b>TERM 2</b>	Tuesday 23 April to Friday 28 June
<b>TERM 3</b>	Monday 15 July to Friday 20 September
<b>TERM 4</b>	Monday 7 October to Friday 20 December

## Public Holidays

Labour Day - Monday, 11 March  
 Good Friday - Friday, 19 April  
 Easter Monday - Monday, 22 April  
 Anzac Day - Thursday, 25 April  
 Queen's Birthday - Monday, 10 June  
 Melbourne Cup Day - Tuesday, 5 November

## Curriculum/Pupil Free Days

The Department of Education and Training (DET) allows schools a number of curriculum/pupil free days each year, with School Council approving these. Parents are notified in advance when these days will occur.

Dates for 2019

Term 2 Thursday May 2

Term 4 Friday December 7

## School Hours and Access

**School hours for children - 8.50am to 3.30pm**

At school, on time, every day, for all children

For safety reasons, unless attending scheduled programs such as Before/After School Care or accompanied by their parents/carers, children are not to be dropped off or in the school grounds before 8.45am or remain in the school grounds after 3.40pm.

**Access to the school grounds - 7.00am to 6.00pm**

*It is important for parents to be aware that supervision of students by school staff occurs between 8.50am and 3.40pm only.* Outside of these times families are responsible for their children's behaviour and safety. You are welcome to stay in the school grounds with your children before 8.50am and after 3.40pm.

**Student arrival time - no earlier than 8.45am**

- Children should not be left at school prior to this time. Pedestrian access gates are unlocked at 8.45am and locked again at 9.15am.
- Families requiring childcare/supervision before this time at school can arrange for their children to attend the Before School Care Program (operated by Camp Australia).
- Pedestrian gates are located on Parkstone Avenue and Reynard Street.

**Before School and After School Care - 7.00am to 8.50am & 3.30pm to 6.00pm**

The Before and After School Care program operates primarily from the hall and uses the art room from time to time.

- **Before School Care** - from 7.00am to 8.45am
- **After School Care** - from 3.30pm to 6.00pm

- Children go directly to the hall at 3.30pm.

Our Before and After School Care Program (operated by Camp Australia) is available for families who require child care. **School staff are not able to mind children or provide childcare.** If you are unexpectedly delayed please contact the school office to let us know and what arrangements you have made. If children are not collected by 3.45pm, and you have not contacted the school, we will phone you. If you are not able to be contacted we will then contact your child's emergency contacts and if no contact is made, the police.

**Car parks inside school grounds - for safety reasons the car parks are strictly for staff access only.**

Families are to use on street parking and then walk in via the pedestrian gates. We ask families to not use Parkstone Avenue for parking or drop off, for safety reasons and consideration of our neighbours. Be sure to keep the pedestrian crossings clear and abide by parking signs and traffic laws.

### **Starting time for children - 8.50am**

- The first bell sounds at 8.50am and, unless otherwise advised, children go to their home group room and remain there.
- Between 8.50 and 8.57am teachers and children interact to ensure they are organised, engaged and ready to commence the first session at 9.00am.
- Parents are welcome to engage with their children during that time
- We ask that you support your children's independence by asking them what they need to do and letting them complete the tasks themselves.
- Please note that while teachers will be able to say hello, they will not be able to engage in conversations/discussions with individual parents at this time.

### ***Monday to Friday***

- Children go to their home group room, unpack their bags and set up for the day. All children remain inside until the first session commences at 9.00am.

### **Access to the school - 9.15am to 3.15pm**

The pedestrian gates are locked between these times. Access to the school office is through the single front gate (next to the green electrical box) on Reynard Street.

### **Access to the school - 3.15pm to 3.45pm**

Access is via the pedestrian gates only which are located on Parkstone Avenue and Reynard Street. They are unlocked at 3.15pm and locked at 3.45pm.

### **Dismissal time for children - 3.30pm**

The final bell sounds at 3.30pm. Children are dismissed from their home group room or learning area and walk out with their teachers into the school grounds.

Children and families exit the school through the pedestrian gates. With the exception of the pedestrian gate alongside the car park driveway in Reynard Street, gates are locked at 3.45pm.

***On the last day of Terms 1, 2 and 3 the dismissal time is 2.30pm. On the last day of Term 4 the dismissal time is 1.30pm.***

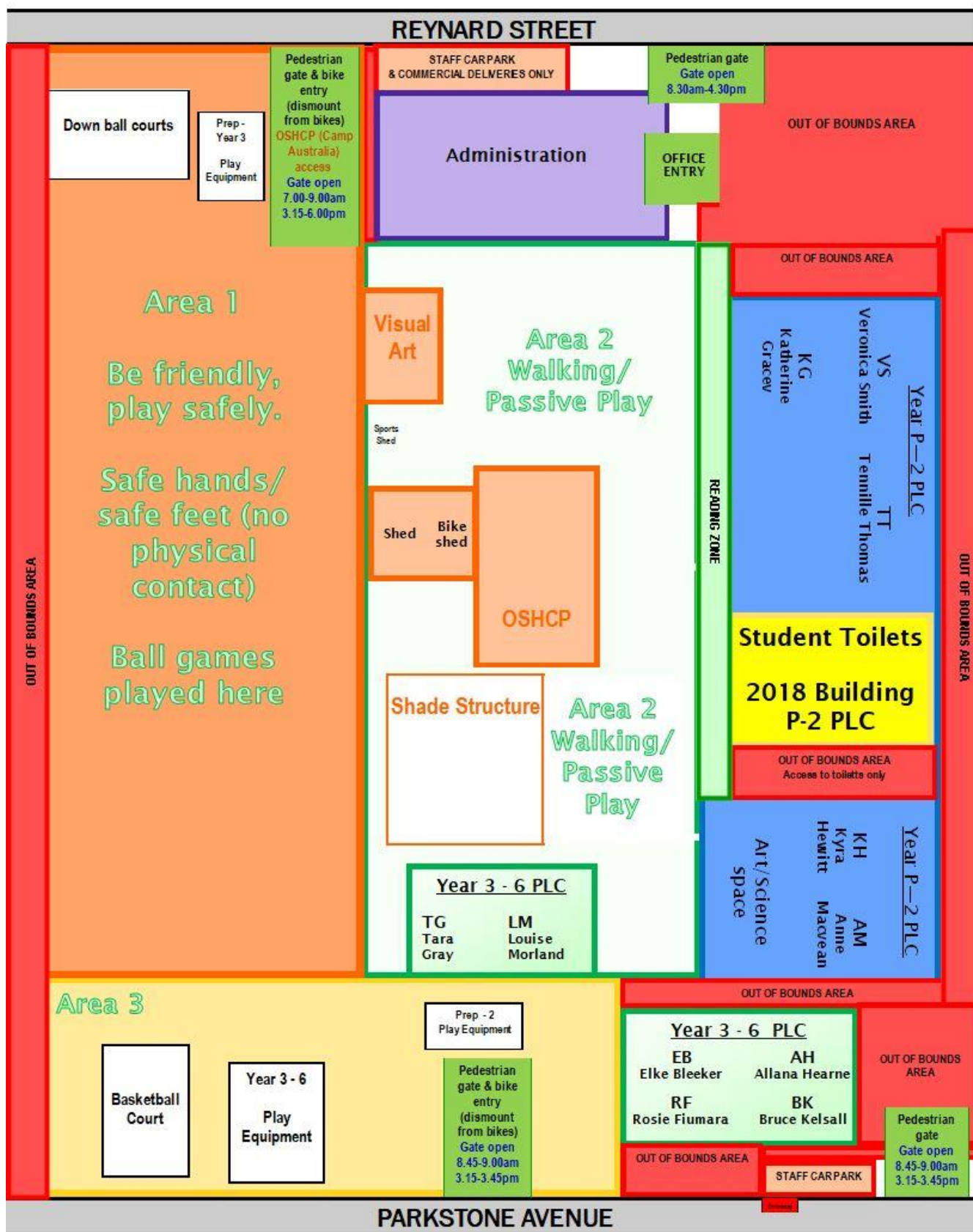
**Prep Attendance Term 1** During Term 1 the Prep children have modified attendance hours. Details of these are in the Prep Information Book.



# SCHOOL MAP (as at 29.01.2019)

School opens for students at 8.45am - entry through pedestrian gates on Reynard Street & Parkstone Avenue

## Home Group Locations and Play Areas 2019



# Staff

## Staff

<b>Principal</b>	Sue Spurr
<b>Assistant Principal</b>	Anne Bashford
<b>Leading Teacher</b>	Rachel Griffiths
<b>Learning Specialists</b>	Veronica Smith
	Elke Bleeker
<b>Business Manager</b>	Kaye Sperling
<b>Student Administration</b>	Robyn Brown
<b>Teacher aides</b>	Inga Spyrou
	Linda James
	Nicole McArthur (Term 1)
<b>Italian (M, Tu, W)</b>	Maria Alagna
<b>Visual Art, Science P - 2 (M, Tu, W, Th)</b>	Michele McCulloch
<b>Science (3 - 6) /Sport_PE</b>	Chelsea Walmsley
<b>PE, program support (Th, F)</b>	Alison Falzon
<b>Prep to 2 PLC</b>	Veronica Smith (VS), Tennille Thomas (TT) Katherine Gracev (KG), Kyra Hewitt (KH), Anne Macvean (AM)
<b>Year 3 to 6 PLC</b>	Elke Bleeker (EB), Allana Hearne (AH), Tara Gray (TG), Louise Morland (LM), Bruce Kelsall (BK), Rosie Fiumara (RF)



# Our Learning Community: Statement of Values

Pascoe Vale South Primary School recognises the importance of the partnership between schools and parents to support children's learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents/carers, children and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

## RESPONSIBILITIES

### AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all children in attendance at the school is protected.
- Identify and support children who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

### AS LEADERS, TEACHERS AND ES STAFF, WE WILL:

- Model positive behaviour to children, consistent with the standards of our profession.
- Proactively engage with parents about children's outcomes.
- Work with parents to understand the needs of each child and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for children with additional needs.
- Communicate with regional staff, principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

### AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.

- Support school staff to maintain a safe learning environment for all children
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, children, and other members of the school community with respect.

### **AS STUDENTS, WE WILL:**

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

### **AS COMMUNITY MEMBERS, WE WILL:**

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all children.
- Utilise the school's communications policy to communicate with the school.

### **THE DEPARTMENT OF EDUCATION WILL:**

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

## **CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES**

### **UNREASONABLE BEHAVIOURS**

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

### **CONSEQUENCES**

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

## **STAFF, PARENTS, SCHOOL COUNCIL AND VISITORS ARE OBLIGED TO ACT IN ACCORDANCE WITH LEGISLATION, POLICIES AND GUIDELINES INCLUDING:**

- *Equal Opportunity Act*
- *Anti-discrimination legislation (Federal and state)*
- *Privacy Act Victoria*
- *Racial and Religious Tolerance Act*  
<http://www.education.vic.gov.au/hrweb/employcond/Pages/legislat.aspx>
- *School Policy and Advisory Guide*  
<http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>
- *School policies*

## **EVERYONE HAS THE RIGHT TO LEARN**

❖ **PERSONAL RESPONSIBILITY - I DO THE RIGHT THING**

❖ **COMMUNAL RESPONSIBILITY - I ENCOURAGE OTHERS TO DO THE RIGHT THING**

*To learn we need to be on task and put in effort and complete as much work as possible*

Therefore:

- Everyone must bring (and encourage others to bring) the necessary equipment and tools
- Everyone listens (and encourages others to listen) when people are speaking
- Everyone is (and encourages others to be) on time
- Everyone completes their work (and encourages others to complete their work)

*To learn we need to collaborate and behave in ways that make us feel comfortable and safe at school*

Therefore:

- Everyone passes (and encourages others to pass) all objects hand to hand
- Everyone speaks (and encourages others to speak) to each other politely and respectfully
- Everyone keeps (and encourages others to keep) their hands to themselves

# Communication

Our school staff are professionals who are committed to your child's education, care and wellbeing.

We work in partnership with families. That means keeping you informed about what we do and why we do it. Similarly, we ask you to let us know when we are doing things well and alert us to any concerns you may have.

Remember that teachers are continually making decisions about what is best for a large number of children with diverse needs, abilities and personalities.

Communication at Pascoe Vale South PS includes:

- Information sessions
- Meetings
- Community events
- Newsletter & notes
- Flexibuzz app - [www.flexibuzz.com.au/](http://www.flexibuzz.com.au/) (audience - school families) calendar, newsfeed items & updates)
- Website - [www.pvsps.vic.edu.au](http://www.pvsps.vic.edu.au) (audience - broader community)

## Open sessions

These offer opportunities to visit your child's learning neighbourhood and for them to share their learning with you.

## Appointments/conversations with teachers

Teaching and preparation time are vital for teachers and children's learning. Teachers have commitments to preparation and planning; yard duty; staff, area and professional development meetings.

We welcome the opportunity to speak with you about your child/ren and ask that you make an appointment at a mutually suitable time to speak with teachers, the assistant principal or the principal.

*In 2019 teachers are committed to collaborative team planning and professional learning sessions on Mondays, Tuesdays and Wednesdays from 3.45 - 4.45pm.*

Meet the Families sessions (Term 1 - Monday February 11 and 12) and Three-Way conferences (Term 3).

## Student Achievement Reports

Written reports are provided to families at the end of Semester 1 and 2. These reports indicate your child's achievement standards on the Victorian Curriculum continuum for designated learning areas including English and Mathematics.

## Raising Concerns and Complaints

From time to time concerns can arise and can often be the result of a misunderstanding. These are best addressed in a timely fashion with the appropriate person. If you are unsure of something, don't assume, please ask.

Our school's approach to handling concerns and complaints is based on:

- providing a safe and supportive learning environment
- building positive relationships between children, parents and staff
- providing a safe working environment for staff

***Other than your own children, it is not appropriate for parents/carers to speak to any other children about their behaviour. Concerns are to be raised with the appropriate member of staff as indicated below.***

<b><i>When parents/carers have questions related to:</i></b>	<b><i>Initial person to raise this with:</i></b>
<ul style="list-style-type: none"> <li>• your child's learning</li> </ul>	Your child's home group teacher
<ul style="list-style-type: none"> <li>• behaviour issues/incidents</li> </ul>	The teacher of the group where the behaviour/incident occurred. This may be the home group teacher, one of the other teachers in the PLC team or a specialist teacher.
<ul style="list-style-type: none"> <li>• uniform orders/payments</li> <li>• medication needing to be administered at school</li> <li>• changes to family contact details</li> <li>• enrolment/transfer</li> </ul>	Student administration officer (Robyn Brown)
<ul style="list-style-type: none"> <li>• parent payments</li> <li>• payment options</li> <li>• CSEF applications</li> </ul>	Business manager (Kaye Sperling)
<ul style="list-style-type: none"> <li>• changed family circumstances potentially impacting student engagement and/or wellbeing; children diagnosed with medical and/or psychological conditions; Program for Students with Disability; court orders</li> </ul>	Assistant Principal (Anne Bashford)
<ul style="list-style-type: none"> <li>• school policy, school management, staff or very complex student issues</li> </ul>	Principal (Sue Spurr)

Department Policy information:

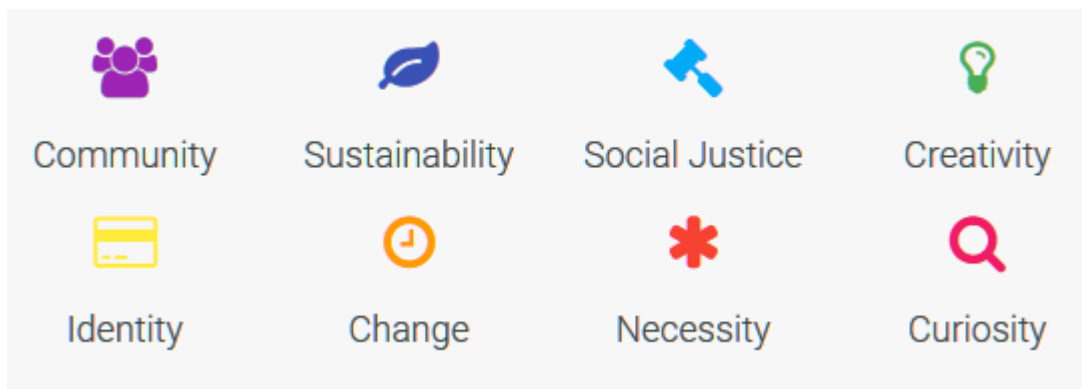
<http://www.education.vic.gov.au/school/principals/spag/community/Pages/parentcomplaints.aspx>

## Student Learning

Teachers work in teams to evaluate and assess children's progress and plan the universal design for the curriculum programs, based on the Victorian Curriculum framework. Within the guidelines set by the Department of Education and Training, reasonable adjustments are made to the universal design for children with special needs.

Across the week there is a minimum 10 hours with an explicit focus on strategies and skills in English and 5 hours with an explicit focus on strategies and skills in Mathematics.

Our inquiry units of work align to the Victorian Curriculum. The units are based on 8 global concepts and ideas are built on and expanded as children move through the school.



All children have a one hour session each week in these three areas - Visual Art, Science (STEM) and Italian - along with Physical Education sessions each week with teachers in their learning neighbourhood.

### **Professional Learning Communities**

Teams are organised each year to maximise engagement and learning opportunities for all children.

In 2019 there are two teams who collaboratively plan, assess and evaluate teaching and learning. Prep to Year 2 (5 home groups) and Years 3 to 6 (six home groups).

Groupings of children within learning neighbourhoods reflect differentiation and are responsive to their learning needs. The programs and learning delivered are informed by data (not age or year level), and differentiated to reflect children's learning stages on the curriculum continuum. (The continuum levels commence with F and then progress 1 to 10).

Children have a designated home group teacher. This teacher is the primary person for communication about matters relating to your child. Home groups are primarily for administrative and organisational purposes. Children may work with their home group teacher and other teachers within the team for English and Mathematics sessions. The learning for English and Mathematics is structured in 5 week blocks. Children are grouped to support their learning needs. Groupings may change at the end of each 5 week cycle. The children attend Science (STEM), Art and Italian sessions in their home groups and have PE sessions within their PLC team.

Across the year children participate in extracurricular educational experiences linked to the school curriculum. These may be at the school or outside the school and can include local walking excursions, incursions, excursions and camps.

Extracurricular programs are offered during the year with all children encouraged to participate in the relevant program. These may include swimming, gymnastics and dance.

Cost should never be the reason for not allowing your child to attend. Confidential financial arrangements are available in consultation with the principal and/or business manager.

### **Instrumental Music**

Children have the opportunity to learn a variety of instruments through the Creative Music program that operates from the school (after school on Tuesday and during school hours on Thursday). A cost is involved for these lessons that are taken by qualified teachers. Creative Music can be contacted on 9818 2333 or you can visit the website [www.creativemusic.com.au](http://www.creativemusic.com.au)



# Children's Wellbeing & Engagement

The school Student Engagement & Inclusion Policy outlines our approach and strategies related to expectations, behaviour, actions and consequences.

## Awards

Pupil of the Week awards are presented to children. They are based on our school values and recognise social, personal, academic and sporting achievements.

## Bikes and other wheeled transport

Bike riding is great for fitness and reducing our carbon footprint. Families should ensure that if they make the decision for their children to ride to school that their bikes are roadworthy and children are familiar with road and safety rules. Children must wear helmets and are **to walk their bikes and other wheeled transport within the school grounds**. Bikes can be stored in a locked area during the day but the school cannot accept any responsibility for loss or damage to bikes or accessories.

## Brain Food

To support their learning, children require energy and water throughout the day to sustain them. They are encouraged to drink water and are able to have plastic water bottles (with water) in their home group room. Unprocessed fruit and vegetables 'Brain Food' is able to be eaten by the children at a designated time (generally between 9.00am and 11.00am).

## Family Circumstances

If something happens in your family that changes routine or your usual home life, such as an illness or prolonged absence of a parent, it is advisable to inform the principal and home group teacher of the circumstances, as this could impact on your child at school. We are then in a position to support and assist your child in adjusting to the situation. Personal information of this type is treated confidentially.

## Food sharing

With a number of children and staff having allergies and intolerances, food is to be sent only for your own child/ren. This is the best way to minimise health risks. The food that presents the greatest health risk to a number of children and staff are nuts. Families are asked to minimise the use of nuts or nut products when sending food to school. ***For birthday or other celebrations non-food items only are permitted.*** Please ensure that these guidelines are followed to minimise disappointment and risks.

## Head lice

School Council has a policy to minimise the impact of head lice in the school. Measures include recommendations that shoulder length or longer hair be kept tied up, that whole school checks may be undertaken and regular information about treating and managing head lice be provided.

Further information about managing head lice can be found at:

<http://health.vic.gov.au/headlice/>

## Illness/Injury

Children's health and wellbeing is paramount at school and this is the first consideration of staff when dealing with illness or injury. It is unfair to all concerned to send a sick child to school.

If a child becomes ill at school, parents or emergency contacts will be contacted to collect the child. The school does not have facilities or staff to look after children who are unwell. The first aid room at school, located in the school administration area, is for treating minor ailments and as a waiting area for children who are to be collected.

Occasionally children are injured at school. Minor injuries (such as grazes) are treated on the spot, in the classroom or in the yard by the teacher on duty. In the event of more serious injuries (head injuries, suspected sprains/fractures) or there is concern for the child's wellbeing, the child will be attended by staff and emergency services and/or parents contacted.

#### **Student Insurance/Ambulance cover**

Parents/carers/guardians are reminded that the school does not provide personal accident insurance, medical insurance or ambulance cover for children. Parents and carers of children are responsible for paying the cost of medical treatment for injured children, including the cost of ambulance attendance/transport and any other transport costs.

Families may wish to investigate and consider personal accident insurance, medical insurance, and ambulance cover.

#### *Medication*

If children need to take medication during the course of the day, a *Medication Authority Form* must be completed and handed in to the Office. Medication will be administered by staff in the office and will be entered into a logbook. This is to ensure the correct dosage and minimise incorrect use by children. Please ensure all medication/containers are clearly labelled with the child's name and that expiry dates are checked regularly.

The exception to this can be asthma puffers where a child's condition requires them to have it on hand for immediate access. All asthma puffers should be supplied with a spacer.

Spacers are single user only. If a school spacer is required to be used families will be advised and will be invoiced for the replacement cost of the spacer.

#### *Infectious diseases*

If your child contracts an infectious disease you should consult your doctor. Additionally, you should notify the school and seek advice on exclusion requirements for the child and other family members.

### **CONTAGIOUS DISORDERS: EXCLUSION FROM SCHOOLS**

Chicken Pox	Until fully recovered. N.B. Some remaining scabs are not an indication of continued exclusion.
Diphtheria	Exclude until medical certificate is received, following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later
Viral Hepatitis	Until a medical certificate of recovery is produced or on subsidence of symptoms but not before seven days after the onset of jaundice.
Measles	For at least seven days from the appearance of the rash or until a medical certificate of recovery is produced.
German Measles (Rubella)	Until fully recovered and at least four days from the onset of the rash.
School Sores (Impetigo)	Until sores have fully healed. The child may be allowed to return provided that appropriate treatment is being applied and that

	sores on exposed surfaces such as scalp, face, hands and legs are properly covered with occlusive dressings.
Scabies	Until appropriate treatment has commenced, supported when requested by a medical certificate.
Ringworm	Excluded until appropriate treatment has commenced, supported when requested by a medical certificate.
Mumps	Until fully recovered
Whooping Cough	Excluded for four weeks or until a medical certificate is produced.
Slapped Cheek	Not excluded unless ordered by a Medical Officer of Health
Head Lice (Pediculosis)	May return the day after treatment has commenced

### **Student voice and agency including leadership and positions or responsibility**

Children at Pascoe Vale South have opportunities to contribute to the school through means such as:

- Buddy Program - Year Five children paired with a Prep child to support their transition into the primary setting
- School captains and vice captains are selected each year (by nomination and voting process) to represent the school
- Monitors - gates, yard bins, recycling bins

### **Personal and Social Learning**

This focuses on developing a growth mindset and positive habits of mind and skills related to the foundations of getting along, confidence, persistence, organisation and building resilience.

The purpose is to improve engagement, learning and relationships within our school community. This occurs through a whole school approach to positive behaviour support and building positive relationships.

### **Recognition of student effort & achievement**

Throughout the year children participate in a range of activities both in and outside the school that may see them recognised for their efforts. These achievements can be acknowledged, along with school-based Pupil of the Week awards.

### **Safety**

The following items are not permitted at school:

- Gum
- Glass containers or items
- Weapons (toy or otherwise)

### *Personal and road safety for children*

Parents are reminded to reinforce and practise personal and road safety skills with children.

### **Yard supervision/outside play**

Children are not to be in the school grounds prior to 8.45am, unless attending the Before/After School Care Program, special authorised school events or supervised by an adult family member.

Children are to remain in the school grounds once they have arrived at school.

After school, the yard is supervised until 3.40pm. When children are dismissed from their areas, they are encouraged to go straight home. If children could be late for any reason, parents will be notified in advance.

There are designated play areas for children:

- There are three sets of play equipment designated suitable for specific age groups. Play equipment near Parkstone Avenue is for children in Years 3 - 6, the equipment beside the 2010 BER building is for children in Prep/1 and at the northern end of the oval near Reynard Street is for children in Years P - 3.
- The asphalt and concrete areas around and adjacent to buildings are walking areas, passive play only (no sports equipment).
- The western grassed area, basketball court and bat tennis court are for more active play and ball games.

There may be times when play areas are designated for particular year levels or for certain types of play, to allow access for all children.

At recess and lunch breaks there are three teachers supervising the yard. While on duty, staff encourage cooperative play, assist children with any problems and attend to minor first aid needs.

#### *Wet days*

Children will be supervised inside during wet days and when lightning is present.

#### *Hot days*

With the outside breaks being 30m minutes, children are supervised outside and directed to play in shaded areas.

#### *Sun Smart Policy*

Our school has a Sun Smart Policy in place to minimise the impact of sun damage. From **September 1 to April 30 and whenever UV levels reach 3 or more** all children must wear the school sunhat (broad brimmed) when outside. Children not wearing a school hat, are required to sit/play in the shade. It is recommended that families apply sunscreen to their children before they come to school.

## Opportunities for Parent/Carer Involvement

### **School Council**

The School Council has a governance role and is responsible to the school community within the broad guidelines established by the State Government for:

- The development of education policies
- Developing the School Charter and monitoring and evaluating the goals and priorities
- Approving and monitoring the school budget
- The maintenance and improvements of grounds and buildings
- Encouraging parent/community involvement in school activities

The constituted membership of School Council in 2019 consists of:

- Six elected parent members
- Two elected DET members
- The principal (Executive Officer)

School Council elections are held in Term 1. An Annual General Meeting (AGM) is held in the first half of the year.

School Council sub committees, and/or working parties, are formed each year to assist Council. Examples of these are Finance, School Promotion and Fundraising. Membership of sub committees and working parties is open to all members of the community and we welcome your participation.

Being a member of School Council can be a rewarding experience. School Council meets twice a term at 7.00pm in the staffroom. Visitors are welcome.

### **Working bees**

Funds allocated through the Student Resource Package (DET) allow for emergency repairs and maintenance, but your support is required in order to maintain and improve our grounds. When working bees are held, families are asked to give some time to assist in making our school environment the best it can be for the children.

### **Parent Helpers**

Training is provided for parents who would like to assist in learning neighbourhoods during literacy and numeracy sessions.

Parent support for other programs is sought during the year in areas such as resource maintenance, camps and excursions. We appreciate the support and assistance you are able to offer.

### **Working with Children Check (WWCC)**

Parent assistance in our school is valued and includes participation in programs such as excursions/camps and swimming; helping in learning teams.

*All people who undertake work or volunteer within our school (including parents/carers) require a current WWCC.*

Further information about the WWC Check and how to obtain one is available online at <http://www.workingwithchildren.vic.gov.au/>

## **General Information - A to Z**

### **Assemblies**

These are advised on Flexibuzz.

### **Attendance**

***At school, on time, every day.*** Regular and punctual attendance is a key factor in your child's personal, social and academic progress. Children are expected to arrive at school at 8.50am, ready to commence the first session at 9.00am.

There is a bell at 8.50am when children, unless otherwise advised, enter their learning areas. A bell will sound at 8.57am, followed by music, in readiness for the first session. At 9.00am the bell sounds to commence the first session of the day.

Attendance rolls are marked twice daily by 9.05am and 12.20pm.

## **Absences**

*If your child is absent from school, please notify the school by phone or Flexibuzz by 9.30am on the day of their absence. Unexplained absences will be followed up, as soon as practicable, on the day of the child's absence by a staff member. This may be by phone or text message.*

## **Late arrival**

Children who arrive after 9.00am, are to come to the office to sign in and collect a welcome pass before going to class.

## **Early Leavers**

If your child needs to leave the school during school hours, eg for an appointment or due to illness, parents/carers are required to sign their child out at the office before collecting them. Children must be signed out by an authorised adult (18 years or over) prior to leaving the school.

No child is permitted to leave the school during school hours without written permission and accompanied by an authorised adult. If your child is to be collected by someone other than the parent or emergency contact person, then written approval from the parent is required.

## **Collection of children at the end of the day**

To minimise congestion and know where children and families can meet, teachers will bring their groups out at the end of the school day. Please exit via the pedestrian gates. School pedestrian gates, except the one on Reynard Street adjacent to the play equipment, are locked at 3.45pm. For safety reasons, we ask that you walk on designated paths only. Avoid walking through carparks at all times.

If you are unexpectedly delayed or unable to collect your child at 3.30pm, please contact Robyn Brown or Kaye Sperling at the office to let us know, and what arrangements you have made. If children are not collected by 3.45pm, and you have not contacted the school, we will phone you. If you are not able to be contacted we will then contact your child's emergency contacts and if no contact is made, the police.

## **Contact Details for your family and emergency contacts**

Please ensure that your family's details are kept up to date (address, telephone and emergency contacts). If your family details change throughout the year, please notify Robyn Brown or Kaye Sperling at the office in writing, or email to the school account [pascoe.vale.south.ps@edumail.vic.gov.au](mailto:pascoe.vale.south.ps@edumail.vic.gov.au) so that the database is accurate.

## **Enrolments**

### **Children transferring to the school during the 2019 year**

Contact the school to arrange a time to meet with the principal or assistant principal.

### **Prep enrolments 2020**

Enrolments are taken from Term One for the following school year. Children aged 5 years on or before April 30 are eligible to commence school. Proof of date of birth and an immunisation certificate are necessary for enrolments to be confirmed.

School tours can be booked on 9386 4301.

Term 1 enrolment tours for Prep 2020 are at 10.00am on the following Fridays in Term 1: March 1, 8, 15, and 22.



## Other year levels 2020

Enrolment enquiries for all year levels can be made by contacting the school on 9386 4301.

## Lost Property

Please ensure that all items of clothing are clearly labelled. The lost property container is located under the blue shade structure.

At the end of each term, any unclaimed items are recycled as second-hand uniform or donated to charity.

## Lunch Orders

Are available on Mondays, Wednesdays and Fridays. These can be ordered online at <https://www.classroomcuisine.com.au/how.php>

## Out of School Hours Care Program - before and after school

This program operates in the hall from 7.00am - 8.45am and 3.30pm - 6.00pm Monday to Friday. The program, operated by Camp Australia, provides high quality care and a range of activities for children in Years Prep to 6.

On days of extreme heat or cold arrangements are made to relocate program activities to buildings with heating/cooling (e.g. art room).

Further information, details of fees, application forms, bookings and payments for the program are available from Camp Australia on 1300 105 343. More information is available at <http://www.campastralia.com.au>

## Parking

**For safety and OHS reasons, the driveways and car parks in the school grounds are strictly for staff only and are not to be used for picking up or dropping off children.**

Parking for families is available in the streets in the vicinity of the school. We appreciate your cooperation in parking legally and not obstructing driveways, crossings and pedestrian access. Families are asked to avoid driving into or parking in Parkstone Avenue to drop off or collect children.

## Roofs

Occasionally balls or other items end up on one of the school roofs. For occupational health and safety reasons no child, parent or staff member is permitted on roofs to retrieve items.

## Uniform

Our school has a compulsory school uniform/dress code for all children in Years Prep - 6, including school hats from September 1 to April 30. The school hat is a maroon broad brimmed hat.

***Please ensure that your child is wearing school uniform each day. If your child is not wearing their uniform please supply a note to the home group teacher.***

*Our school uniform comprises:*

- Maroon polar fleece jacket
- Maroon windcheater
- Light blue polo shirt (short or long sleeved)

- Navy tracksuit pants
- Navy shorts
- Summer dress (can be worn with navy tights or white/navy socks)
- Winter tunic/skirt (to be worn with navy tights or white/navy socks. A light blue skivvy can be worn underneath)
- School hat - broad brimmed (maroon). Must be worn September 1 to April 30 (Sun Smart policy)
- Shoes must have closed in toes and have non-slip soles (runners or school shoes preferred)
- Year 6 students only (navy bomber jacket or windcheater)
- Permitted jewellery - Sleepers or stud earrings and a watch only
- No cosmetics

***Uniform order forms are available from the Office***

Orders, with payment, can be given to staff at the office administration area or paid over the phone. The order will usually be processed within 5 working days (depending on stock availability) and may be collected or sent home with your child.

Appropriate footwear is to be worn for the range of activities at school and indoor/outdoor surfaces at the school including grass, asphalt, concrete, softfall/tan bark. Shoes must have closed in toes, be non-slip and suitable for outdoor conditions. Thongs and open toed shoe/sandals are not permitted.

**Valuables/personal items**

Children are discouraged from bringing personal items or items of significant value to school. The school and the Department do not hold insurance for personal property brought to schools by parents, visitors and staff and have no capacity to pay for any loss or damage to such property.

Children’s personal digital devices, such as mobile phones, must be turned off and stored away in bags during school hours. Within our school’s policy, they must not be accessed or used when on the school site, during school hours or at school events.

**Visitors**

For the safety of all within the school, and to comply with OHS requirements, visitors (including parent helpers and other volunteers) must report and sign in at the office/administration area. Name and time in are recorded as part of the sign in process. The visitor’s pass must be worn and visible during the stay at school. Visitors must sign out and hand in their pass at the office when leaving the school.

Parent helpers and volunteers are required to have their current Working with Children Check card with them.