



**WILANDRA RISE
PRIMARY
SCHOOL**

**Parent Information
Booklet**

2020

SCHOOL ADMINISTRATION DETAILS

SCHOOL NAME: WILANDRA RISE PRIMARY SCHOOL
SCHOOL NUMBER: 5558
ADDRESS: 25 Aayana Street, CLYDE NORTH, VIC 3978
TELEPHONE: 03 5924 2500 Administration & General Enquiries
EMAIL: wilandra.rise.ps@edumail.vic.gov.au
WEBSITE: www.wilandrariseps.vic.edu.au
OFFICE HOURS 8.15am – 4.15pm Monday – Friday
YMCA
(Before/After school Care) 8371 0500
www.childrensprogramms.ymca.org.au Early Learning Centre

SCHOOL CONTACTS

PRINCIPAL: Ms Tina Clydesdale
PRINCIPAL CLASS TEAM: Mr Geoff Issell, Mrs Michelle Maron, Mrs Sally Webb, Mrs Felicity Kenter
SCHOOL COUNCIL PRESIDENT: Mrs Fono Finau
BUSINESS MANAGERS: Mrs Áine Walsh and Mrs Tania Caron

TERM DATES FOR 2020

Term 1: Thursday 28 January to Friday 27 March
All students commence Thursday 30 January at 8.50am
Term 2: Tuesday 14 April 9 to Friday 26 June
Term 3: Monday 13 July to Friday 18 September
Term 4: Monday 5 October to Friday 18 December

[PREP/Foundation TIMES – TERM 1](#)

Prep/Foundation students will attend school **4 days per week from 8:50am - 3.20pm**. They will stay home on Wednesdays unless they have a scheduled assessment appointment on those dates. The first full week for Prep/Foundation will be the week beginning Monday March 9 (Labour Day -Public Holiday) - Wednesday March 11 will be the students first Wednesday in attendance for the whole day.

School Finishes Every Wednesday at 2:30pm

PRINCIPAL'S WELCOME

Dear Parents,

May I extend to you and your child a warm welcome to Wilandra Rise Primary School. This booklet is designed to provide you with information about the school and its activities and will assist you in becoming an active participant in your child's learning.

School is a major part of your child's life, and we share with you, both the excitement and responsibility for ensuring it is successful, happy and secure.

Our school will have a number of unique activities as part of its curriculum and these, and all other aspects of the school program, will make your child's time here productive. The school and home form an important partnership in providing the best quality education for your child. Please make every effort to become involved in the activities provided by the school, the School Council and the Events and Fundraising Committee, to assist in ensuring this partnership is successful.

The committed staff members at Wilandra Rise Primary School will work together, to provide an enriched learning environment where children can grow and develop as individuals.

I hope that your association with us is a long and happy one. Together with the school community, I look forward to your participation in the many activities, which will be organised throughout the year.

If you wish to discuss any aspects of our school or your child's welfare please feel free to contact me for a chat or to arrange an interview.

I look forward to working with you.

Yours sincerely,



Tina Clydesdale

Principal

SCHOOL PROFILE

Wilandra Rise Primary School is a P-6 school located at 25 Aayana Street, Clyde North, 3978 and is built under the new Public-Private Partnership (PPP) development. WRPS is an excellent state of the art learning facility that brings together the best in contemporary educational design and promotes active student-centred learning through the creation of flexible, functional spaces. All teachers will work in Learning Communities to create flexible teaching options in classrooms and to better cater for the individual needs of all students. The school will uphold high expectations of all and provides an exciting and inclusive experience for staff, students and families. Wilandra Rise Primary School is committed to ensuring the safety of all students and will have zero tolerance of child abuse in any form.

Philosophy

At WRPS the child is at the centre and purpose of all that we do. Our teachers and support staff will work hard to provide a teaching pedagogy reflective of 21st Century designs including ICT rich environments and Personalised Learning for all students. This innovative, rich and rigorous curriculum will be delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Our students will be encouraged to explore their world through inquiry learning to become thinking, informed, resilient and self directed learners who are able to be the best they can and contribute actively to their community. The key components of the teaching programs at WRPS will be the effective teaching of literacy and numeracy.

Our State of the art buildings consist of 4 Learning Communities, Learning Resource Centre, Netball Victoria Standard Stadium, Music Room and STEM facility. Teachers work together to plan and teach a comprehensive curriculum and to provide rich learning environments for all students.

Our programs are supported by contemporary resources and the latest research on teaching and learning.

The curriculum at WRPS is developed using an inquiry approach, where students are encouraged to take an active role in investigating and responding to areas of personal interest. The Victorian Curriculum forms the basis for teacher planning and curriculum implementation, based on interwoven strands of Disciplinary Learning, Interdisciplinary Learning and Physical, Personal and Social Learning. Specialist programs offered include Health and Physical Education, Visual Arts, Auslan, Music and Science.

The school structure is organised around the stages of schooling. The Early Years caters for the learning and developmental needs of students in Foundation to Year 4 and is based on the principles of foundational learning.

The students in Year 5 and 6 are part of the Middle Years of schooling with close links being forged with the local secondary schools. The Middle Years focuses on the needs of the emerging adolescent and independent learning. Each Learning Community will be organised around one of the stages of schooling. The school is committed to providing a range of learning experiences for each child. This structure allows teachers to cater for a range of students, learning styles and individual needs, whilst encouraging peer interaction. A range of extra-curricular opportunities is offered to students, from music tuition and sporting teams to activities and programs.

The wellbeing of our students and staff is of the utmost importance to us and we are committed to ensuring the safety of all students and will have zero tolerance of child abuse in any form. The high calibre Student Wellbeing team will consist of a full time Child Education Psychologist and DET Speech Therapists, Counsellors, Social Workers and additional Psychologists. The school will employ Education Support Staff to support students, staff and families.

The relationship between the staff, students and parents will be a fundamental strength at WRPS. The school will enjoy formidable Community involvement. Parent involvement and participation in a variety of school activities is a significant feature of our school life and will be actively encouraged and greatly valued. At WRPS we conduct Parent Information sessions around how to best support your child at home with Literacy and Numeracy. This will benefit our students by receiving a consistent approach to learning both at school and home. There is a common community interest to work towards the provision of quality education for students at WRPS. We strongly believe that working in partnership with the school community is essential to successful educational outcomes.

Our students will be supported to become competent and efficient users of ICT. Professional Learning for staff in the area of ICT is a priority and a focus of the Professional Development allocation.

We are developing strong partnerships with YMCA, who will provide long day care in the Early Learning Centre, OSHC and the local Selandra Family and Children's Centre provides community and children's services in the one location where families need them most.

Further links with the City of Casey and local kindergartens, network schools all of which strengthen our community involvement. CERES both fosters and develops our environment sustainability focus to allow students to participate in intensive environmental programs.

Vision

At WRPS the child is at the centre and purpose of all that we do. All teachers and support staff work to provide a teaching pedagogy reflective of 21st Century designs including ICT rich environments and personalised Learning for all students. Teachers and students will work collaboratively in Learning Communities, to create flexible teaching options to cater for the individual needs of all students. All teachers will commit to having shared responsibility of the academic success and general well being of all students within the Learning Community.

Mission

It is the mission of WRPS to provide our students with excellence in Teaching and Learning and to ensure that all students experience success. Through community connectedness, students develop a love of learning allowing them to become self-motivated, curious and tolerant citizens.

Wilandra Rise Primary School core beliefs that we base our work on are:

- Respect: For ourselves and others – caring for, understanding, accepting and appreciating ourselves and others
- Responsibility: Demonstrating ownership for our actions and words. Being accountable for our actions
- Integrity: Being honest, sincere and trustworthy
- Resilience: Bouncing back from difficulties and disappointments. Accepting challenges, working hard and not giving up easily.

In line with the Victorian Curriculum all classes are in single year levels. This structure supports current reporting methods, curriculum content at each level and the range of abilities within classes. Small class sizes, where possible, are maintained to ensure that all students develop effective literacy and numeracy skills.

Wilandra Rise Primary School is committed to maximising the educational opportunities for all students with staff professional development playing a vital role in achieving this. The school also supports an open door policy with regular participation and communication between teachers and parents in order to achieve continuous improvement

ATTENDANCE AND SCHOOL HOURS

ADMISSION

Schooling in Victoria is compulsory from the age of 5 to 16 years. Students can be accepted at the beginning of the school year if they turn 5 by the end of April of the same year. A birth certificate or other evidence of date of birth must be brought to the school when enrolling the child. A copy of your child's passport is mandatory if born overseas. An Immunisation Certificate is also required.

ATTENDANCE

Regular attendance helps advancement in school achievement and social adjustment. If your child is absent for any reason, the school must be notified. Parents are encouraged to enter a 'parent approval' through Compass, our parent portal. Alternatively, a call can be made to our absence line on 03 5924 2500.

SCHOOL HOURS

COMMENCEMENT: 8:40am students enter classrooms and engage in a quiet activity
8:50am Class instruction begins

Children are **not to arrive before 8.35am** as teacher supervision is not provided before this time.

Purple Timetable:

PLAY BREAK 1: 11:30 – 12:00am - supervised eating in classrooms of healthy snack/fruit
EATING TIME: 1:00 - supervised eating of lunch in classrooms
PLAY BREAK 2: 2:00 – 2:30pm - outside play (Wednesdays 1:40-2:10pm)
DISMISSAL: 3:20pm

Green Timetable:

PLAY BREAK 1: 10:40 – 11:10am - supervised eating in classrooms of healthy snack/fruit
EATING TIME: 12:50pm - supervised eating of lunch in classrooms
PLAY BREAK 2: 1:00 – 1:40pm - outside play
DISMISSAL: 3:20pm

SCHOOL FINISHES EVERY WEDNESDAY AT 2:30 FOR ALL STUDENTS

Please note:

- If in special circumstances a child needs to be collected earlier than 3.20pm, parents are required to first come to the office and enter details via the electronic sign out program.
- Children are dismissed at **2:30pm on the last day of each term** and **at 1:30pm on the last day of the year.**

PUNCTUALITY

All students are expected to be punctual. Classes begin at 8.50am. We expect students to be in class between 8:40 and 8:50 every day to prepare for their learning in a calm and quiet manner. Late arrivals should be avoided as they cause disruptions to class routines and timetables. Students need to learn, from the beginning of the year, the importance of being on time. If parents are experiencing problems in this area, please speak to the classroom teacher.

ARRIVAL OF STUDENTS

All students are required to be at school and in classrooms by 8:50am. Once students arrive at school, they must remain in the school ground. Students are encouraged to play in the defined play areas, including the oval and basketball courts during the two play breaks. Students are encouraged to enter the school building through their closest Learning Community door.

While punctuality is required, students are not expected to arrive before 8:35am unless they are attending OSHC. The supervision of students is not possible until 8:35am as teachers are not officially on duty until this time.

LATE ARRIVALS

Rolls are marked at 8:50am every day. Students who arrive after 8:50am should go to school office and sign in where they will receive a late pass.

A signed explanation must be provided by parents when a child arrives at school after 10:00am or are absent for a morning/afternoon session, or a full day absence.

Department of Education requires teachers to record a half-day absence against any child who is absent for more than two hours for morning or afternoon sessions.

SCHOOL DISMISSAL

When school is dismissed at 3:20pm it is expected that students who walk home on their own will leave the grounds immediately and travel to their homes. It is accepted that this is the safest time for students to walk home.

To assist the OSHC staff, and to ensure that students leave the school safely, please observe the following procedures:

At 3:20pm

Students attending After School Care will go directly to the Community Hub and students being collected by their parents will meet at their mutually agreed places. Any senior student who is not being collected by parents must leave the school ground immediately.

At 3:25pm

All students who have not been collected will move to the front of the School Office area where the Yard duty teacher will supervise them.

At 3:35 pm

Any student who has not been collected will be placed in YMCA OSHC where the afternoon rate will be charged. Parents should avoid this practice if at all possible. Students understandably become anxious when they are not collected at 3.20pm. Parents should contact YMCA OSHC on 8371 0500 if they are unavoidably delayed and require their child to use the service.

Parents are asked to move clear of their pickup area once they have collected their child preferably outside the school ground fence so that "collected" and "uncollected" students are not confused. Senior students are not permitted to stay on after 3.20pm unless booked into YMCA OSHC.

PLEASE NOTE:

Students who are not attending YMCA OSHC are not permitted to join in the activities offered. YMCA Staff are responsible for, and can only be expected to supervise students who are part of the program. This applies to students who return to the play areas after school.

OUTSIDE SCHOOL HOURS CARE - YMCA

YMCA provides the quality Before School Care, After School Care, Pupil Free Days and Vacation Care Programs for primary and kinder aged children.

Contact Number	8371 0500
Web Site	www.childrensprogramms.ymca.org.au
Before School Care	6:30am to 8:35am
After School Care	3:20pm to 6:30pm (Wednesdays from 2:30)
School Holiday Program	available

What happens?

Students of all ages are included in art/craft, games, sports, drama, board games and fun with friends.

How to book

An online enrolment form must be completed. Enrol online at www.childrensprogramms.ymca.org.au
Once enrolled with YMCA, log in to your account and select to place either a permanent or casual booking.

YMCA Staff

All YMCA programs are staffed by qualified and experienced staff who have Working with Children and Police Checks. They are also trained in First Aid and Anaphylaxis.

SCHOOL CURRICULUM

Wilandra Rise Primary School provides a comprehensive curriculum based on the Victorian Curriculum.

The Victorian Curriculum F-10 is the new curriculum for Victorian schools that will be implemented in all schools from the start of 2017. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. The AusVELS curriculum was the initial incorporation of the Australian Curriculum areas of English, Mathematics, History and Science into the Victorian Essential Learning Standards (VELS).

It should be noted that in any one classroom there might typically be a five-year range of achievement apparent. In an Australian Council for Educational Research study, Meiers reported that *'the top 10% of students...in each year are working at approximately five year levels ahead of the bottom 10%'*. This was more recently confirmed by a Grattan Institute report which asserted that *'at any given year level there is a five to six year difference between the most advanced and the least advanced ten percent of students'*.

Therefore, the Victorian Curriculum is not set out according to nominal year levels that equate to particular school grades but to developmental levels that point to current levels of achievement. At Wilandra Rise Primary School, our focus will be on personalising the learning for all students. The curriculum delivery will be planned in relation to the actual learning level of each student rather than their assumed level of learning. This is consistent with Vygotsky's now widely-cited concept of the *'zone of proximal development'*.

The Victorian Curriculum Learning Areas Include:

- The Arts – Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design
- English
- Health and Physical Education
- The Humanities – Civics and Citizenship, Economics and Business, Geography, History, Languages
- Mathematics
- Science
- Technologies – Design and Technologies, Digital Technologies

The conceptual position that informs the structure of the Victorian Curriculum F-10 is based on **Four Capabilities**

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Literacy

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands. Skills and knowledge apply across the curriculum and are not defined only within English, Mathematics and Digital Technologies.

Numeracy

In the Victorian Curriculum F–10, the knowledge and skills that underpin numeracy are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry and Statistics and Probability and reinforced and further exemplified in and across other curriculum areas. Through this process, students recognise

that mathematics is widely used both in and outside school and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations. The proficiencies of Understanding, Fluency, Problem Solving, and Reasoning in Mathematics, the importance of literacy in each discipline and the now embedded nature of ICT across all learning areas, ensures that students apply these capabilities in all subjects.

For reporting purposes, Standards are documented, which most students are expected to achieve as they work through each particular level. Written reports are provided for parents throughout the year and uploaded onto Compass for parents to access at home.

The Victorian Curriculum provides the basis for curriculum planning and development. At Wilandra Rise Primary School, an inquiry approach to curriculum is used. Teachers, in planning teams, develop Inquiry based topics, which make links within and across the subject areas.

SPECIALIST PROGRAMS

Specialist programs are provided in – Visual Arts, Performing Arts, LOTE- Auslan, Physical Education, Music and Science.

Visual Arts/Technology

A visual arts/technology program is offered from Prep to Year 6. Specialist lessons are provided for all students. Art smocks must be worn. An old shirt with sleeves cut to size makes an ideal Art smock.

Arts - Music

A qualified musician provides an extensive performing arts program for students at all levels. Instrumental music lessons are offered for students Prep – Grade 6 by outside music teachers during school hours. Opportunities are provided for a range of musical experiences such as drama, dance, school choir and performances including an annual “Music Soiree” and a biennial Musical.

Physical Education (PE) and Sport

All students participate in an extensive physical education program. Classroom teachers will provide daily Huff and Puff sessions, which incorporate a 10-minute cardio, work out and a PE teacher will provide weekly skill development sessions. Junior classes also participate in a Perceptual Motor Program. Senior classes are involved in interschool sport, cross-country, athletics and swimming carnivals. Students need to wear runners on a daily basis.

A comprehensive swimming program will be provided for students at all levels. (based on interest and participation levels). Programs are designed to enable every child to learn to improve their swimming skills. Students are taught water safety skills and water confidence.

Wilandra Rise will deliver a Bike Education for years 3 - 6 and interschool sports for years 4 - 6.

Information and Communication Technologies (ICT)

We recognise the importance of providing opportunities for students to access the latest Information and Communication Technologies. Networked Lap Top computers and iPads are provided for students in all levels. Computers are utilised across all learning areas. Supervised internet access is provided to all students.

English as an Additional Language

English as an Additional Language (EAL) students come from a background where English is not the first language and includes newly or recently arrived students from overseas, languages other than English background and students born in Australia. A student is defined as being from a language background other than English, if either the student, mother or father speaks another language beside English.

EAL Curriculum

In the mainstream classroom teachers follow the Victorian Curriculum English scope and sequence and place emphasis on speaking and listening and vocabulary. Differentiation based on student’s language proficiency levels is a feature of the work in classrooms.

Instructional Capacity

Wilandra Rise Primary School has the capacity to employ an EAL Director to conduct additional English classes for identified EAL students. The EAL program will follow the inquiry topics building on vocabulary and background knowledge. There is a particular emphasis on Inquiry, speaking and listening and the teaching of vocabulary. EAL students in mainstream classrooms and identified as EAL on enrolment, are assessed on the EAL Continuum. Once a student has achieved all stages on the EAL Continuum (Years P-2 A Stages)(Years 3-6 B stages) the student may then move onto the Victorian Curriculum.

Excursions

The excursion and incursion program complements the curriculum programs in the school and provides “real life” experiences for all students. Except for walking trips around the neighbourhood, consent via payment on Compass or written permission using our excursion levy form is required for all excursions. Please ensure that permission notes and payment is made to the school by the specified date otherwise your child will be unable to participate in the excursion.

Camping and Team Building Program

Year 2 students **may** participate in a sleepover at the school. Years 3 and 4 students participate in a two-night/ three-day adventure camp at a country location close to Melbourne. Students in Years 5 and 6 enjoy a three or four-night camp which complements the Inquiry Learning Topic being undertaken in the classroom.

All students are encouraged to actively participate in these activities as they provide excellent opportunities for team building, independence and communication skills.

Homework

All year levels will have some form of homework appropriate to their level. It should be stressed that homework is not always formal in nature. The school values the support of parents who regularly share reading with their children, make time for homework to be completed and take an interest in their child’s work.

Reporting Student Progress

Two formal interview sessions are organised throughout the year. At the beginning of term 1, an opportunity is provided for a three-way-conference (Including child, teacher and parents) to set learning goals and inform teachers of any background information that may impact on a child’s learning. It is also a chance for the parents to meet their child’s teacher. No formal assessment is discussed at this time. The second formal interview is used to convey more specific information on each child's progress after the mid-year report in June has been completed. Written reports are sent home throughout the year. A third interview is available, should this be necessary, after the distribution of the December student report. Teachers will contact parents throughout the year should there be any concern with a child’s progress.

Parents wishing to discuss their child’s progress at other times are welcome to make an appointment with the classroom teacher.

Sustainability Programs

Wilandra Rise Primary School is a partner with CERES and will support our school with the knowledge and skills to implement sustainable actions, professional development and resources for staff to embed sustainability in the curriculum and a tailored environmental management plan. The delivery model uses the ResourceSmart Schools Program to develop whole of school sustainability approach and to maximise using the school building and grounds as a resource for learning about sustainability.

ResourceSmart Schools is an award winning program and one of the longest running environmental education programs in Australia. The program provides a holistic approach to sustainability by integrating educational, environmental, social and economic outcomes in schools and early childhood centres. CERES facilitators will support teachers and educators towards achieving ResourceSmart Schools certification in energy, waste, water and biodiversity and working towards a 5Star Leadership!

A customized program has been developed to ensure teachers; students and the school community are supported towards more sustainable patterns of living.

This includes:

- Induction on sustainability
- Facilitation of staff and student green teams
- Teacher Professional Development
- Environment themed curriculum activities
- School Environment Management Plan
- Community Engagement
- Phone, email and newsletter updates

STUDENT CODE OF CONDUCT

The Wilandra Rise Primary School community is committed to providing a safe, happy and positive learning environment, which meets the needs of our students at all levels of their primary school life.

The code of conduct for students is consistent with Department of Education guidelines and regulations. It is based on the principles of:

- The right to be safe
- The right to work, learn and play without interference or harassment
- The right to be valued and respected

The principal and staff have the responsibility to implement the code of conduct fairly and consistently.

Parents and guardians have the responsibility to support the school in its efforts to maintain a productive teaching and learning environment.

The students have the responsibility to work, learn and play to the best of their ability and to be polite, fair and well behaved.

SCHOOL RESPONSIBILITIES

Students are expected to:

- **Play safely**
- **Care for yourself, others and property**
- **Resolve problems calmly, sensibly and fairly**
- **Respect the rights of others**
- **Work as well as they can and allow others to do the same**
- **Be responsible for their behaviour**

Each year teachers and students will establish classroom agreements through our 'Quality Beginnings Program' that are consistent with school responsibilities.

POSITIVE BEHAVIOUR

At Wilandra Rise Primary School, there is a consistent and positive approach to encouraging appropriate behaviour. We are committed to the strategies of:

- **Providing positive reinforcement to improve self-esteem**
- **Acknowledging and celebrating student achievement**
- **Expecting individual students to take responsibility for their own behaviour**
- **Providing support and supervision in the playground**
- **Encouraging understanding and awareness of the school expectations**

The values that underpin our mission statement are: - Respect, Responsibility, Integrity and Resilience

They will be enforced in conjunction with Restorative Practices and positive behaviour strategies including a consequence format.

Mental Stillness will be practised daily in all classes. As it develops it brings peacefulness and clearer awareness.

RESTORATIVE JUSTICE

Dialogue to Manage Conflict

To the person who has done harm:

Can you tell me what happened? What were you thinking at the time?

How were you feeling? What have you thought about since then?

Who do you think has been affected by your behaviour?

To the person who has been affected:

What was your reaction at the time of the incident? How do you feel about what happened?

What did you think at the time? What have you thought about since?

How have you been affected? What has been the hardest thing for you?

To the person who has done the harm: Is there anything else you want to say?

To each person:

What would you like to see happen to repair the harm? Is this fair?

Is this realistic and achievable?

To both people:

Is there anything else you would like to say?

I would like to thank you for the way we worked through the issues.

Parent Expectations and Responsibilities

Parents should expect:

- That teachers show interest in and concern for the education and wellbeing of all students
- To be consulted and informed of progress and other issues involving their child
- To be provided with the opportunity for involvement in school-based decision-making processes
- To be kept informed about school-related issues, policies and procedures

Parents have the responsibility:

- To encourage their child's punctual attendance at school
- To show interest in their child's school work, progress and home-study program
- To provide a suitable learning environment at home
- To encourage an awareness in their child of the importance of having a reasonable balance between school work, family responsibilities and other activities
- To read all school communication
- To support the school philosophy, values and expectations

Teacher Expectations and Responsibilities

- To be treated with common courtesy by students
- That students will attend class properly prepared and willing to listen to, and carry out reasonable directions from teachers
- To be provided with an appropriate working environment
- The cooperation and support of colleagues and school leadership team
- The cooperation and support of parents
- To be provided with the opportunity for involvement in school-based decision-making processes

Teachers have the responsibility:

- To show care and concern for each individual student
- To treat all students with consistency and fairness
- To be prepared for class
- To be punctual to class and other duties
- To provide careful supervision of students
- To inform students regularly of their progress and to return set work promptly
- To communicate with parents when appropriate
- To support and cooperate with each other
- To support current policies and procedures

HEALTH AND WELLBEING

STUDENT ILLNESS

Unfortunately, some students attend when they are obviously unfit to do so. If students are ill at school, parents will be contacted to arrange for them to be taken home. Whilst it is understood that many parents find it difficult to make arrangements for care during working hours, the child's wellbeing and the likely spread of infection must be considered.

A child must be kept at home if he/she has any of the following illness listed in the link below. A doctor should advise when return to school is in order or the regulation exclusion period must be observed.

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

[http://docs.health.vic.gov.au/docs/doc/E61571BE8D0CB41BCA2578CC0026143B/\\$FILE/exclusion_table.pdf](http://docs.health.vic.gov.au/docs/doc/E61571BE8D0CB41BCA2578CC0026143B/$FILE/exclusion_table.pdf)

Students suffering minor injuries or illness are attended to by the classroom teacher or in First Aid and returned to class, and kept at school until home time. If the child appears to need home care or medical attention, the school will notify the parents.

SUN PROTECTION DURING SUMMER MONTHS

It is compulsory for students to wear a school hat during Term 1 and Term 4. The decision to apply sunscreen is the responsibility of the parent/guardian. The Sunsmart Policy states that when the temperature is over 37 degrees a hot day timetable is implemented.

HEALTHY FOOD POLICY

Children eat lunch under the supervision of their teachers. Wilandra Rise PS has a Healthy Foods Policy so we encourage students to bring along healthy lunches and snacks. 'Nude food' is encouraged i.e. food that is not pre-packaged. Fruit and vegetables are highly recommended. Lollies, sweets and soft drinks are strongly discouraged.

PLASTIC WATER BOTTLES

Students are encouraged to bring a plastic water bottle to school to ensure they do not become dehydrated during the day. Teachers allow students to have their water bottles in class. Water only is allowed in the bottles.

HEAD LICE

From time to time, students are found to have head lice. Usually when a case is found in a particular Learning Community, a note is immediately sent home to each family in that area. However, all students should be checked regularly at home. It is very important to notify the school when head lice are found so that other families may be informed to minimise their impact. Confidentiality is maintained at all times. It is recommended that students with long hair wear it tied back.

Please note that exclusion from school is reserved for cases where treatment is either not given or is ineffective.

ASTHMA

Students who suffer from asthma are able to participate in all school programs', providing their asthma is managed appropriately. It is essential that parents provide the school with an action plan annually for their child's particular needs. This should cover:

- medication requirements
- emergency procedures
- emergency contact telephone numbers

An increase in air pollution may irritate an asthmatic student's airways and increase the potential for asthma. Pre-medication on days of high pollution may be advisable as a preventative measure.

ALLERGIES

Allergy to certain food items or to insect stings develops in 1-2 percent of the general population. Exposure to these substances (allergens) may cause anaphylaxis. The most common allergens in school-aged children are eggs, peanuts, nuts, cow's milk or bee or other insect stings and certain medications.

If you know that your child suffers from an allergy, please let us know on the medical alert form and provide an action plan in case of an emergency. It is also important to provide an up to date EpiPen to be kept at school.

SCHOOL CROSSINGS

Students should use the marked crossings where flags are displayed. Parents are advised of their responsibility with regard to parking restrictions.

VISIT OF THE SCHOOL NURSE

Each school receives regular visits from a nurse from the Department of Human Services. During the visit, the nurse will:

- perform health assessments on all Prep students
- assess / investigate as appropriate, any students referred by the classroom teacher or parents because of suspected social, emotional, behavioural or physical problems
- monitor the progress of students for whom there were concerns during the last School Nurse visit

Parents are encouraged to discuss any problems with the School Nurse.

A confidential record card is sent home when students are to be seen by the nurse. Parents should complete the card and return it, sealed in the envelope provided. The envelopes are retained unopened at the school awaiting the arrival of the nurse.

STUDENT SUPPORT SERVICES

Specialist Allied Services are available on a priority based system to provide assistance in the following areas:

- Education Psychologist
- Students Wellbeing
- Speech Therapy
- Interpreting

The services are designed to provide individual assistance to students on a needs basis. In addition to direct casework, preventative assistance and consultancy is provided, to encourage natural development and to minimise social and emotional problems and educational frustration. Agencies from the local community may also be consulted where appropriate.

SMOKE-FREE ZONE

All Department of Education schools are smoke-free zones. Smoking is banned inside all buildings 24 hours a day and is not permitted on school property or within 4 metres of the school entry points. All visitors to the school are expected to comply with these requirements.

STUDENT RECORDS

Parents are reminded that the school should be informed whenever changes occur to information.

Parents must inform the school whenever changes occur to information kept at the school. This includes change of work or home telephone, address, emergency contact details for care when parents are unavailable (e.g. when a child is sick) or when changes occur to medical information.

HOUSE SYSTEM

Each child will be placed in one of four 'Houses'. The 'Houses' are involved in a variety of activities, during the year, focused on developing leadership and teamwork skills. Members of the one family are usually allocated to the same house.

RIDING OF BICYCLES

Students are encouraged to bring bikes to school providing:

- (a) bikes are not ridden in the school ground
- (b) an approved helmet is worn
- (c) students under 9 years ride under the supervision of an adult

Provision can be made for bikes to be placed in the bike shelter. For security reasons it is advisable to provide a lock for bikes.

SCOOTERS AND SKATEBOARDS

Bicycles, scooters and skateboards are popular means of transport for students, but require regulation and management.

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 (The Department of Education and Training, Student Safety Website, 2011). Scooters and skateboards also warrant the same considerations.

Parents/carers are responsible for the safety of their children travelling to and from school.

Should a family/carer decide to allow a student to travel to school using a bicycle, scooter or skateboard the student must wear an approved bicycle helmet. In Victoria, riders of bicycles and scooters must wear an Australian Standards approved bicycle helmet securely fitted and fastened on their head (Vic Roads Road Rules, 2011). Approved helmets have the Australian Standards Mark TM (AS/NZS 2063) and will be marked as suitable for cycling.

Students and parents/carers will be reminded that School crossings are legally operational only if the school crossing flags are displayed and that if cycling or scootering they are required to wheel their bicycle/scooter over the crossing.

Road safety will be covered as part of the school curriculum.

Bicycles, scooters and skateboards must not be ridden within the school grounds at any time to ensure the safety of all students, visitors and members of the school community.

PARENT INVOLVEMENT

SCHOOL COUNCIL

The School Council, which is made up of elected representatives of both staff and parents, as well as the Principal, plays a pivotal role in the operation of the school. The Council liaises with staff and the community to assist the school in achieving excellence in education.

Regular monthly meetings are conducted at least 8 times per year. The School Council is responsible for:-

- Endorsing the key school planning, evaluation and reporting documents
- Establishing the broad direction and vision of the school within the school's community
- Participating in the development and monitoring of the school strategic plan
- Develop, review and update school policies
- Developing, reviewing and monitoring the Student Engagement Policy and the School Dress Code
- Raising funds for school-related purposes
- Approving the annual budget and monitoring expenditure

To manage the business of School Council the following Sub-Committees operate:

- Curriculum/Education
- Finance
- Publicity and Marketing
- Policy Review & Development

Parents who are not members of School Council are welcome to join a sub-committee.

COMMUNITY EVENTS AND FUNDRAISING SUB COMMITTEE

The committee may be established to support school programs and all aspects of school life by overseeing fundraising and is committed to fostering spirit through a variety of social functions. A potential plan of events will be developed annually. We welcome involvement by parents, grandparents and interested friends.

CLASS REPRESENTATIVES

Class representatives act as a link between the class teacher and families. Their role includes welcoming new families, organising social activities, contacting parents to assist on excursions, developing a parental 'help roster' for class activities and generally assisting with communication between the school and home.

SCHOOL PROGRAM INVOLVEMENT

Staff values the assistance of parents in classroom programs. Wilandra Rise Primary School has an open door policy and encourages parents to assist whenever they are able. Volunteers to assist with excursions, swimming, and the Perceptual Motor Program are also greatly appreciated. Class teachers inform parents of their needs throughout the year. All parent helpers and volunteers require a valid and up to date Working with Children's Check.

SCHOOL CONTRIBUTIONS

School contributions are paid on an annual basis. Booklist contribution is set by the School Council each year. The school purchases items in bulk to ensure value for money. In 2020 the Booklist has been set at \$220, but this figure is reviewed annually by the school council.

Two trust accounts will be set up to assist with ensuring we provide high quality resources. Contributions to these accounts are voluntary and are tax deductible.

User pays curriculum components include Swimming, Camps, Excursions and Incursions. Extra- curriculum payments include Instrumental Music Lessons and occasional Lunch-time and After-school Activities.

COMMUNICATION

Wilandra Rise Primary School is committed to fostering home/school partnerships to improve student learning.

Assemblies

Whole school assemblies will be held at the beginning, middle and end of every Term. House and Year Level assemblies will be held in each year level, these are scheduled according to each class available. Please contact your classroom teacher.

During the whole school assemblies' Informational messages will be delivered. A Welcome to Country and brief Patriotic ceremony including acknowledging the Flag and singing our Australian National Anthem will take place. Parents are welcome to attend and hear children report on school events. Our student leaders will run these assemblies. We expect children to listen quietly at Assembly.

Please model courteous listening to your child and listen respectfully.

COMPASS

WRPS will use a parent portal called COMPASS and this is our main form of communication. Compass enables you to access your child's attendance data and approve your child's absences online, provide parent consent for excursions and annual payments, excursions, incursions and camps securely online. You will receive a letter detailing your username and password to log into COMPASS. If not, please contact the office. It is important that you retain your login details and keep them secure for future use.

DIARIES

Each student will have a diary that should be used as the first form of communication on a daily basis. Whilst we encourage parents to pop in to the classroom between 8:40 – 8:50 to quickly inform teachers of a minor issue such as: "he/she did not eat all their breakfast so I have added more fruit for snack". The diary is the best and most efficient form of information sharing. The 10 minute pre bell time is ultimately for students to settle and prepare for the day.

NEWSLETTER

The school will provide information on a regular basis through Compass, website and email. The Thursday Wilandra Weekly was launched in 2018 and is sent out via Compass every week on an afternoon. This will provide all families with specific details regarding activities and events that have been happening in and out of the classroom as well as information about important excursions, meetings and other matters of mutual benefit to families and the school.

INFORMATION EVENINGS

Information Evenings are held early each year, for the various levels. These evenings are specifically designed to inform parents about the curriculum.

TERM OVERVIEW

Each term, classroom teachers provide a term overview for parents regarding the curriculum topics being undertaken, timetable, special activities and homework expectations. This is to keep parents informed, to strengthen the home/school partnership and to enable parents to discuss what their children are learning. This information is detailed on Compass in the school resources section.

CLASSROOM VOLUNTEERS PROGRAM

Training workshops will be offered regularly throughout the year for parents who would like to help in classrooms.

STUDENT ABSENCES

It is the school's responsibility to keep records of attendances and reasons for absences. If your child is absent, please record absences via Compass. Alternatively you can email or phone the school.

COMMUNICATION IN GENERAL

Please keep in touch with the school by contacting us if you have any concerns. We have an Open Door policy and welcome your input and involvement. If you have any concerns, parents are requested to contact their child's class teacher first before taking the matter/s further.

SCHOOL E-MAIL

Parents may wish to correspond via the school email. The address is: wilandra.rise.ps@edumail.vic.gov.au From time to time the school will also use our Compass email to communicate important messages to parents.

SCHOOL WEBSITE

Information for parents is also provided on the school website – <http://www.wilandrariseps.vic.edu.au/>

UNIFORM AND DRESS REQUIREMENTS

The wearing of school uniform is compulsory. House sports tops are an alternative to the uniform and are able to be worn during interschool sports and PE days. House Sports tops are compulsory from Year 3 to Year 6.

UNIFORM ITEMS

Please see the Primary School Wear (PSW) website for our uniform and accessories. www.psw.com.au

FOOTWEAR AT SCHOOL

Thongs and open shoes or sandals are dangerous footwear in the school buildings and grounds. Parents are requested to ensure that students wear appropriate footwear. Students are required to wear laced, buckled or Velcro runners or leather school shoes (predominately black) every day.

APPROPRIATE CLOTHING

It is advisable that students wear clothing appropriate to the weather and to the child's active life at school. In order for students to fully benefit from physical education activities, suitable clothing, particularly footwear, needs to be worn. Please ensure your child has a suitable coat (available from PSW) as we do encourage students to play outside during cold weather.

CLEARLY MARKED CLOTHING

Please Label **All** your child's clothing with his/her name.

LOST PROPERTY

Each year the Lost Property Area in schools is overflowing with unmarked items of clothing, lunch boxes and water bottles. Lost property will be cleared out at the end of each term, with suitable clothing being washed and sold as second-hand uniform. Other items are disposed of as appropriate.

GENERAL

VALUABLE PROPERTY AT SCHOOL

It is recommended that students do not bring valuable possessions to school i.e. toys, dolls, games, watches, ipods, mobiles etc. If a child brings an article for a specific reason, every reasonable care will be taken while the article is in the classroom. However, there is no coverage for loss or damage. It is generally unwise to have valued or valuable items at school.

PROHIBITED ITEMS

The following items are not permitted at school:

- Roller Skates, rollerblades
- War Toys
- Pocket Knives
- Glass Containers
- Chewing Gum
- Water pistols
- Trading cards

LUNCH ARRANGEMENTS

Provision will be made for lunches to be ordered online Monday - Friday. The school canteen 'Hungry Kids' is open every day.

FINANCIAL ASSISTANCE

The school relies on the contributions of parents to fund school programs. If parents experience difficulty in meeting the cost of booklist items, excursion, camps etc. support is available. Parents should discuss their needs with the Principal who will make suitable arrangements in the strictest confidence.

TRAFFIC REGULATIONS

Traffic restrictions will be in close proximity to the school. Parking inspectors will regularly patrol the area. To avoid congestion students are encouraged to walk or ride to school under parental supervision.

Cars will be able to use the circular driveway at the front of the school to 'drop off' students without parking or turning the engine off. This is a drop off zone only and not to be used for parking under any circumstances.