



Flemington Primary School

Information Handbook



Flemington Primary School

Mt. Alexander Road

Flemington 3031

Tel: 9376-7137

Fax: 9376-2230

www.flemingtonps.vic.edu.au

Email to: Flemington.ps@edumail.vic.gov.au

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At A Glance

- School hours are from 8.45am to 3.30pm. School grounds are supervised from 8.30am until 3.45pm.
- School uniform is compulsory
- We do not have a school lunch order system. Parents must supply nutritious lunches daily, unless a special lunch event is being held
- In an emergency, contact the school on 9376 7137
- We're online at www.flemingtonps.vic.edu.au



Welcome to Flemington Primary School

We welcome you and your child to Flemington Primary School. We congratulate you on your choice and hope that the time spent here will be a happy and rewarding experience for your family.

Flemington Primary School, where your child will begin formal education, has a history of which we are proud. We are confident in our academic programme but sensitive to individual abilities of each child. The development of confident, organised and socially able children is fostered during a range of activities and experiences throughout their primary school years.

Flemington Primary School supports and promotes the principles of Australian democracy including our commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion, speech and association
- The values of openness and tolerance.

Our school is governed according to the structures approved by the Department of Education & Early Childhood Development, with strategic direction, effective management of finances and fulfils all legal obligations. A School Council elected by parents oversees the finances and management of the school.

The Flemington Primary School philosophy is articulated in our Mission, Vision and Values which state:

Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. We aim to develop confident and resilient individuals who are encouraged to reach their full academic and personal potential in a stimulating, engaging and caring environment.

The school aims to be acknowledged for a culture of excellence, within a caring community of lifelong learners. It aims to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in its purposeful learning environment.

The school values achievement, excellence, curiosity, respect and responsibility, perseverance, integrity, inclusiveness, respect for diversity, honesty and equity. Sitting at the centre of its work, the school believes in high expectations in all students and a commitment to hard work.

We aim to cultivate a love of learning, an interest in all subject areas, a positive attitude towards all experiences and an understanding of our school values;

- Be kind
- Be safe
- Be respectful
- Be ready to learn
- Be Your Best

All members of the Flemington Primary School community – Principal, leaders, teachers, support staff, parents and community members; encourage all students to participate in school and community life as responsible citizens and are committed to creating an environment of mutual respect and support amongst the staff and students.

We aim to:

- create an environment where students are happy and where teachers and students work in harmony;
- foster a love of learning which is lifelong;
- encourage each student to achieve his or her potential in all activities;
- demonstrate and model the school values;
- ensure a high level of literacy and numeracy;
- develop an appreciation of cultural and artistic pursuits;
- prepare students for their transition to secondary school;
- encourage in all students an appreciation of their natural environment.

Flemington Primary School is a part of a caring community and as such we value the home-school partnership. We invite you to work with us to help all children at the school grow and develop into successful and thinking members of our nation.

During the year you will have the opportunity to be involved in various aspects of the school and we hope you will take advantage of a range of parental involvement options such as Classroom Helpers, assisting on excursions and at sport, on School Council, Fundraising, Facilities, Music, Curriculum and Finance Committees and The Hub would welcome your contribution.

Lesley McCarthy
Principal

Flemington Primary School

School Address:	Cnr Padman Lane and Mt. Alexander Road Flemington, 3031
Postal Address:	PO Box 7 Flemington, 3031
Telephone:	9376 7137
Fax:	9376 2230
Web site:	www.flemingtonps.vic.edu.au
Email Address:	Flemington.ps@edumail.vic.gov.au
Principal:	Ms Lesley McCarthy
Assistant Principal:	Ms Sandra McOrist

Term Dates

TERM	2017	2018	2019
Term 1	30 Jan* to 31 Mar	29 Jan* to 29 Mar	29 Jan* to 5 Apr
Term 2	18 Apr to 30 Jun	16 Apr to 29 Jun	23 Apr to 28 Jun
Term 3	17 Jul to 22 Sept	16 Jul to 21 Sept	15 Jul to 20 Sept
Term 4	9 Oct to 22 Dec	8 Oct to 21 Dec	7 Oct to 20 Dec

*** Day teachers start. Grades 1 to 6 will start 2 days later and preps will start 3 days later or if this is on a weekend then a Monday**

Public Holidays

The school observes the following public holidays:

- Labour Day
- Anzac Day
- Queen's Birthday
- Melbourne Cup Day

Curriculum Days

There are four days in the school calendar when teachers are in attendance but students do not attend. The first is held at the commencement of the school year and the others are held on the first day of each term. Childcare is usually available on curriculum days.

These days are used for curriculum planning, professional learning and assessment & reporting as determined by DET.

Prep Information

If your child is in prep they will normally begin school 1-2 days after grade 1 to 6 to ensure that the first day for the prep students is more relaxed.

Please supply a suitable snack for recess, which is eaten from 10.45 to 11.00 in the classroom and lunch, which is eaten from 1.20 to 1.40 in the classroom.

Your child will attend full school days, finishing at 3.30 on Monday, Tuesday, Thursday and Friday. Every **Wednesday** will be a **rest day** for all prep students, and they will not be required to attend school. These Wednesdays will be used to interview each student individually in order to determine their academic levels on entry to school. This ensures all children's needs are met, when teachers are developing the curriculum. There will also be an opportunity for a quick parent / teacher interview during the allocated time for each student.

Wednesday rest days will continue until the Labour Day weekend in March. From then, the preps will attend school five days a week.

The First Day

When you arrive at school go straight to your classroom. The teachers will meet you, show your child around, introduce some of the other children and settle your child with a game or activity. It is best to leave reasonably quickly as the room can become extremely noisy and disorientating for children if there are a lot of people around. Before you leave please ensure that your child knows that he/she will be picked up at home time and by whom.

You are most welcome to join other new parents and the Parents Association for tea or coffee (this can really help the separation anxiety), after you have left your child.

Collecting Children

A parent, relative, designated friend or sibling must collect prep children at the end of the day. It is important that children know whom they are to go home with and that these people are there on time. For safety and convenience reasons, we ask that all parents wait outside the school buildings for their children.

School Times

We expect children to be **punctual** so that learning time is used efficiently. Please help your child to arrive by **8.45am** every day.

8.40am	5 min bell warning
8.45am	Music (line up ready for class)
8.50am	Start of day bell
9:00 am - 10.50 am	First session
10.50 am - 11.00 am	Recess snack in classroom
11:00 am - 11:30 am	Recess
11:30 am - 1:25 pm	Second session
1.25 pm – 1.40pm	Lunch in classroom
1:40 pm - 2:30 pm	Lunch
2:30 pm - 3:30 pm	Third session

Early dismissal times on the last day of term are publicised in the newsletter.

Preparing your Child for School

Starting school can involve a major change for children, particularly those used to being with their family and unaccustomed to large groups of children. Anything you can do to assist with this transition will be beneficial. Before beginning school the following points may help your child develop independence and confidence.

Physically, can your child:

- Take care of him/herself
- Undo a lunch box
- Undo a food packet
- Feed him/herself
- Peel a piece of fruit
- Drink with a straw
- Unscrew a drink bottle
- Get a drink from a drinking fountain
- Wash his/her hands
- Dress him/herself
- Flush the toilet and or use a urinal
- Put things away after using them
- Put shoes on the correct feet
- Tie his/her own shoelaces
- Recognise and say his/her name in English
- Use a handkerchief or tissue correctly
- Last 6 hours a day, 5 days a week without the need for a sleep
- Pack and carry his/her school bag.

Emotionally, does your child:

- Cope with separation
- Show self control
- Show confidence
- Show independence
- Have a sense of responsibility
- Demonstrate persistence

Socially, can your child:

- Listen to teachers and others
- Follow instructions
- Relate to other children
- Make his/her needs known
- Share and cooperate
- Know how to take turns
- Cope in the care of other adults

Confidence

When parents encourage a child to tackle tasks of gradually increasing difficulty, praising their endeavours and successes, they increase the child's confidence. A child with high self-esteem will be more prepared to try new challenges at school than the one who is lacking in self-confidence.

Persistence

The ability to see a task through to its end is an important part of school life when the completion of one task often leads to new learning situations.

Parents should encourage their child to "stick at it" by gentle assistance and guidance at first, and then being prepared to wait for the results of the child's own efforts; tying shoelaces is a good example.

Daily Checklist for Parents

Has your child:

- Had a good night's sleep?
- A clean handkerchief or tissues?
- Eaten a balanced breakfast quietly and without rushing?
- Been to the toilet?
- Brushed their teeth?
- Washed his/her face and brushed their hair?

Is your child:

- Dressed in clean and comfortable clothes?
- Leaving home in a happy frame of mind, ready and eager to participate in school activities?

Provide a place at home for your child to display his/her work. Children love to explain their work and benefit from doing so.

Beginning school can be unsettling and an emotional time for children. (A spare pair of underpants in a plastic bag to be kept in their school bag in case of emergencies is a good idea).

Children need their parents:

- to listen
- to show interest, trust and support
- to be aware that no two children learn at the same rate
- to visit their classroom occasionally to view their work

Lunches and Snacks

Providing a nutritious and balanced diet will assist your child to participate fully and appropriately in the school program.

Lunch and snack times

At recess children eat quietly in their classrooms. A nutritious, substantial snack like fruit is recommended for the morning break at 10.45 am (fruit break), as lunch is not eaten until 1:20 pm. Lunch is eaten in the classrooms between 1:20 and 1:40 pm. Chewing gum, glass bottles and cans are not allowed at school. Products containing **nuts are BANNED** as we have many students who have a nut allergy which can be life threatening.

Flemington Primary School follows the Brain Gym/Go For Your Life nutrition guidelines and encourages children to bring a water bottle and fresh fruit to school each day. Drinking water is encouraged throughout the day and water bottles are placed on the child's desk or locker. Fresh fruit is also encouraged and children take a fruit break around 12.30pm.

Special Requirements and Allergies

Please discuss any medical issues or allergy requirements with your child's teacher. It is important that this is outlined in writing, particularly any reactions or treatment necessary.

Emergency Lunches

If your child forgets their lunch and you are unable to bring it up to the school (after office contact) the school will provide an emergency lunch at a cost of \$3.00. Each subsequent emergency lunch will be charged an increase \$1.00 to \$4.00, \$5.00 etc.

Special Lunches

Once or twice a term, the Parent's Association run Special Lunch Days, which are ordered and collected, through the canteen. Order forms will be sent home a week before the event and all order forms and money are to be returned to the office.

Emergencies, Safety and Consent

Emergency Forms

No matter how good the care at home or school, children can suffer serious illnesses or accidents. When a child enrolls at school, an emergency form is completed, showing home and work phone numbers, emergency contact and emergency medical contact. **If this information changes, please let the school know immediately.**

If you cannot be contacted during the day, nominate a friend, relative or neighbour who will be able to provide the link between school and child. Please call 9376 7137 choose option 4 and leave a message at reception, send a written note with your child or drop by the office yourself.

Should you wish to contact your child in an emergency, please call the school on **9376 7137**.

Custody

Where a parent has sole custody of a child, this should be made clear to the school with appropriate documentation.

Playground Supervision

Teachers are on duty in the grounds before school (8.30 am – 8.45 am), during morning recess (11.00 am – 11.30 am), at lunchtime (1.40 pm – 2.30 pm) and after school (3.30 pm – 3.45 pm). During these times teachers will ensure the safety of children, supervise their conduct, maintain cleanliness of play areas and encourage respect for all equipment and buildings.

Please do not drop children off prior to 8.30 am as there is no supervision in the grounds. Any students unattended in the grounds after 3.45 pm will be taken to the office and staff will contact parents regarding pickup.

Parents and students are required to vacate the grounds by 4:00 pm.

As a safety precaution, preps are not allowed on the large oval without their teacher.

All visitors to the school are required to sign the Visitor's Book and wear a visitor badge whilst on the grounds. Please sign out before leaving.

Consent for Excursions

From time to time the grades will undertake local and more distant excursions. Plenty of warning will be given of these events. Essentially, excursions are tied in with curriculum and may be used as the initial stimulus or as a development aspect of learning. These excursions are an integral part of your child's education and as such we would expect that you would allow your child to participate.

Any parent with financial difficulties should speak to the Principal. Our aim is to have all children participate.

On enrolment and at the beginning of each school year, parents/guardians will be asked to sign a local excursion form. This form gives the school permission for your child to attend an excursion within walking distance of the school.

Other excursions will require parent's permission. On each occasion a notice with details will be sent home requesting your permission.

TEACHERS ARE NOT PERMITTED TO TAKE A CHILD ON AN EXCURSION WITHOUT A WRITTEN PERMISSION NOTE.

Health and Well Being

Absence and Illness

It is important that your child attend school regularly but if he/she is sick then home is the best place. The school is not equipped to look after sick children. If your child becomes ill during school then you or your contact person will be notified.

First Aid is given at school for small grazes, bumps and scratches. Contact is always made with home when anything more serious occurs. No drugs (Aspirin, antibiotics) are given at school without a signed medical form.

Please see below for details of childhood illnesses and required exclusion from school.

ANY ABSENCE FOR ILLNESS OR SHORT TERM FAMILY CRISIS MUST HAVE A NOTE OR PHONE CALL TO THE SCHOOL GIVING THE REASON FOR THE ABSENCE.

Medication

If it is necessary for your child to bring medication to school a medical form must be filled out, clearly stating the medication with your child's name, the correct dose and the time the medication must be given. A parent should hand this directly to the office, as teachers are not able to administer any medication. All medicines will only be administered to students at 1.25 pm.

IF YOUR CHILD SUFFERS FROM **ASTHMA**, PLEASE ENSURE THAT YOUR CHILD'S TEACHER IS AWARE OF THIS AND AN **ASTHMA MANAGEMENT PLAN** IS COMPLETED.

Infectious Diseases

A child must not attend school for the period shown, if suffering from any of the following:

Amoebiasis (Entamoeba histolytica)	Exclude until diarrhoea has ceased.
Campylobacter	Exclude until diarrhoea has ceased.
Chicken Pox	Exclude until fully recovered for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.
Conjunctivitis	Exclude until discharge from eyes has ceased.
Cytomegalovirus Infection	Exclusion not necessary.
Diarrhoea	Exclude until diarrhoea has ceased or until medical certificate of recovery is produced.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.
Glandular Fever (mononucleosis)	Exclusion is not necessary.
Hand, Foot and Mouth disease	Until all blisters have dried.
Haemophilus type b (Hib)	Exclude until medical certificate of recovery is received.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
Hepatitis B	Exclusion is not necessary.
Hepatitis C	Exclusion is not necessary.
Herpes ('cold sores')	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
Hookworm	Exclusion is not necessary.
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary unless the child has a secondary infection
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.

Influenza and influenza like illnesses	Exclude until well.
Leprosy	Exclude until approval to return has been given by the Department of Education.
Measles	Exclude for at least 4 days after onset of rash.
Meningitis (bacteria)	Exclude until well.
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed.
Molluscum contagiosum	Exclusion not necessary.
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)
Parvovirus (erythema infectiosum fifth disease)	Exclusion not necessary.
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.
Ringworm, scabies, pediculosis (head lice)	Re-admit the day after appropriate treatment has commenced.
Rubella (german measles)	Exclude until fully recovered or for at least four days after the onset of rash.
Salmonella, Shigella	Exclude until diarrhoea ceases.
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Slap Face	No exclusion because contagious before onset of rash
Trachoma	Re-admit the day after appropriate treatment has commenced.
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary.
Whooping cough	Exclude the child for 5 days after starting antibiotic treatment.
Worms (Intestinal)	Exclude if diarrhoea present.

Health Services

Like all State schools, Flemington is serviced by the Department of Human Services. We have a visiting school nurse whose main role is to assess the health of all prep students. She will contact you if necessary and also be available to respond to any enquires you may have.

Head Lice

As the City of Moonee Valley no longer makes regular checks for head lice, it is important that parents themselves make these checks. Long hair should always be tied back as this will greatly reduce the spread of head lice. Lotion can be obtained through your local chemist and once the hair is treated, your child can return to school. Please also contact the school if your child has lice so a note can be distributed alerting parents of the situation and requesting parents to check their children's hair.

Wet Days/Hot Days

When the weather is too inclement the children will remain inside under supervision. Normal timetable will apply. During these days no children may leave the classroom without permission of the teacher on duty. All of our classrooms are equipped with heating and cooling systems.

Clothing

Flemington Primary School uniform rules apply to the way children are dressed at school. Comfort and danger to your child and others, are the reasons for our decisions. What is sensible at home, is not always so, in a school of many hurrying and playing children.

We have **compulsory school uniform** and this can be purchased from our uniform shop on Monday afternoon between 3.15pm to 3.45pm and Friday morning between 8.45am to 9.15am or an order can be left at the office anytime and we will advise when the uniform is available for collection. Limited second hand uniform is also available at a heavily discounted price generally around \$2 per item.

Thongs and croc sandals are not allowed because they are particularly dangerous to your child and others on our stairs.

A wide brimmed or legionnaire hat (not a surf hat) must be worn in Terms 1 and 4.

We ask that your child does not wear:

- sleeveless or string strap tops
- open toed sandals or shoes with a high or wedge heels which can cause ankle injuries in an energetic school situation
- dangling earrings or sleepers

As a Sunsmart school, any child wearing inappropriate clothing or without a broad brimmed hat in Terms 1 and 4 will not be permitted to play in the open but will be required to sit in the shade in the courtyard during recess and lunch times.

Bullying

As teachers and parents we deal with a range of issues daily that may cause children anxiety, from name calling to bullying, and these instances seem to be on the rise. As adults we are not always made aware of situations and this can lead to distress for the children. It is our aim to empower children with the confidence to stand up for themselves in a range of situations. 'Naming It' is an effective way of doing this. We encourage children to try 'Naming It' at home.



**'NAMING IT' is about standing up for yourself in a SMART way
BREAK THE SILENCE**

1. Tell the person to stop it, what they are doing and how you feel!

"Stop it, I don't like it when you call me a dork, it hurts my feelings and it makes me feel sad."

Use "I statements" like "I don't like what you're doing".

GET SUPPORT - STAY CALM

2. If the person does it again, **tell them to stop and tell them that you are going to NAME IT to a teacher or another adult.**

DON'T GIVE UP - STAY CALM

3. **"Name It" to the teacher or adult.** Let them know that it is important and tell them what you have already tried.

DON'T GIVE UP - KEEP NAMING IT

If you are not listened to find a trusted adult who will LISTEN to you.

If you are scared get an adult to support you and 'NAME IT' again.

Everyone is responsible for naming it. Using violence won't stop violence.

KEEP NAMING IT UNTIL IT STOPS

Following on from Naming It is the importance of saying sorry and how to say it conveying it's meaning and being sincere. Many of the children are already using these strategies at school and we encourage them to use the same techniques at home.

The Three Parts of Sorry

1. Think about what you have done and know that you have done something wrong.

(Have you hurt someone's feelings or hurt the person; broken a rule or the law; damaged someone's property). Make sure you're not just saying sorry to get out of trouble, or to get someone off your back.

2. Say "I am sorry" and mean it, sincerely from your heart.

For example, I am sorry for:

- hitting you
- raising my voice at you
- being jealous
- excluding you
- copying your work
- gossiping about you

3. Change your Behaviour.

It's about wanting to change your behaviour. A sincere 'sorry' means that you will really make an effort not to do that behaviour again.

Receiving a Sorry

1. Say with a strong voice.

"Thank-you for saying sorry. I really don't like it when you:

- hit me
- yell at me
- are jealous of me
- exclude me
- copy my work
- talk about me behind my back
- leave me out

"OK, I'll accept your apology. I really hate it when you punch me. Please don't do it again and if you keep hurting me, I'll NAME IT to an adult"

2. Don't say "that's OK" because what has happened is not OK.

You have the right to be safe.

A useful fact sheet is available for download from

www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm.

Travelling To and From School

Bikes, Skateboards and Scooters

All children can ride the above items to school. However, parents should also consider their child's particular level of readiness for riding correctly and safely in traffic, as well as the appropriateness of riding to school.

Many pupils live comfortably within walking distance and should not need to ride.

Bicycle helmets are mandatory and must be worn.

PUPILS and PARENTS **MUST WALK** their bicycles, skateboards and scooters in the school grounds at all times.

Failure by riders to observe school rules will result in the withdrawal of the privilege.

Bikes are to be locked to the bike rails. Skateboards and scooters are to be locked in the shelter shed before 9:00 am. No responsibility for bicycles/scooters which are not secured.

Drop-off and Pick-up Times

We expect children to be punctual in the morning. However, drop-off should not occur before 8:30 am as there may not be a staff member on duty to ensure your child's safety. Normal pick-up time is 3:30 pm, with departure from the school ground supervised by a staff member until 3:45 pm. Children should be at their classroom ready to start school by 9.00am.

Traffic and Parking

Traffic Management

A.M.

- There is no parent access through the laneway
- Park in surrounding streets and walk back with children.
- Drive carefully in the streets surrounding the school.

P.M.

- Parents to park in surrounding streets and walk to meet children.
- Drive carefully in the streets surrounding the school.

At no time can parents park in the driveway off Flemington Street; this is far too dangerous as children wait there every day as it is drop off/pick up zone.

There is no parking available at the school for parents, it is for staff only so please refrain from parking in a staff allocated car park.

School Crossing

The local council provides our school-crossing supervisors under very strict guidelines.

Parents and children must use the school crossing to cross Mt. Alexander Road when the flags are displayed. Apart from the safety aspect, to do otherwise would be setting a poor example for our children. We also have a monitored crossing at the end of the laneway leading out into Cashmere Street. These crossings are supervised from 8:15 am to 9:00 am and from 3:15 to 4:00 pm each day.

Leaving the School Yard

Children may not leave the schoolyard between 9.00 am and 3.30 pm unless a note is sent to school and the child is collected by an adult. All adults must visit the office to sign their child out electronically prior to collecting their child. This will then highlight on the classroom electronic roll.

Assemblies

Every Friday afternoon assembly is held in the hall. Prep children will not be involved in assembly until early March. Your child's teacher will inform you when. Parents are always welcome to attend.

Outside of School Hours Care Program

Co-ordinator: Camp Australia 1300 105 343

Before and After School Care is available at the Multi-Purpose Room. The Program changes weekly and the children are provided with nutritious snacks after school. Before School Care runs from 7.00 am until 8.45 am, while After School operates from 3.30 pm until 6.00 pm.

For further information, please visit the Camp Australia website www.campaustralia.com.au.

Curriculum

The curriculum is delivered through a series of sequential stages under the guidelines of the Department of Education, Victorian Essential Learning Standards and the Australian Curriculum. An integrated curriculum incorporating Deep Learning inquiry based "hands on" activities and ability mixed groups are features of daily lessons, which are designed to encourage active, thinking, lifelong learners.

The developmental learning approach recognises children's individual differences and that children progress at varying rates.

AUSVELS

- Discipline Based Learning – English, Maths, Art, Music, Humanities, LOTE and Science
- Physical, Personal and Social Learning – Health and PE, Civics and Citizenship, Personal Learning
- Interdisciplinary Learning – Communication, Design, Creativity and Technology

The school teaches a combined AUSVELS curriculum:

PHYSICAL, PERSONAL AND SOCIAL LEARNING	DISCIPLINE-BASED LEARNING	INTERDISCIPLINARY LEARNING
Civics and Citizenship Civic knowledge and understanding Community engagement	The Arts Creating and making Exploring and responding	Communication Listening, viewing and responding Presenting
Health and Physical Education Movement and physical activity Health knowledge and promotion	English Reading and viewing Writing Speaking and listening	Design, Creativity and Technology Investigating and designing Producing Analysing and evaluating
Interpersonal Development Building social relationships Working in teams	The Humanities Humanities knowledge and understanding Humanities skills	Information and Communications Technology ICT for visual thinking ICT for creating ICT for communicating
Personal Learning The individual learner Managing personal learning	The Humanities – Economics Economic knowledge and understanding Economic reasoning and interpretation	Thinking Processes Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition
	The Humanities – Geography Geographic knowledge and understanding Geographic skills	
	The Humanities – History Historical knowledge and understanding Historical skills	
	Languages Communicating in a language other than English Intercultural knowledge and language awareness	
	Mathematics Number and Algebra Measurement and Geometry Statistics and Probability	
	Science Science understanding Science as a human endeavour Science inquiry skills	

English

The major aim of the English domain is to promote language competence - the ability to use language effectively in a wide range of audiences for a wide range of purposes. We provide opportunities for children to think, speak, listen, read and write about significant things, for real life purposes that are important to them.

There are four broad areas of the program:
Reading, writing, viewing and speaking & listening.

Early Years Literacy

The Early Years Program (Foundation - grade 2) recognises the significance of the early years of schooling in the acquisition of literacy skills. It is based on the premise that all children should be fluent readers and writers by the end of their third year of schooling. Essential features of the program are:

- a daily focused two hour literacy block
- students matched to appropriate text
- continual monitoring and assessment

Home Reading

Each night students bring home a book to share with their family. This may be a guided reading book that they have read with the teacher, a book they have chosen themselves, a book they have made or a library book. This should be an enjoyable time for all. Parents are asked to listen and discuss the book as this assists reading comprehension. They may also read the book to their child or with their child, depending on the degree of difficulty. Parents are also asked to complete the Home Reading Log each night.

Mathematics

An understanding of maths assists students to organise and make sense of their world and provides necessary skills for the future.

We aim to make maths enjoyable and relevant to the children's experiences, interests and capabilities. Students at all levels have a daily one-hour mathematics session.

We encourage children to be actively involved using a variety of materials and approaches. Estimation and approximation in all areas of mathematics are important.

The program aims to cater for individual differences. We encourage children to take risks and develop individual strategies for solving problems.

Early Years Numeracy

The Early Years Numeracy Program is designed to ensure that all children will have the best opportunity to achieve success in mathematics in the first five years of schooling. A mathematics interview conducted individually with each student in the first five years of their formal education ensures teachers have a clear understanding of each student's mathematical understanding. The program has essential elements:

- the structured classroom program targeting specific mathematical concepts and strategies
- additional assistance for students who need it
- parent participation
- ongoing student assessment and monitoring throughout each year.

Science

Science provides children with the opportunity to investigate and understand their environment.

Scientific experiences are based on solving practical problems. Children are involved in the acquisition of scientific knowledge and skills through discovering, explaining, questioning, describing and gathering data.

Our science program encompasses; natural and processed materials, reaction and change, the physical world (electricity and magnetism, light and sound, force and movement), earth and beyond (the changing earth and our place in space), life and living.

Children participate in a weekly science lesson, run by our Science specialist teacher, Mr Bruce Ziebell.

Technology

Technology is "making and doing". We aim to develop children's attitudes and skills by applying scientific principles to problem solving and the production of working models.

Technology studies involve active participation in learning. Children use a wide variety of materials, tools, machines, devices, computers, construction kits and equipment.

They are involved in the process of designing, constructing and testing their models.

The Arts

Art experiences should offer enjoyment and creative expression. Children are encouraged to develop skills, abilities and positive attitudes in a range of art activities. The skills and interests can be carried over into the child's leisure time.

Visual Art

Activities cover a wide spectrum of areas including painting, drawing, printing, dyeing, threads and textiles, puppetry, constructions, plasterwork, clay-work and art appreciation.

A bi-annual Art Show showcases student's work.

An art smock (or old shirt) is an essential requirement in all art sessions.

Music

This is an important part of a child's overall development and is given high priority at Flemington. We aim to offer children the opportunities to experience, enjoy, understand and respond to music. Our program covers the various facets of music through activities involving listening, playing, moving, creating, reading, experimenting and investigating.

All students, **from Grade One upwards**, have an opportunity to be involved in the fee paying Instrumental Music Program. They may join the school choir and/or learn an instrument. Flemington offers students opportunities to be involved in individual or small group tuition **where a fee is payable**. There are music teachers on site during the week, teaching woodwind, brass, guitar, piano and strings. The instrumental music program includes ensembles such as the senior and junior band, senior strings, marimba band and other groups.

Flemington has a bi-annual school concert where all students are involved. There is also a mid year music concert, an end of year instrumental concert and many small soirees throughout the year.

From these experiences the children are encouraged to continue their own musical interests.

Drama

Flemington PS has produced several highly successfully school concerts and musicals in recent years. All students participate in these performances, which are held in our own school hall generally every 2 years.

Digital Technologies

Digital literacy is an essential part of education in today's technological society. Multi-media computers are used to enhance our curriculum. Each classroom has access to banks of laptops, netbooks and ipads. Students in grades 5 and 6 are involved in 1:1 ipad program. A computer laboratory allows the whole class with a large screen to facilitate research and learning. Technology such as interactive whiteboards, cameras and scanners are incorporated into our teaching and learning at Flemington.

Humanities

Humanities covers the strands of Economics and business, Geography, History and Civics and citizenship. Students develop a comprehensive knowledge and understanding of their social world through integrated units of work, which develop research, social, communication and thinking skills. Each unit of work provide a wide range of experiences incorporating an inquiry approach to learning. Curriculum includes studies of Australian history, democracy and citizenship, understanding rules and laws.

Health and Physical Education

Our aim is to develop skills, attitudes and beliefs that will promote healthy, secure and safety conscious children. Through their learning students can become informed in making decisions about their own and others' lives.

Physical Education and Sport

PE aims to improve fitness and skills development of all children. Regular and enjoyable physical activities are provided which allow children to acquire the skills necessary for participation in sport and leisure pursuits. The major facets are:

- athletics
- ball handling
- dance
- gymnastics
- major and minor games

We offer children access to a varied sporting program. Athletics, netball, basketball, football, soccer, cricket, volleyball, rounders and bat tennis are just some of the formal sports that are offered.

Grades 5/6 students participate in competition with district schools.

Children **unable to participate for medical reasons must bring a note from home.**

Perceptual Motor Program (PMP)

PMP is a program that takes young children through a carefully graded sequence of activities to develop strength, agility, co-ordination and spatial awareness and related mathematical vocabulary.

As with all physical education programs, success has great impact on other learning areas. PMP is a regular feature of our prep program with a one hour session per week for each child. A teacher supervises the program but parents are required to assist.

Swimming

The swimming program encourages safety procedures and skills, which enable children to participate with confidence in water activities.

Swimming lessons are conducted at the Kensington pool, where qualified instructors supervise the children in small groups. All children are expected to attend. The preps attend swimming in fourth term for one 45-minute session each daily in a 2 week block.

Positive Behaviour and Student Welfare

Flemington Primary School follows the statewide positive behaviours program based on our school values. (refer page 25 - 26 for details)

Library

Children are encouraged to use the school library. All classes have a weekly session. Preps to Grade 2 have classes with the Library Teacher and Grades 3-6 with their class teacher. Parents are asked to see that any books borrowed are treated carefully and returned by the due date.

Homework

We believe that homework should be an enjoyable activity. Certainly it should be strongly related to the child's interests and abilities as well as his/her work in school. Communication between home and school is essential to ensure that family and school goals are being met.

The current guidelines for homework are not more than:

- Prep - Grade 4 - 30 minutes a day and not on weekends or during holidays.
- Grade 5 –6 - 30 - 45 minutes a day.

Flemington Primary School has its own Homework Policy that has been developed within the Department's Homework Habits guidelines.

We ask parents to continue their strong supportive role and assist their child to develop a regular homework routine. Find a quiet corner in which you and your child can read together, practise number facts, play spelling games, write stories or simply have a chat about the school day. See your child's teacher for specific activities relevant to the classroom program. Homework should include individual or shared reading or being read to for at least 30 minutes a day.

Extension and Enrichment Programs

These programs are planned to further develop student's skills, independence, motivation and confidence. Programs include Chess club, extension Art, Instrumental Music {bands, choirs, orchestra, ensembles} Recumbent Bike and Solar Boat Challenge. Children can access these programs at various grade levels.

Booklist, Essential Education Expenses & Voluntary Contributions

Booklist, Essential Education Expenses and Tax Deductible Trust Funds

Parents will receive a booklist and break down of charges and contributions in Term 4 for the following year. This will include the following:

- a) Fees
 - Essential Education Expenses
 - Excursion Levy
 - Additional Items (Grade Prep and New Students only)
 - Interschool Sport Levy (Grade 5 & 6 only)
- b) Voluntary Contributions
 - Building Fund (tax deductible)
 - Library Fund (tax deductible)
- c) Grounds Levy
- d) Bookpack – based on grade level requirements

These booklist forms must be completed by parents and returned to the school by the stated date. The school will also notify parents on how they can pay for and when to collect their child's "Bookpack".

We accept cash, cheque and eftpos for these payments.

Parental Involvement

You will find time spent at the school helping in any activity most rewarding. The more time spent at school, the more familiar one becomes with the routines, the faces and the general organisation of the school. You are then in a better position to understand and make judgements.

Take a personal interest in the school - your gift of time is valued.

How can you help at Flemington Primary School?

- Stand for election for our School Council or attend monthly meetings.
- Join our Parents' Association (PA) - meet other parents - talk things over - help with special activities.
- Attend social activities.
- Participate in working bees - maintain and help to develop our grounds whilst working alongside other parents and staff.
- Help with fund raising - join the committee.
- Offer to help in any of the following classroom activities:
 - Parent as Helpers (Training as Parent Helpers is offered each year. Volunteers also need the State Government – Working with Children accreditation. You can apply online at the Department of Justice.)
 - Repairing, covering and barcoding books for literacy and classrooms libraries
 - PMP (Perceptual Motor Program)
 - Excursions
 - Senior sport and sporting carnivals
 - Swimming

School Council

School Council is a legal entity with the powers to oversee the direction of the school. It is the main link between the Department of Education, Employment and Early Childhood Development and our school community. It provides the framework for ongoing improvement to our school programs. Council is made up of elected members of the school community.

Parent councillors are your representatives and welcome your contact over any concern at any time. All parents have a vote at Council election times (March each year). Council meetings are open to the school community and we welcome participation on the sub-committees.

School Council Sub-Committees

Sub-Committees of Council also hold open meetings and any members of the school community are encouraged to attend.

Current sub-committees are:

- Facilities
- Education
- Finance
- Fundraising
- Outside School Hours Care
- Instrumental Music

The HUB

This group provides an active fundraising program in conjunction with social, cultural and educational events for the whole school. The HUB is a vital link between the parent community, staff and school council and contributes greatly to school programs.

Monthly meetings are held in the evenings to enable maximum participation. The executive and membership would welcome new members and look forward to meeting you.

Uniform

Flemington Primary School uniform is compulsory. All items must be labelled with the child's name.

We encourage physical fitness and therefore athletic shoes (runners) are considered acceptable alternatives to school shoes or sandals, (with toes covered and low heels).

Children should be dressed appropriately on days when they will be involved in PE or sport sessions. Correct footwear is of prime importance. The school will provide football jumpers and netball bib tops for inter-school competition.

All children must have a broad brimmed hat in terms 1 and 4.

Each year, grade six pupils have a special hoodie and/or polo, which clearly identifies them as school leaders, yet complements our school uniform.

Our Uniform Shop is operated by a volunteer parent on a Monday afternoon and Friday morning. A uniform price list and order form is available from the office.

Girl's Uniform – Summer

- Blue and white check dress
- Navy shorts/culottes
- School logo windcheater/bomber jacket
- Emerald green short sleeved polo top with school logo
- Navy or white socks
- Sandals or sports shoes (black or navy)
- Legionnaire or wide brimmed sunhat
- White or navy scarf

Girl's Uniform - Winter

- Navy trackpants
- Tartan pinafore
- School logo windcheater/bomber jacket
- Long sleeved polo top with school logo
- Navy or green skivvy
- Navy or white socks or navy tights
- Black or navy school shoes or sport shoes
- Navy scarf

Boy's Uniform – Summer

- Navy shorts
- School logo windcheater/bomber jacket
- Emerald green polo top - short and long sleeved with school logo
- Navy or white socks
- Sandals or sports shoes (black or navy)
- Legionnaire or wide brimmed sunhat

We recommend the placing of orders which will be either delivered to your child if already paid for or a note sent home advising that the order is ready for pickup.

Boy's Uniform - Winter

- Navy trackpants
- School logo windcheater/bomber jacket
- Long sleeved polo top with school logo
- Navy or green skivvy
- Navy or white socks
- Black or navy school shoes or sport shoes

Newsletter - "In Touch"

Weekly newsletters are compiled every Thursday. On one Thursday the newsletter is an e-Newsletter only, which is either emailed to those who have subscribed or can only be accessed via the school's website <http://www.flemingtonps.vic.edu.au> click on newsletters (no hardcopy printed). On the alternate Thursday a newsletter is printed and sent home with the youngest child in each family and electronically to those who have requested this. It contains coming events and general news about the school.

Other Information**Complaints**

If you have an issue with your child's education, please raise it first with their classroom teacher. If you wish to take this further, please arrange to speak with the year level co-ordinator. If you are still not satisfied, please make an appointment to speak with the principal.

Name Tags and Lost Property

Please mark clearly your child's name on **ALL** items of clothing, including jumpers, school bags, lunch boxes and drink flasks.

A Lost Property Box is located near the office. Any clothing, bags and other items are placed into the Lost Property Box. If your child's belongings are clearly marked then they are more likely to get them back quickly. Any lost property that is not claimed will be sent to a charity at the end of each term.

Reports and Parent Interviews

At the beginning of the school year there is an opportunity for a short meeting with your child's teacher to provide any relevant information. There is also a mid year interview when you can discuss the mid year report.

Reports containing feedback of your child's progress are provided in full in both June and December and as a progress in March/April and September.

Sending Money to School

All money sent to school **MUST** be sent in a clearly marked sealed envelope with the following details on the front:

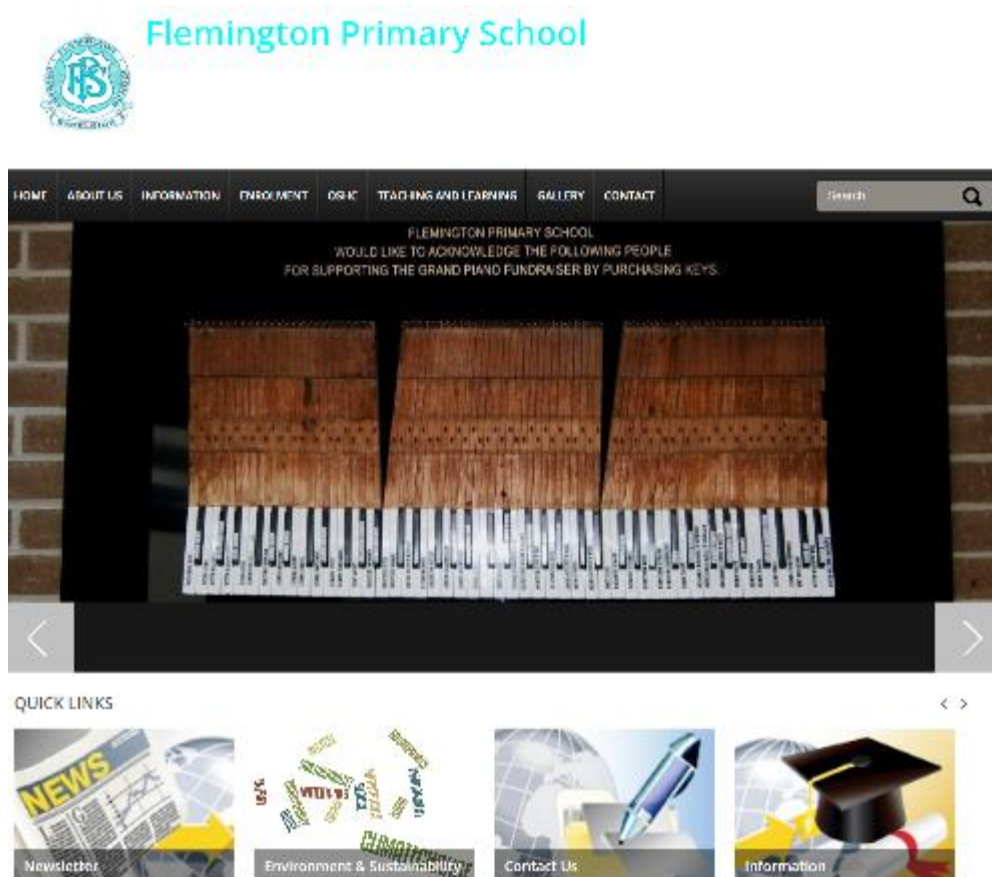
- Child's name
- Child's grade
- What the money is for
- How much is enclosed
- Whether money enclosed is cash/cheque/credit

Special envelopes for payment of money are available from outside the office. All money must go to the class teacher or deposited into the cash box located at the office. The office will not accept loose money over the counter.

Visitors

All visitors to the school must report to the office, register on the electronic Visitors Book and wear a Visitor's Badge whilst they are on school grounds. For safety reasons, you must also sign out when leaving the school.

For further information, visit www.flemingtonps.vic.edu.au



Flemington Primary School Behaviour Matrix



	Classrooms, Specialists and Library	Inside Spaces Corridors, toilets, Hall, Office	Outside spaces Oval, amphi- theatre, court yard, play equipment,	To and From School Pick up areas, drop off, trams, shops	School Events Assemblies, excursions, incursions
Be Safe	<p>We wait in a line to enter spaces and walk inside.</p> <p>We use materials and equipment appropriately and move around safely.</p> <p>We keep spaces tidy.</p> <p>We keep our hands and feet to ourselves.</p> <p>We inform teacher/others when leaving the room (toilet, music lessons)</p>	<p>We wait our turn</p> <p>We walk in a quiet and orderly manner and keep to our left in corridors and up stairs.</p>	<p>We are aware of others around us.</p> <p>We follow the agreed rules of the game</p> <p>We stay in the correct area for our grade level and use the sheltered areas when hot or rainy.</p> <p>We use sports and play ground equipment correctly.</p> <p>We let the yard duty teacher know if someone is hurt/needs help.</p>	<p>We cross at the lights, follow road rules, park in designated areas</p> <p>We walk our bikes, scooters etc., in the school grounds and wear helmets</p> <p>We wait on the footpath for the tram, teacher, lollipop person or parent before we cross a road.</p>	<p>We quietly wait our turn to enter spaces</p> <p>We walk calmly and orderly on our left.</p> <p>We always stay with a peer/student and an adult/teacher we are aware of where we are</p> <p>We listen to the safety instructions.</p>
Be Kind	<p>We take turns and share equipment.</p> <p>We are good communicators and we listen to others</p> <p>We help and encourage others and accept help from others</p> <p>We include others in the group by accepting their ideas and opinions</p>	<p>We wait patiently</p> <p>We use manners -- please, thank-you, excuse me</p>	<p>We help others</p> <p>We include others</p> <p>We take turns, speak nicely and encourage others</p> <p>We use our words to solve problems and differences</p>	<p>We speak politely to others – please, thank-you, excuse me</p> <p>We say hello and good morning to people in our school community</p> <p>We learn and follow public transport rules.</p>	<p>We welcome our school community to join us with celebrations</p> <p>We use our manners</p> <p>We celebrate people's achievements</p> <p>We represent our school in a positive manner.</p>
Be Respectful	<p>We use manners when entering spaces and speaking – please, thank-you - and we wait our turn</p> <p>We listen, acknowledging and accept others ideas and thoughts when they speak to us</p> <p>We use whole body listening to everyone and wait for our turn to speak.</p> <p>We are honest</p> <p>We look after our classroom equipment and use them appropriately</p> <p>We work quietly and acknowledge others right to learn.</p>	<p>We move and work quietly through corridors, foyers and toilets</p> <p>We use our manners when we greet visitors and ask if they need help</p> <p>We leave spaces tidy as we found them</p> <p>We give people space and privacy in the toilet.</p> <p>We wait safely and patiently</p> <p>We care for school furniture, spaces and equipment</p>	<p>We use our manners and are good sports when playing</p> <p>We share equipment and play areas with others and use them correctly</p> <p>We are proud of our rubbish-free school</p> <p>We listen to yard duty teachers.</p> <p>We look after our garden and walk on the footpaths.</p>	<p>We use manners on public transport, streets and in shops.</p> <p>We keep bags out of people's way</p> <p>We give up seats to adults</p> <p>We use appropriate language, voice, tone, level</p> <p>We walk on the left side of the footpath</p>	<p>We use manners and are courteous to people around us.</p> <p>We speak in an appropriate voice.</p> <p>We sit and listen quietly to others - peers, teachers and guests.</p>

Be Ready to Learn

We move quickly and quietly to the floor.

We are organised; we have materials ready and we have checked the timetable.

We follow instructions and use whole body listening

We stay on task and complete assigned tasks

We are involved, we participate/have a go

We are responsible, we make good choices

We arrive and return on time

We listen to and follow instructions

We return all equipment to the classroom or hall.

We respond quickly when the music starts and bell rings: toilet, drink and line up on time.

We practise resilience and persistence and have a go

We listen to the yard duty teacher.

We know who we are going home with or our family plans (we communicate with our parents/siblings)

We pack and carry our own bag

We complete our homework

We arrive at school and class on time

We display quiet, whole body listening with presenters

We arrive to events on time

We take responsibility for our own learning