



## Parent Information Handbook





## Principal's Welcome Message

### Welcome to Flemington Primary School

Whether your child is beginning their learning journey in Foundation, or joining us in Year 5 or 6, we warmly welcome you and your family to our kind, safe, and respectful community. We understand that transitions can be both exciting and challenging, and we are here to support you every step of the way.

At Flemington Primary, we believe that strong communication is key to building a successful partnership around every learner. Together, as families, staff, and leadership, we form a team dedicated to ensuring each child thrives academically, socially, and emotionally. I am confident that our leadership team, myself, and our dedicated teachers will provide your child with rich learning experiences and opportunities to truly live our vision — that *every child will realise their potential*.

It is an absolute honour and privilege to serve as the Principal of Flemington Primary School. At Flemington, we are more than just a school — we are a united, vibrant, and inclusive community. Our strength lies in the diversity and creativity of our students, staff, and families, all working together with a shared purpose: to provide exceptional learning opportunities in a supportive and collaborative environment.

Our vision drives our moral purpose — for every student to reach their full potential and make meaningful contributions to our school, our community, and the world beyond. We take great pride in truly knowing each of our students — their strengths, their passions, and the unique ways in which they learn best. Flemington Primary is a school of excellence. Across all year levels, we are committed to delivering outstanding education programs that inspire, challenge, and support every learner. Our whole-school approach ensures consistency, innovation, and measurable success in everything we do.

Our dedicated staff are the heart of our school. They are passionate, skilled, and deeply committed to evidence-based teaching practices, guided by the Victorian Curriculum and tailored to meet the needs of every student. Every decision we make is driven by a genuine desire to help each child thrive. Our students are at the centre of everything we do. They live our values each day — to be kind, to be safe, to be respectful, to be ready to learn, and to always strive to be their best. Their curiosity, creativity, and voices are celebrated, as we believe student voice builds confidence, engagement, and ownership of learning.

A strong sense of belonging defines Flemington Primary. We are proud of the positive, respectful relationships that exist between students, staff, and families. This sense of connection helps create a nurturing environment where every child feels safe, valued, and empowered to succeed.

Flemington Primary School is a truly special place to learn and grow. As Principal, my mission is to lead with integrity and heart — building a community where every student, parent, and staff member feels respected, inspired, and supported. We celebrate diversity and believe in the strength that comes from many voices and perspectives.

We would be delighted to welcome your family into our school community. Please don't hesitate to contact our school office on [flemington.ps@edumail.vic.gov.au](mailto:flemington.ps@edumail.vic.gov.au) I would love the opportunity to show you around and share the wonderful things happening at Flemington Primary School.

**Warm regards,**

*Melinda Lagerwey*  
**Principal**



## Important Information

- **School bell times:**

You can help your child with their learning by being on time every day. Please help your child to arrive at school by 8.45am every day. The yard is supervised from 8.45am around the oval and middle courtyard.

- **Foundation Testing** – Foundation testing will be conducted on these dates in Term 1 – Thursday 29<sup>th</sup> January, Friday 30<sup>th</sup> January, Thursday 5<sup>th</sup> February and Friday 6<sup>th</sup> February. You will receive an email giving you appointment date and time options and parents will need to choose an appointment slot and then they will need to bring their child to school for this appointment.

From Monday 9<sup>th</sup> February all foundation students will attend school every day.

- **Out of School Hours Care** – Team Kids offer before school care, after school care and a holiday program. Contact Team Kids 0423 348 735 <https://www.teamkids.com.au/venues/flemington-primary-oshc-6/>
- **Supervision** – Grounds are supervised from 8.45am -9.00am and 3.30pm – 3.45pm. Please discuss with your child what to do if you are delayed – find the teacher on yard duty or go to the administration.
- **Newsletter** – Newsletters are published every fortnight at the end of the week. It contains upcoming events and general news about the school. The newsletter is an eNewsletter, which can be accessed via the school's website, uploaded to Class Dojo or downloaded from the Compass App by clicking on the link. A paper copy of the newsletter can be printed if you advise the office. Parents and carers receive an alert via Compass and Class Dojo that the newsletter is available.
- **School Assembly** – Fortnightly on a Friday afternoon between 3.10pm to 3.30pm a whole school student led assembly is held in or outside the hall. Parents and carers are always welcome to attend.
- **Uniform/Footwear** – At FPS we have a compulsory school uniform and this can be purchased online from our uniform supplier DCS Uniforms at <https://www.dcsuniforms.com.au/collections/flemington-primary> and uniform will be delivered to school and sent home via your child's class teacher. Please label all clothing
- **Sunsmart**  
At FPS we are a SunSmart school. Children are required to wear a wide brimmed or legionnaire hat (not a surf hat or cap) during Terms 1 and 4. We also suggest that children apply sunscreen before they come to school. Parents can also feel free to pack sunscreen in their child's schoolbag.  
  
We ask that your child does not wear:
  - sleeveless or string strap tops
  - open toed sandals or shoes with a high heel or wedge
  - dangling earrings
- **Arriving late- Collect a late pass** – Any child who arrives at school after 9.00am is to visit the office. They will have a late arrival or parent approval recorded electronically on our attendance system. We request parents support their child with their learning by being punctual to school.
- **Leaving early**– If you need to collect your child from school before 3:30pm you should inform your child's teacher via ClassDojo. Come to the office where we will electronically sign out your child's attendance.



- **Visitors Badges** – All visitors, including parents need to sign in at the Office on the Passtab system and wear the adhesive label when visiting the school at any time. If parents are helping in classrooms or attending meetings please call in to the Office first to sign in. All parents must display their Working With Children badge at all times.

**Parents are not permitted in the school grounds during the day unless they are signed in and are helping in the classroom.**

- **Updated Contact Telephone Numbers** – It is essential that the office has updated home and work numbers and the telephone number of your emergency person if parents cannot be contacted.
- **Medication Policy** – The procedure for the supervision and administration of medications at school is as follows:
  - All medicines (prescription and non-prescription) will require a completed Consent of Medication Form signed by the parent/guardian. Copies of this form are supplied in this information pack and should be kept in a secure place at home.
  - Extra Consent of Medication Forms can be obtained from the office
  - Medicines are usually given at 1.30pm (just before students eat lunch) or after 1.40pm if it needs to be taken after food
  - When medicines are sent to the school, they will be housed in a locked cupboard in the administration area of the school or in the fridge located in sickbay. Where possible staff will page students to report to the Office at the appropriate time for the administration of medicines. Older students will need to be responsible for remembering to come for medication. Students must report to the office to collect medicines at the end of the day.
  - Personal asthma medication (puffers) are to be kept within convenient reach of the child e.g. classroom/child's bag however the office can hold them in sick bay if the parents wish  
(This procedure is to ensure that there is a safe structure for the handling and administration of medicines across the school)
- **Allergies and special diets** –At FPS we have some children who may suffer severe life-threatening reactions to some foods or who have specific diets. As part of our management of these students' needs, we are requesting the co-operation of all parents in providing a safe environment at our school. Please do not bring food or treats from home to share with other students.

- **Head Lice** – To support the management of head lice our school recommends that hair is to be tied back in a ponytail or plait. If a parent finds that their child has lice, they must inform the office so that a note can be sent out to the class advising of this. All parents will be notified if their child has lice or eggs. Children/siblings must be treated before they are sent back to school.
- **Bikes, scooters, skateboards** are to be walked in the school grounds for the safety of all. Please dismount and walk your scooter or bike to the bicycle shed and please bring a lock for your bike/scooter
- **Traffic and Parking** – Please drive and park safely at all times to ensure the safety of our students. There is no parking on the school grounds or in disabled carparks unless you have an authorized permit.

### **Morning Laneway Drop Off Zone**

When dropping children off in the morning **parents** stop at the yellow bollard (between the two disabled car parks) and drop your child/ren off there, staying in the lane. Children then walk straight to the footpath and around the hall to their classroom.

Please note, that disabled carparks are only for holders of a disabled permit and we do have parents and students at this school who require these parking spots.

### **Afternoon Pickups**

When collecting your child after school please ensure they know where to wait.

We recommend that parents try to walk their children to school. If that is not possible there are some other options which are as follows:

- Park in Wellington Street and walk across Mount Alexander Road
- Park in Flemington Street and walk up the path – please be aware that there is time limited parking in this street
- Park in either Mangalore or Cashmere Streets

Please be aware of parking regulations that apply in all of our surrounding streets.

Enjoy your time at Flemington Primary School and if you have any questions, please do not hesitate to ask one of our friendly staff members in the office or your child's teacher.

## Communications for parents and carers



## THE PURPOSE OF COMMUNICATIONS

At Flemington Primary School we aim to provide timely, clear, effective and professional communications to students, parents and carers, and the wider school community.

We believe that positive and thoughtful communications can support educational outcomes by involving parents and carers in school life and the educational journey of the student. Consistent and appropriate communications also inspire a sense of pride and confidence in the school's ability to provide excellent educational outcomes for all students.

Parents, guardians and the wider school community can expect that all communications with Flemington Primary School staff are respectful, and school staff have the expectation they will be communicated with in a reciprocal manner.

In support of the above, this framework aims to:

- help parents know what communications they can expect from the school
- help parents understand their responsibilities when communicating with the school
- provide examples of appropriate communications for common situations.



**Flemington Primary School**  
*Be Your Best*

Corner of Mount Alexander Road and Padman Lane, (PO Box 7) Flemington Victoria 3031



Students: 8.55am – 3.30pm  
Office: 8.30am – 4.00pm



[flemington.ps@edumail.vic.gov.au](mailto:flemington.ps@edumail.vic.gov.au)



[flemington.vic.gov.au](http://flemington.vic.gov.au)



03 9376 7137  
Dial 1 – student absence  
Dial 2 – after school program  
Hold – reception



03 9376 2230



## HOW YOU CAN COMMUNICATE WITH THE SCHOOL

As a parent or carer of a student at Flemington Primary School your first point of contact for a student's academic progress and wellbeing is your child's teacher. For other matters, there are a number of ways you can communicate with the school, including:

- Class Dojo (online app)- Classroom teacher
- In person - teacher or leadership team
- In person - school office
- Email
- Telephone

## FURTHER RESOURCES

In addition to the modes of communication listed above, you can learn more about the school and the curriculum in the following ways:

- Flemington Primary School website
- Department of Education and Training website
- Annual report

## WAYS OF COMMUNICATING IN MORE DETAIL

### COMPASS (ONLINE APP AND WEBSITE)

Compass is an app that sends notifications about school news, important principal updates and events to your smart phone, tablet or email. The website version also contains information about your child such as school reports and attendance records. Compass is free for parents and carers to use. It is very important that you have access to this app and we highly recommend that you set up notifications as you will be alerted to important events and information.

### CLASS DOJO (ONLINE APP)

The classroom teachers use another app called Class Dojo for securely sharing student information with parents, such as learning stories. There is a messaging function on Class Dojo, which you can use to send a message to class teachers, and which class teachers may use to reach out to you.

Teachers will endeavour to reply to all enquiries and requests within 24 hours (during the school week).

Your child's teacher will invite you to join Class Dojo.

### IN PERSON - TEACHER AND LEADERSHIP TEAM

Class teachers are the first point of contact for parents and carers in relation to a student's academic progress and wellbeing. Should parents have any questions, concerns or information to



share about their child throughout the year, we encourage them to arrange a meeting with their class teacher.

It is not always possible or appropriate to discuss issues immediately before or after school without arranging a meeting as teachers have a duty of care for the class and often other school commitments to perform.

Members of the Flemington Primary School Leadership Team are also happy to arrange a time to talk to you or should a concern not be addressed after first talking to the class teacher. If this is required, please contact the school office to arrange a meeting with a member of the team:

Principal: Melinda Lagerwey  
Assistant Principal Wellbeing: Marisa Frisina  
Assistant Principal Teaching & Learning- TBC

If you have continuing concerns or grievances, please refer to our [Issues Resolution Policy](#) on the school website.

## NEWSLETTERS

Newsletters give students, parents, carers and the wider community an insight into what is happening in the school. They are intended to share information, stories, events, extra-curricular activities and community notices.

Newsletters are distributed via Compass and are also available on the school's website. Printed versions are kept at the office and are also placed on the community noticeboard.

### **In Touch newsletter**

In Touch newsletter is published every fortnight and includes news and information about the whole school. It includes a calendar of events and activities on the front page, a report from the Principal, and a report from School Council as and when they meet.

### **Curriculum newsletters**

Class newsletters are published by the teaching team for the year level and sent home in hard copy once per term. A copy can also be found on the school's website.

## FLIERS/ NOTES IN SCHOOLBAG

For key events in the school calendar, teachers or staff will send a flier home with students in their school bag. Please check your child's bag - including their satchel - at the end of each day to ensure you are receiving these.

## NOTICEBOARDS

There are two noticeboards for display of the newsletter and other posters. These noticeboards provide a quick visual guide to students, parents and carers as to what is happening in the school. They are located near the blue outdoor stage and outside the Foundation Learning Precinct. A notice board for parents and carers' activities is located near the school canteen and gymnasium.

#### NOTE:

All fliers, posters and notices (digital or print) are to be approved by the principal or a member of the leadership team before being distributed to the school community.

Staff members and volunteers are to provide the text and/ or digital copy of the proposed communication by email to the principal or designated member of the leadership team for approval. Approval will be given with any changes required or another draft may be requested. This allows for oversight and consistency with all school communications.

## FRONT OFFICE / TELEPHONE

The school office is the primary point of contact to report student absences and to make administrative queries. The school office is open from 8.30am until 4pm.

You may call the front office and leave a message for your child's teacher. Teachers are usually unable to talk during school hours, however, if a call back is required, teachers will endeavour to return the call as soon as practicably possible.

In the event of sickness, injury or incident, the school will contact the student's parent / carer, or designated emergency contact (EMC) should the first and second preferred contacts not be contactable by phone.

## FLEMINGTON PRIMARY SCHOOL WEBSITE

The Flemington Primary School website provides a range of information and is the public face of the school to the greater community.

You can find past editions of In Touch newsletter, a calendar of upcoming events and information about the curriculum.

<https://www.flemingtonps.vic.edu.au/>

## DEPARTMENT OF EDUCATION AND TRAINING WEBSITE

As a state government school, Flemington Primary is operated by the Department of Education and Training. Their website provides information and policies on public schooling in Victoria.

<https://education.vic.gov.au/Pages/default.aspx>

## ANNUAL REPORT

The Victorian Government's Department of Education and Training produces an Annual Report every February. An Annual General Meeting is held at the beginning of the year where the Annual Report is presented and it is also available on [the website](#).

## COMMON REASONS TO COMMUNICATE

REASON	WAYS OF COMMUNICATING
All-school events	Compass, Class Dojo, In Touch newsletter, school assembly, fliers in school bags and on noticeboards
Class-specific events	Class Dojo, fliers in school bags
Curriculum days	Compass, In Touch newsletter
School reports	Compass, In person meetings with your teacher
Sickness, injury or incident	Telephone
Emergencies	In the unlikely event of a more serious incident, the response will depend on the circumstances. The first and greatest priority will always be to look after student safety and wellbeing. The second priority will be to give parents the fullest possible account of events as soon as possible.



# Flemington Primary School

## Parent and Carer Code of Conduct Policy



### Help for non-English speakers

If you need help to understand the information in this policy please contact Flemington Primary School on 9376 7137 or email [flemington.ps@education.vic.gov.au](mailto:flemington.ps@education.vic.gov.au)

## PURPOSE AND RATIONALE

At Flemington Primary School we aim to provide an open, welcoming, inclusive and safe environment for all. We believe that Parents and Carers are valuable contributors and participants in the life of our school.

Consistent with our School Values, we want all members of our community to recognise and appreciate diversity, to value the contributions of others and to cooperate with and care for others. We want our community to be friendly, good natured and considerate to others and themselves.

This policy outlines the way in which we expect Parents and Carers to conduct themselves when visiting our school, participating in school activities, and communicating with members of our school community (including students, school staff, other Parents/Carers, and visitors to our school).

## POLICY STATEMENT

### General Principles

- Parents and Carers will use courteous and acceptable written and spoken language in all communications with students, staff and other Parents and Carers and members of the School community. Profane, insulting, harassing, aggressive, or otherwise offensive language and behaviours will not be accepted.
- Parents and Carers will act in the best interests of students, their families, and staff members.
- We value our diverse community and respect the rights, religious beliefs and practices of individuals and their families. We expect Parents and Carers to respect points of view that are different from their own and all other members of our community.

## DEFINITIONS

- **Parents and Carers** – the person(s) who provides parental care for a child. Recognised guardians of a child.

## ACTION GUIDELINES

### 1.1 At School

- When attending any kind of school assembly or public meeting Parents and Carers will listen respectfully, in the same manner required of students and staff.
- Parents and Carers will treat everyone at the School, including all other visitors to the School, with courtesy and respect.
- Parents and Carers may not interrupt or distract a teacher while classroom instruction or learning activities are underway.
- When visiting a classroom Parents and Carers must:
  - > Make arrangements in advance
  - > Wear a visible visitor pass
  - > Accept the authority of the teacher (or teachers), and;
  - > Accept that they are in attendance on the teachers' terms.
- Parents and Carers may not discipline a child who is not theirs or speak to a child who is not theirs about their behaviour. Parents and Carers should raise any behavioural, bullying or peer group issues with a member of the teaching staff and it is the teacher's responsibility to deal with these issues. (Common sense would apply in an emergency where a child is at risk of harm or where a Parent and Carer is supervising a small group of students on an excursion).

### 1.2 Communication with School Staff

All school staff are entitled to a safe and happy work environment. The priority for school staff is the welfare and education of all children in the school. It follows that:

- School staff will respond to emails, messages, and telephone calls within a reasonable period in the relevant circumstances. School staff are not required to respond to emails and telephone calls instantaneously and Parents and Carers should not expect a response outside normal working hours or during school holidays unless it is an emergency.
- The time available for Parents and Carers to meet with staff is limited and must be scheduled at a time that does not disrupt the classroom. Parents and Carers should be mindful of the teacher's time, and to the extent possible, communicate the reason for the meeting to allow the teacher time to prepare.

### 1.3 Communicating with Other Parents and Carers

- Parents/Carers will respect the privacy of other Parents and Carers' email addresses or contact details. They will not send unsolicited emails or messages to other Parents and Carers' without their permission.
- Parents and Carers who act in volunteer roles are valued contributors who play a critical role in our community and commit a great deal of time for the benefit of all. These volunteers are subject to

obligations of confidentiality, so Parents and Carers should be particularly sensitive about the manner in which they provide feedback and ask questions of volunteers.

- Teachers and Parent and Carers should be mindful of the right to privacy of others and demonstrate respectful behaviours when communicating about the School community using Personal Devices (e.g. on social media). Refer to **Social Media and Your School Guide** in the references below.

For more information on privacy refer to the School's **Privacy Policy**.

## 1.4 Making a Complaint

Parents and Carers have the right to raise issues and concerns related to the education of their child or school matters. Parents and Carers should ensure that they raise their issues and concerns with their child's teacher or Collaborative Team Leader(s). When making a complaint Parents and Carers should refer to the school's **Issues Resolution Policy** and the **Department of Education Complaints Policy**, which is available on the Department's website (see References below).

## 1.5 Consequences

Any parent, carer or member of school staff or student may notify the Principal or Assistant Principal of a possible breach of this policy. They will investigate the complaint and, if satisfied that a breach has occurred, they may:

- a) Issue a warning that a breach of the Parent and Carer Code of Conduct has occurred and that a further breach will not be tolerated;
- b) Recommend that the Parent and Carer make a private or public apology, depending on the circumstances, to an individual or group of individuals; and/or
- c) Where the breach concerned particularly unacceptable behaviour on a visit to the School, issue a trespass warning to the Parent and Carer, which, if the behaviour continues, may accelerate to a formal trespass notice requiring the parent to stay away from the School unless on the School grounds with the express permission of the Principal or Assistant Principal.

Correspondence that is in breach of this policy, because of the language and expression used or the manner in which it is sent or delivered, may not be responded to.

Nothing in this Policy precludes any person from exercising their individual legal rights in respect of obtaining restraining and intervention orders, reporting assault, bringing action for defamation, exercising rights under vilification or discrimination laws or in any other way.

## 1.6 Communicating with School Council

This document has been developed and approved by the School Council. Noting that School Council does not generally deal with day-to-day School operational matters, it nonetheless values school community feedback. Relevant correspondence may be submitted via the School's email address or to the School Council President email address provided on the School's website. The correspondence will be circulated to all School Council members prior to the next School Council meeting and discussed at that meeting. A response should be sent within 2 working days of the School Council meeting.

School Council members are volunteers and are engaged in their own work and activities during business hours. While School Council members welcome feedback, Parents and Carers should ensure that they communicate with School Council members at a convenient time, or ask to speak to them at a convenient time.



Parents and Carers are welcome to attend School Council meetings. Parents and Carers should refer to the **School Council Standing Orders** and **School Council Code of Conduct** available from the School website that apply to their attendance at the meeting. As a courtesy, School Council requests all visitors to notify the office of their intention to attend School Council meetings prior to the commencement of the meeting.

## MONITORING, REPORTING AND REVIEW

Matters in breach of this policy should be confidentially recorded by the Principal or Vice Principal.

Any noted deficiencies in this policy document will be brought to School Council for review and update as appropriate.

## RELATED POLICIES AND DOCUMENTS

- [Bullying and Harassment Policy](#)
- Issues Resolution Policy
- [Privacy Policy](#)
- [Working With Children Check Policy](#)
- School Council Standing Orders
- School Council Code of Conduct

## REFERENCES





- Working with Children Act 2005
- Victorian Department of Education and Training – School’s Privacy Policy  
<https://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx>
- Victorian Department of Education and Training – Parent Complaints Policy  
<http://www.education.vic.gov.au/school/parents/complaints/Pages/default.aspx>
- Social Media and Your School Guide  
<https://www.education.vic.gov.au/Documents/about/programs/bullystoppers/parentsocialmedia/schoolcommunity.pdf>

## POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2023
Approved by	Principal
Consultation	School Council November 2023
Next scheduled review date	December 2026



# SCHOOL WIDE POSITIVE BEHAVIOUR MATRIX

	Learning Spaces	Toilets	Outside Spaces	Inside Walkways & Stairs
 <b>BE RESPECTFUL TINY</b>	<b>We</b> <ul style="list-style-type: none"> <li>Listen</li> <li>Accept each other's differences</li> <li>Put things away when done using them</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Give people privacy</li> <li>Keep the toilets clean</li> <li>We use the toilets for the right reasons</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Follow the agreed rules of the game</li> <li>Look after our gardens</li> <li>Put rubbish in the bin</li> <li>Listen to adults and each other</li> <li>Look after our sports equipment</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Walk quietly</li> <li>Keep our hands and feet to ourselves</li> </ul>
 <b>BE READY TO LEARN FLIPPERS</b>	<b>We</b> <ul style="list-style-type: none"> <li>Have a go at challenging tasks</li> <li>Ask a friend or teacher for help</li> <li>Try our best</li> <li>Follow the routine</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Go and come back in a calm and timely way</li> <li>Wash our hands</li> <li>Use the toilet when our body needs to</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Return play equipment</li> <li>Walk towards the line when the music is playing</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Move to where we need to be straight away</li> </ul>
 <b>BE SAFE BUZZO</b>	<b>We</b> <ul style="list-style-type: none"> <li>Move calmly</li> <li>Ask permission to leave</li> <li>Use materials safely</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Wait for our toilet buddy</li> <li>We speak up if we see someone doing the wrong thing.</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Play safely and fairly</li> <li>Seek help</li> <li>Wear a broad-brimmed hat during Term One and Four</li> <li>Keep our hands and feet to ourselves</li> <li>Play where we are supposed to</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Find help when needed</li> <li>Keep left and give way to others</li> <li>Encourage others to use the stairs safely</li> </ul>
 <b>BE KIND ROARY</b>	<b>We</b> <ul style="list-style-type: none"> <li>Use kind words</li> <li>Celebrate people's achievements</li> <li>Share and take turns to give others a go</li> <li>Support each other</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Help others by getting a teacher if someone needs support</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Share the play space</li> <li>Help others to join in</li> <li>Work together to solve problems</li> </ul>	<b>We</b> <ul style="list-style-type: none"> <li>Wait when walkways are busy</li> <li>Remind others to do the right thing</li> </ul>





# Literacy and Numeracy Tips to Help Your Child Every Day

A guide for parents and carers of children aged 0-12



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Published by the Department of Education  
Department of Education,  
2 Treasury Place, East Melbourne, Victoria 3002.  
ISBN: 978-0-7594-0636-0

© State of Victoria (Department of Education) 2023



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# How do I use this booklet?

Research shows that families are the most significant influence on their children's learning, development, health, safety and wellbeing. Your family can play a key role in helping the child in your care prepare for school, and then succeed when they reach school.

This booklet provides handy tips and ways you can help your child develop literacy and numeracy skills. It provides fun, inexpensive, accessible and practical activities you can do with your child at home. The booklet also provides questions you can ask your child to help them learn. Doing these practical activities will help your child develop excellent reading and writing skills, and help them speak well and be a good listener.

Through everyday activities at home you can also help them develop their numeracy skills, such as calculating and using numbers, recognising patterns, and using language to develop and express mathematical understanding.

These literacy and numeracy activities are excellent opportunities for you to model key learning values such as enthusiasm, persistence and curiosity.

These tips and activities can also be used by a child's older siblings and grandparents, or other relevant persons in a child's life, to help develop a child's literacy and numeracy skills.

The booklet is divided into literacy and numeracy activities for two age groups: *Birth to School Grade 2*, and *Grade 3 – Grade 6*. Go to the sections appropriate to your child's level and look at the tips and handy hints. You don't have to do all the activities, but doing some every day will improve your child's learning.

This booklet aligns with the Victorian Early Years Learning and Development Framework (Birth – 8 years of age) and the Victorian Curriculum (Levels Foundation – 10), both of which outline what is important for all children to learn. The activities in this booklet reflect these standards, and support content taught every day in your child's early childhood service and school.

For information on the Victorian Early Years Learning and Development Framework go to:

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf>

For information on the Victorian Curriculum go to: <http://victoriancurriculum.vcaa.vic.edu.au/>

If English is not your first language, you can always involve your child in these activities in your first language instead of English. Research shows that learning two or more languages from a young age can benefit children in many ways, and help them succeed at school in all subject areas.

# Where can I get help?

## Your Child's Maternal and Child Health Nurse

Your child's maternal child health nurse can provide advice about your child's health and development, and provide general advice on ways to stimulate your child's learning.

## Your Child's Early Years Educator, Kindergarten Teacher and School Teacher

Your child's early childhood educator, kindergarten teacher and school teacher can provide advice about how you can help develop your child's literacy and numeracy skills.

**Topics you could discuss with your child's early years educator, kindergarten teacher, or teacher include:**

- your child's attitude to and confidence with literacy and maths experiences
- your child's progress in literacy and maths
- the goals your child is working towards in literacy and maths, and how you can support your child to achieve them
- strategies you can use to assist your child in areas they find difficult
- how your child has responded to the tips in this booklet.

## Online Resources

The Department of Education has general information and resources for parents and carers with young children: <https://www.vic.gov.au/education-information-parents>

The Department's website also has information and resources for parents and carers to help support school aged children's learning: <https://www.vic.gov.au/supporting-your-childs-education>

The Victorian Premiers' Reading Challenge runs each year from March to September. Participating early childhood services and schools will register your child – otherwise you can register your child at: <https://www.vic.gov.au/premiers-reading-challenge?Redirect=1>

The Victorian Government's Find Use Share Education (FUSE) website makes it easy to connect to great learning tools from your home computer or local library computer. It includes games you can play with your child to build their literacy and numeracy skills: <https://fuse.education.vic.gov.au>

# Birth to School Grade 2 – Literacy

Families play a key role in developing a child's language and literacy skills from birth. A child's understanding of the world and their capacity to learn is greatly influenced by how much their family values their literacy skills.

## **Some important information for parents and carers to consider:**

- Children who start school with greater literacy skills perform better in school, and not just in language-based subjects like English.
- Literacy in the early years is a range of different activities and forms of communication, including music, movement, dance, storytelling, visual arts and drama, as well as talking, viewing, reading, drawing and writing. It is never too early to read to your child.
- Oral language skills are an important predictor of reading and writing skills, so the better your child can speak, the better their overall literacy skills will develop. Talk as much as you can with your child and engage them in conversation often.
- Literacy in children's early years can always be fun. Excursions and playtime are great activities in which to engage and talk with your child. Fun activities are also the best opportunities to teach children new vocabulary and new ways of saying things.

## Helping your child to speak and listen

### Talking with your child

Regularly talking and interacting with your child extends their language and listening skills and helps grow their confidence with language. You may be their only source of language so the more you speak and engage with them, the faster they will learn new vocabulary and speak with greater fluency.

Include your child when discussing everyday activities such as grocery shopping, gardening, cooking dinner, collecting mail from the mailbox, doing housework, and travelling in the car or bus.

Outings can also provide a world of new vocabulary. Discussion during outings can enrich your child's understanding of the world. Outings might include going to the local farmers market, park, the zoo, a shopping centre, museums, libraries and art galleries.

### **Other fun activities can include:**

- Sharing rhymes, poems and songs. Encourage your child to join in.
- Sharing and talking about family histories and family photos.
- Looking at a range of picture books, for example, craft books, DIY books, decorative coffee table books and advertising catalogues. Ask your child to describe what is happening in the pictures and make up stories together.
- Collecting cardboard and other household items for your child to build with. Ask your child to describe what they are building.
- Listening to simple radio programs or podcasts developed for children together and discuss the content.
- Taking virtual tours of various zoos, aquariums, castles, galleries and museums both locally and around the world.



- Playing vocabulary games with your child such as, “what’s the opposite of ....?” (for example, “what’s the opposite of big?”), “what’s another word for ....?” (for example, “what’s another word for angry?”) and “which word sounds different to the others: bat, hat, or door?”.

## Oral storytelling

Storytelling is a great way to extend your child’s speaking and listening skills, and to expand their memory and imagination. Either you can tell the story, or you can encourage your child to tell the story.

### Storytelling might be about:

- your child’s favourite toy
- another family member
- a pet
- a favourite fictional character from a book or television program
- a famous person
- the work of people from different professions, such as astronauts, firefighters, nurses and teachers
- an imaginary world with imaginary characters
- an imaginary animal that can speak.

### Here are some tips to start your storytelling:

- Make it exciting, with different voices, puppets, or a finger play.
- Have a dress-up box for your child to use for storytelling and imaginative play.
- Start with what interests your child.
- Start by creating a character and a setting.

## Helping your child to read

### Reading together

Reading should start in the first few months after birth. Even if as an adult you don’t read often, or don’t particularly like reading, it is important that you spend this valuable time with your child to stimulate their language development, and to encourage their love of reading. Reading together is a valuable thing to do. Reading increases your child’s vocabulary, expands your child’s understanding of the world, and gives them confidence when using language. Reading is also an important way to make the link between spoken words and written words.

### Here are some general tips:

- Visit your local library to select and read books together, and to attend story time sessions. Library story time sessions are a great way to share the joy of reading with your child in a group setting.
- Encourage your child to select books, magazines, catalogues, or multimedia stories according to their interests.
- Set aside time for reading every day. Reading before bedtime is a good habit to get into.

- Position yourself so your child can see the words and the pictures.
- Run your finger across the page with each word to help your child identify and remember words and sounds.
- Share wordless picture books to develop imagination, ideas and vocabulary by naming and describing things in pictures.
- Look for rhyme, rhythm or repetition in books. This will help develop your child's love of language.
- When reading to your child, read stories with expression, or try putting on the voices of characters. This will help make reading fun.
- Point out important features about a book – for example, the words and pictures, the front cover, the spine, the contents page, or the title.
- Discuss the meaning of unknown words that children hear and read. Explore words using a dictionary. Have a discussion and ask questions about interesting words you find, for example, "It says here she 'tumbled' down the hill. How do you think she went down the hill?" It says here "He read a 'good' book. What is another word we could use besides good?"
- Encourage your child to take over some or all of the reading if they feel confident.
- If your child is confident with their reading, allow them to read without interruption. Fluency is gained with confidence. Mistakes can be discussed after a block of reading, or in subsequent readings.
- Allow your child to read at their own pace. Model good pace when you read to them.
- Give your child the opportunity to re-read books.
- Read and talk to your child in family languages and encourage others who speak different languages to use these with your child.
- Let your child see you and other family members read for pleasure. It is especially important for boys to see the men they care about reading.
- Encourage your child to join the Victorian Premiers' Reading Challenge, which runs each year from March to September. Participating early childhood services and schools will register your child – otherwise you can register your child at: <https://www.vic.gov.au/premiers-reading-challenge?Redirect=1#for-students-parents-and-early-childhood-services>

## Helping your child work out difficult words

When your child begins to read to you, they will often have difficulty with long or tricky words. The following strategies will help them develop self-correcting skills and assist with their understanding of the text.

It is important to give your child time to work out difficult words themselves, because children can often self-correct if given the time. They read more slowly than we do and need the time to work it out.

Let the child persist a little, prompt by giving a hint such as "what is the first sound in that word?"

### Questions to help prompt may include:

- Let's look at the word. What letter (or letters) does the word start with? What sound does that letter (or letters) make?
- What letters are in the middle of the word? What sound do these letters make?
- What letter (or letters) does the word end with? What sound does that letter (or letters) make?

- Can we put those sounds together to work out a word?
- Look at the picture. What object can you see in the picture that might start with that letter?
- What do you think this word might mean? What is another way of saying that?

If the above prompts are not working, you can simply say: “The word is...”.

An important aspect of learning to read is praising children’s repeated attempts. Praise can be specific, for example, “Well done on re-reading that sentence, you worked out that word by yourself” or general praise such as “You are trying really hard, well done.”

Another good strategy is to ask your child how they worked out the word. This helps reinforce reading strategies they learn from you and from school.

## Book chat

Discussing the content and meaning of books is an important part of reading. Chat about the book before, during and after reading, and encourage your child to share their ideas and to ask questions about the book. Making links across the text by asking guiding questions encourages children to think about what they are reading.

**Here are some questions you can ask before, during and after reading the book:**

- Look at the cover. What do you think this book might be about?
- How does the place the book is set in make you feel?
- How would you describe the character at the beginning of the story?
- What is happening in the pictures?
- What do you think is going to happen next?
- Why might a character have done this? What would you do in the same situation?
- Who was your favourite character in the story? Why did you like that character?
- What was your favourite part of the book?
- Can you try to retell the story to me in your own words?

## Making the most of screen time

You can use the same questions you might ask your child during Book Chat (see above) to discuss TV and other screen programs and games that you watch or play together. Understanding visual media is a key element of your child’s literacy.

**There are also a number of great games on the internet to help engage your child in reading. These games include:**

- Phonics games that improve reading and letter sound awareness. Phonics involves sounding out individual sounds in a word, and then putting these sounds together to make the word.
- Grammar, punctuation and spelling games.
- Vocabulary games.

**Here is a short list of good websites to help begin your online search for games and other resources:**

- <https://fuse.education.vic.gov.au> (select Early Childhood or Primary Students tabs)
- <http://education.abc.net.au>

- <http://www.abc.net.au/tv/programs/play-school-story-time>
- <https://actf.com.au/>

Taking Small Bytes (<http://fuse.education.vic.gov.au/?ZY2GMP>) is also an excellent resource. It contains 100 digital technology activities for you to do and discuss with your child. It also contains tips about using digital technologies wisely and safely.

## Reading the world together

The world is full of letters and words you and your child can read together.

### Activities could include the following:

- Name your child's belongings and talk about the letter and sounds in their name.
- It is important to show children the value of reading for everyday purposes. Include your child when you read recipes, greeting cards, calendars, shopping lists, food labels, instructions, maps, newspapers, emails, signs, weather forecasts and websites. For example, you could read a recipe together and follow the steps to make your child's favourite meal. Or you could ask your child to read and tick off each grocery item on a shopping list as you buy, order online, or unpack them.
- Cook alphabet soup and say letters together as you eat them.
- Play a word hunt. Write random words on bits of paper and place them around a room. Say one of the words and ask your child to find the right word.
- Put post-it notes on objects around the house so your child can read and learn new words every day.

## Helping your child to write

Learning to write begins with scribbling and drawing. This is an important first step and should be encouraged. The next step is to encourage your child to write letter-like shapes, before moving on to practise writing the alphabet – both capitals and lower-case letters. After this, encourage your child to write sentences containing short words.

### If your child cannot write yet, you could write for them. Here is a strategy:

- Ask your child to talk about an experience or something that interests them.
- Ask your child what part of the conversation they would like you to write down.
- As your child is talking, write down their ideas. Use their language.
- Ask your child to describe back to you what you wrote down, or ask them to read back the writing.
- Your child may want to draw a picture or create something to match the writing.

### Encourage your child to take over some or all of the writing when they feel confident. When your child starts writing, try the following:

- Discuss the topic to give your child some ideas to explore. This gives them confidence to begin writing.
- Teach your child any vocabulary they might need.
- You can encourage your child by writing on a similar topic alongside them. Then you can share your writing with each other and discuss the differences.

### **Here are some general tips to help your child when writing:**

- Offer your child useful resources, such as pens, pencils, chalk, whiteboards, paper or notebook, and a place to write such as a table, tray, bench or floor space. Creating a special 'writing box' to store your child's pens and pencils helps them see writing as an important activity.
- Experiment with different ways to write such as using a mini whiteboard, chalk on concrete, glass-writing pens, sticks in sand or fingers in paint or shaving cream.
- Support your child to read their writing aloud.
- Encourage your child to create a picture, drawing or collage that visually represents their ideas.
- Always proudly display your child's work in a prominent position in your house. This will give them confidence and demonstrates the importance of writing.
- Create an 'ideas bag' or 'ideas folder' to use as a writing prompt. To inspire writing ideas, collect objects such as photographs, pictures cut from magazines, brochures, movie tickets, or any other found item.

### **Writing about experiences and interests**

You can use your child's experiences and interests as a springboard into writing.

#### **Topics might include:**

- A piece of writing about a recent experience, such as a wedding or birthday party, or an excursion. For example, a trip to the museum could result in recounting the day's activities, a report about dinosaurs, a report about "The Best Thing I Learnt Today," a short story about a family of dinosaurs, or a written list of exhibitions.
- Time on a trampoline or walking could result in recounting the activity, a report on types of jumps/steps, a report on 'my best trampoline/walking skill', a story about a trampoline/walking disaster, or list of trampoline/walking terms and language.
- Something that interests them. Your child could create a poster or a short article on a hobby or other interest.
- A dream or memory they have discussed recently.

### **Writing creatively**

Because creative writing is fun, it is an excellent way to foster a love of writing. It also helps develop your child's imagination, which has been proven to be important in critical thinking and problem solving. You can use a book you have recently read together as a source of inspiration or create something new.

#### **Some ideas for writing creatively include:**

- Create a short story in cartoon form.
- Cut out pictures of people from magazines and create speech bubbles and dialogue.
- Create your own superhero and have them go on a short adventure.
- Use artworks found on the web, such as paintings and photographs, as inspiration for a story.
- Write a story or create a cartoon together by taking turns at writing sentences or cartoon cells.
- A simple story structure involves a character who has a goal (for example: to win the football match; to find a lost dog; to save the world), faces problems in achieving that goal but finds a solution. This structure can be the basis for a short story you write together.



- Select stock images from a search engine, or use photos you have taken, and paste them in a slide show or document then add labels or sentence text.

## Opportunities to write every day at home

Like reading, writing with your child should become an everyday activity at home.

### Try some of these writing ideas:

- Write a shopping list or add items to a list.
- Keep a board to write and read family messages.
- Give your child a pad of sticky notes to write reminders for themselves.
- Plan and write your weekly menu together.
- Write captions for photographs in your family photo album.
- Write labels for your child's art works and creations.
- Make words using magnetic letters and stick them on the fridge or magnetic display board
- Make and write greeting cards, birthday cards, and thank you notes.
- Write messages and greetings on the footpath in chalk for the neighbours to enjoy.
- Keep a family calendar on display and write down family events.

# Birth to School Grade 2 – Numeracy

A child's first years are a time of rapid learning. Research tells us that babies have an innate capacity to understand numbers. As your child's first teacher, you play a key role in developing their numeracy skills from an early age.

Developing numeracy skills early gives children an important foundation for their learning and development. It helps prepare them for daily life, including general problem solving and handling money.

Maths includes noticing numbers, shapes, patterns, size, time and measurement. Incorporating maths into everyday experiences is easy and fun. Maths is everywhere – in the playground, at the shops and at home.

Children need lots of experiences in making, counting, drawing and talking about numbers. This section will help you to build these skills in the children in your care. You may feel the maths your child is doing at their early childhood centre, kindergarten or school is different from how you were taught, but you can still support your child in many ways. Make connections for your child by explaining how numbers and counting are a part of everyday life.

## Doing maths together at home

### Talking about maths

It is important for children to develop specific language skills related to maths. Visits to the playground, or helping at home, provide rich and meaningful contexts to develop these skills. It might take time for your child to use these terms and language effectively, but exposure to this mathematical talk is a strong support for future learning.

#### Some activities to develop mathematical language:

- Use specific terms when asking for items. For example, ask your child to get the 'one litre' milk bottle from the fridge, or the 'one kilo' bag of flour from the cupboard.
- When cooking, talk about different measurements used, such as teaspoons, millilitres, litres, and cups. Discuss ideas about empty and full.
- As you walk, talk and play together describe your child's movements as they climb 'over' the fence, slide 'between' the poles, and swing 'under' the monkey bars. This helps your child understand language related to spatial awareness.
- Sorting activities support your child to understand concepts such as 'same' and 'different'. Use recycling as an opportunity to sort items to place in the rubbish. For example, paper, plastic, food waste and general waste.

### Counting

Counting is one of the first experiences of maths for young children.

Learning to say numbers often begins with a favourite song or rhyme and the repetition of the number names. Children will often say the numbers before they recognise and identify individual numbers.

#### Here are some activities and tips to engage your child with counting:

- Listen for the counting sequence in these songs and rhymes, which can all be found on [www.youtube.com](http://www.youtube.com):

- Five Little Ducks
- Ten in the Bed
- 1, 2, 3, 4, 5, Once I Caught a Fish Alive
- Ten Green Bottles
- Five Little Monkeys
- 1, 2, Buckle My Shoe
- Children will begin by counting all objects in a group, for example fingers and toes, the buttons on their clothes, steps to the house, or their toys.
- As children move on to counting a set of objects, they begin to link each object with one number. In the beginning, encourage your child to touch each object as they say the matching number.
- When beginning to count a group of objects, children may need to arrange the objects in a line to help them count. Later they will be able to start counting from any object without arranging the objects.
- Once your child is confident, use different numbers as the starting point for practising counting. For example, start counting from 6 or 10. Ask your child to count forwards and backwards. Ask what number comes before, or what number comes after, a given number.

## Counting every day

**You can incorporate counting into everyday activities such as:**

- Cut fruit into six pieces and ask your child to count the pieces.
- Count the pieces of toast you cooked at breakfast.
- Add the total number of cutlery items at the table.
- Count the number of people travelling in the car or on the bus.
- Count the number of houses as you walk along the street.
- Count how many steps it takes to walk from the kitchen to the bathroom.
- Practice counting when grocery shopping with your child (for example, counting the number of apples you put into the bag).
- Encourage your child to talk about the number of things in the pictures they draw.

## Hunting for numbers

Number hunts are a fun and engaging activity for your child. Ask your child to find numbers around you. Look at and say the numbers on car number plates, signs, calendars, newspapers, shopping catalogues, speed signs, and houses.

## Using playing cards

**Playing with cards is always a fun activity, particularly on a rainy day or on holidays. You can:**

- Play matching number games like 'Snap' with playing cards.
- Order the numbers on the cards from smallest to largest, or largest to smallest.

## Playing shop

Playing shop helps ground your child's maths learning in the real world, while also developing their social skills. One way to play shop is to create a mini-shop at home.

**Here are a few tips and activities:**

- Collect food and grocery items and label them with prices written on sticky notes, or prices cut out of shopping catalogues.
- Talk about how we pay for items using coins, notes and cards.
- Make paper money or use play money to buy and sell goods from the mini-shop.
- Collect old receipts or price tags and use them in the mini-shop.
- Notice the features of different coins, including their shapes and the animals and people shown. Discuss the differences. Create coin rubbings with pencils and paper.
- Make a play credit card with a string of numbers on it. Make a paper keypad to press numbers that match those on the card.
- Encourage your child to order food items by height (tallest to the shortest) or by cost (least expensive to most expensive).
- Introduce kitchen scales to the mini-shop to weigh foods, such as a box of tea bags or a bag of rice, and order items by weight.

## Playing games

**Making maths fun and interactive by playing games will help engage your child. Here are some ideas:**

- Play 'I Spy' or other games to help your child identify shapes, numbers and patterns.
- Board games are a fun way to involve the whole family with maths. Help your child when rolling dice to count, move, and stop after moving the number shown on the dice.
- When using dice your child may count all the dots on the die face to determine the total number. Over time they will begin to recognise automatically the value on the die face without counting.
- Play number games online with your child. Here is a short list of good websites to help begin your online search for resources:
  - <https://fuse.education.vic.gov.au> (select Early Childhood or Primary Students tabs)
  - <http://education.abc.net.au>
  - <http://www.abc.net.au/countusin>
  - <http://www.ictgames.com/resources.html>

## Playing with shapes

**Playing with shapes helps develop your child's awareness of different shapes. It also improves their hand-eye coordination. Here are some tips and activities:**

- Jigsaw puzzles, tangrams or shape sorting toys help teach your child problem solving skills and spatial awareness.
- Name and notice the similarities and differences between shapes. For example, shapes with curves, corners or edges.

- Help your child draw shapes, cut them out and sort them into groups. Ask your child to explain why they have sorted the shapes this way.
- Use cookie cutters to explore different shapes using playdough. Encourage your child to identify shapes in their everyday life, such as a round ball, square window or hexagonal 'STOP' sign.
- Making paper planes together combines many mathematical concepts, including angles, shapes, halving and symmetry. Once complete, you can compare which plane flew the furthest and have fun measuring too.
- Use building blocks to create a tower. Using the same number of blocks, ask your child to build another tower that's different to the first tower.

## Making patterns

**Recognising and making patterns are important maths skills for exploring numbers, shapes and symmetry. Activities include:**

- Identify and explain visual patterns on clothing, wrapping paper, buildings, crockery, cards and furniture. Create a scrapbook to refer back to for ideas during arts and crafts.
- Use coloured pegs, blocks, beads or cutlery to begin a pattern for your child to continue. Once confident, ask them to copy or create a pattern of their own.
- Try to incorporate some patterns in rhythm. Create a clapping pattern and ask your child to copy and then create their own pattern.
- Encourage your child to draw, create and describe their own patterns. Use them for borders on greeting cards.

## Moving with maths

**These ideas use movement of the body to experience counting:**

- Count each toss of the ball as you play a game.
- Estimate how many jumps it will take to get to... Then count how many jumps it takes to get to...
- Count with your child as you climb steps or walk from the park bench to the slide.
- Ask your child to find ways to balance their weight with a friend on the see-saw.
- Sing rhymes and songs that involve counting while skipping.

## Measuring things

**Understanding measurement and scale are crucial to your child's understanding of maths. Here are some tips and activities:**

- Use a wall measuring chart to measure the height of people in your family.
- Talk to your child about objects around them and help them judge which is bigger or smaller, taller or shorter.
- Cut a piece of string for your child – any length will do. Use the string to measure the objects in your house to find out what is longer or shorter than your 'string measuring tape'. Ask your child to identify anything that is the same length.



- Explore other ways of measuring, such as using a cup, jug, teaspoon, icy pole sticks, footprints or hand lengths.
- Help your child to build a tower of blocks that is taller than a favourite toy. Ask your child to count the total blocks to measure the height of the tower.
- Estimate and measure who can jump the furthest, or stand on one foot for a longer period, or how many buttons might fill a jar.
- Explore the size of different containers by pouring and filling. Estimate, then check to see which holds more or less.
- Notice changes in the weather and the time of day. Use an old bottle and create a 'rain gauge' to measure and monitor how much it rains.

## Asking questions to investigate

**Ask your child questions like these to encourage them to investigate maths:**

- What shapes can you see?
- How could we measure the...?
- How will we find half?
- What is the best way to share the...?
- How do I get from ... to ...?
- Which is closer: the sandpit or the swing?
- How tall can you build a tower before it falls?

## Animations to watch together

- The Everyday Maths Animations encourage families to explore maths together as they walk, talk and play in everyday situations. The set of three animations support families to bring mathematics and numeracy into conversations in the home, the supermarket and outdoors.  
<https://fuse.education.vic.gov.au/?WSC2SM>
- The Mathscots animation series has been developed to support families engage in numeracy and to build home-school connections around mathematics learning. Following the introductory episode, there are 9 stand-alone episodes (each between one and two minutes long). Longer play versions have in-built pauses along with prompts and questions to encourage families to talk about the maths presented. There are also suggested activities that families may like to explore after watching the episodes. <https://fuse.education.vic.gov.au/pages/mathscots>

## Connecting online

Here are some other useful websites you can access from home or the local library. Some are also available to download as apps on various devices:

- <https://fuse.education.vic.gov.au> (select Early Childhood or Primary Students tabs)
- <http://splash.abc.net.au>
- <http://www.ictgames.com/resources.html>
- <https://www.scratchjr.org/>
- <https://www.kodable.com/parents>



## Parent Payment Contributions 2026 Foundation

October 6, 2025

Dear Parent/Guardian,

Flemington Primary School is looking forward to another great year of teaching and learning and would like to advise you of Flemington Primary School's voluntary financial contributions for 2026. The parent payment contributions for 2026 outlined below have been endorsed by School Council and also meet the Department of Education guidelines.

Schools provide students with free instruction to fulfil the standard curriculum requirements and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, whether that is through fundraising or volunteering your time. This has made a huge difference to our school and the programs we can offer.

Within our school this support has allowed us to:

- Continue to offer a wide range of subjects and special curriculum experiences for our students across all year levels including: Art, Chinese, Music, and Physical Education;
- Consistently update the books in the library, which now includes a large array of decodable texts;
- Secure extra classroom sets of portable electronic devices for all students to use;
- Consistently update sets of sporting equipment that are consistently used during recess and lunch times;
- Further upgrade the dedicated specialist STEM (science, technology, engineering and mathematics) space;
- Renovate old storage areas to create new breakout spaces;
- Repair and commission the ceramics kiln in the Art room;
- Update and secure the bike shed to deter vandalism and theft; and
- Completely replace the school's perimeter fencing thus ensuring student safety at all times.

Department of Education guidelines clarify that a statement of fees is not suitable for voluntary payments. With this in mind, parents are asked to please review the contributions requested below for recommended contributions for your child/ren.

For further information on the Department's Parent Payments Policy please see the one-page overview attached at the end of this document.

Yours sincerely,



**MELINDA LAGERWEY**

**PRINCIPAL**



**JODIE LORD**

**SCHOOL COUNCIL PRESIDENT**

Curriculum Contributions - items and activities that students use, or participate in, to access the Curriculum	Amount
<b>Classroom consumables, materials &amp; equipment:</b> <ul style="list-style-type: none"> <li>• Art – including paint, crayons, pastels, canvases, coloured paper.</li> <li>• Science and Technology – including experiment equipment.</li> <li>• Mathematics – including numeracy equipment.</li> <li>• English – including take home books.</li> <li>• Sports – including equipment.</li> <li>• Reading books – including Schools Catalogue Information Service.</li> <li>• ICT resources – including apps, internet, Wi-Fi, technical support, computer software, consumables as well as provision for school shared laptops and iPads.</li> <li>• Other classroom consumables – including cover paper, coloured paper, school crafts, project materials.</li> <li>• Printing and photocopying - worksheets and learning materials.</li> <li>• Online subscriptions – including Essential Assessment and Inquisitive.</li> </ul>	\$240
<b>Reading Satchel:</b> <ul style="list-style-type: none"> <li>• FPS Reading satchels are to be used from Foundation to Year 2.</li> </ul>	\$15
<b>Total Curriculum Contributions</b>	<b>\$255</b>

Other Contributions - for non-curriculum items and activities	Amount
<b>Grounds Contribution:</b> <ul style="list-style-type: none"> <li>• For general grounds maintenance and improvements.</li> </ul>	\$30
<b>Total Other Contributions</b>	<b>\$30</b>

Tax deductible contributions	
<b>Building fund:</b> A tax-deductible contribution to support renovations, upgrades, and maintenance of school infrastructure (Suggested amount- \$100).	\$100
<b>Library fund:</b> A tax-deductible contribution to support renovations, upgrades, and maintenance of the school library and its offerings (Suggested amount- \$50).	\$50



## Educational items for students to own

Attached is a list of items that the school recommends you purchase from Paperchase Office National for your child to individually own and use. Flemington Primary School uses Paperchase Office National's **online** ordering system (refer pg. 6 for information and instructions). There is no collection day at the school for any of these materials.

All Foundation orders will be delivered to the school directly (free of charge) and will be distributed to the students by their classroom teachers at the start of the school year – providing orders are made before December 5, 2025. A \$10 delivery fee (to your home) and \$5 packing fee will be incurred if your order is placed with Paperchase Office National after this date. This home delivered package will then need to be labelled and delivered to your child's classroom when it arrives.

However, if you would prefer to purchase these items independently, please follow this specific listing carefully. This independent package will then need to be labelled and delivered to your child's classroom at the start of the school year.

## Foundation General Classroom Materials

### **FOUNDATION - 2026 STATIONERY PACK** - Sold as a Pack only - quantities cannot be altered

Code	Qty	Item Description
4010155	1	TARGETING HANDWRITING VIC YEAR PREP STUDENT BOOK
4000185	6	PICTOR MEGA SPACEBUDDIES SCRAPBOOK 100GSM 64 PAGE 330 X 240MM
4000192	1	PICTOR MINI SPACEBUDDIES SCRAPBOOK 100GSM 64 PAGE 165 X 240MM
4000345	2	PICTOR PREMIUM A4 64 PAGE EXERCISE BOOK 25MM RULED 70GSM GEMINI
7057428	8	STAEDTLER PENCIL NATURAL JUMBO TRIANGULAR 2B
4001700	1	PICTOR DELUXE RED HANDLE STUDENT SCISSORS 140MM BLUNT TIP
7071693	4	INITV MARKER WHITEBOARD BULLET BLACK
4010111	1	KLUWELL HOME READING JUNIOR LEVEL YELLOW LEVEL
7005772	3	BOSTIK GLUE STICK 35 gm
4001359	2	PICTOR PREMIUM TWISTABLE CRAYONS PACK 12
7012407	2	FABER CASTELL PENCIL TRI-GRIP COLOURED ASSORTED
4231054	1	CAPRICE FACIAL TISSUE ULTRASOFT 2 PLY 100 SHEET
4294200	1	OSMER DOUBLE SIDED WHITEBOARD A4 MAGNETIC
4998617	1	OSMER WHITEBOARD ERASER MINI MAGNETIC 50x50mm
7071236	2	DOCUMENT WALLET PP W/BUTTON A4 CLEAR
4451169	1	OSMER WRITE N WIPE PAPER SAVER SLEEVES A4
		<b>PACK PRICE</b>
		<b>\$63.98</b>

ORDER DATE	Processing, Handling & Delivery Fee
Up to 5 December	-
5 December-1 February	+\$10 per pack

### **Online Booklist ordering will close on 1 FEBRUARY 2026.**

You will not be able to order through our dedicated Booklist Website after this date.

### Extra-Curricular Items and Activities – provided on a user-pays basis

Flemington Primary School offers a range of optional items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides to deliver the Curriculum. Some specific examples are provided in the table below. These extra-curricular items and activities are provided on a user-pays basis and will be communicated to families as required throughout the year.

Extra-Curricular Items and Activities	Amount
Excursion to be scheduled	\$TBA
Incursion to be scheduled	\$TBA
Swimming	\$TBA
<b>Total Extra-Curricular Items and Activities</b>	<b>\$TBA</b>

### Financial Support for Families

Flemington Primary School understands that some families may experience financial difficulty and offers a range of support options, including:

- the Camps, Sports and Excursions Fund (CSEF) provides a one-off payment of \$400 for eligible students to assist with payment for activities, including camps, sports events and excursions.
- *State Schools Relief (SSR) provides financial support for eligible families to purchase clothing and uniforms at a reduced rate.*

For a confidential discussion about accessing these services, or if you would like to discuss alternative payment arrangements, please contact Flemington Primary School directly via phone or email:

Telephone: 03 9376 7137 / Email: [flemington.ps@education.vic.gov.au](mailto:flemington.ps@education.vic.gov.au)

### Refunds

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred, the Department's Parent Payment Policy and Guidance, Financial Help for Families Policy and any other relevant information.

Please fill out this list and return to school with payment by Friday, 21 November 2025

STUDENT NAME: \_\_\_\_\_

2026 YEAR LEVEL: FOUNDATION

#### Total

Category (please refer to pages 2-4 for breakdowns)	Totals
Curriculum Contributions	\$
Other Contributions <i>(Non-tax deductible)</i>	\$
Building Fund (suggested \$100) <i>(Tax-deductible)</i>	\$
Library Fund (suggested \$50) <i>(Tax-deductible)</i>	\$
Extra-Curricular Items and Activities	\$ TBA
<b>Total</b>	\$

#### Payment Methods

Payment options
<b>Cash and EFTPOS</b> – please contact the school office
<b>BPAY</b> – please contact the school office for your Family’s individual BPAY reference number. Biller Code: 87361
<b>Direct Bank Deposit into the Flemington Primary School Council Bank Account</b> BSB: 063 895 Account Number: 10032318 Reference: please include child’s full name
<b>Compass</b> – please see the Compass portal
<b>Credit Card</b> – please contact the school office or return the slip below

#### Credit Card Payment

Please debit my (please tick one only): ☐ MasterCard ☐ Visa

Total amount \$ \_\_\_\_\_

Card number \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Expiry date \_\_\_\_\_ / \_\_\_\_\_ CVC: \_\_\_\_\_

Cardholder’s name \_\_\_\_\_

Signature \_\_\_\_\_

Student name(s) \_\_\_\_\_





# FLE.MIINGTON PRIMARY SCIHQQ,L 1B-OOKIJIST ONLINE ORDERING INSTRUCTIONS

**PLEASE READ CAREFULLY as this is a change from previous years**



**DUE DATE: 5 DECEMBER 2025**

We will be using an online ordering system for Book Packs for 2026 - at our stationery supplier Paperchase Office National.

## Important Information

- Orders must be placed by the due date above in order for your child to receive their pack for the first day of Term 1.
  - Orders placed after the due date may not be processed until early February due to the Christmas & New Year schedule in January.
  - There will be NO collection day at the school.
  - Pre-Order Year 1 and Year 2 books will be delivered to your nominated address before the start of Term 1.
  - Year 3-Year 6 orders will be delivered to your nominated address before the start of Term 1.
  - Do not put the school's address on the order, if you do it will be returned to the sender.
  - All packs will be delivered and cannot be collected from Paperchase.
  - Complete packs only can be ordered through Paperchase. We do not have a walk-in shop and individual items cannot be purchased. All orders must be placed online.
- \*Orders placed after the due date will be delivered to your nominated address before the start of Term 1. All late orders will be delivered to the home address of the child for the first year levels only for the first year levels. Orders placed after 05/12/25 will be delivered to the home address of the child for the first year levels only.

Delivery Service: All home-delivered orders will be delivered to your nominated delivery address. Please note that postal delivery cannot be requested. AUSTRALIA POST will automatically apply to all orders. If you have a parcel to be delivered, please contact the parcel service, please note that the order instructions/notes section on the checkout page.

ORDER DATE	Processing, Handling & Delivery Fee
Up to 5 Dec 2025	-
5 December - 1 February	+\$1.01 per pack

**Online Booklist ordering will close on 1 FEBRUARY 2026.**

\*You will not be able to order through our dedicated Booklist website after this date.

## Online Ordering Process

- Go to <https://booklist.pap@richillie.melb.au>
- Enter the correct school code: @ss code depending on school:
  - For 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 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627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000, 1001, 1002, 1003, 1004, 1005, 1006, 1007, 1008, 1009, 1010, 1011, 1012, 1013, 1014, 1015, 1016, 1017, 1018, 1019, 1020, 1021, 1022, 1023, 1024, 1025, 1026, 1027, 1028, 1029, 1030, 1031, 1032, 1033, 1034, 1035, 1036, 1037, 1038, 1039, 1040, 1041, 1042, 1043, 1044, 1045, 1046, 1047, 1048, 1049, 1050, 1051, 1052, 1053, 1054, 1055, 1056, 1057, 1058, 1059, 1060, 1061, 1062, 1063, 1064, 1065, 1066, 1067, 1068, 1069, 1070, 1071, 1072, 1073, 1074, 1075, 1076, 1077, 1078, 1079, 1080, 1081, 1082, 1083, 1084, 1085, 1086, 1087, 1088, 1089, 1090, 1091, 1092, 1093, 1094, 1095, 1096, 1097, 1098, 1099, 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1107, 1108, 1109, 1110, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1119, 1120, 1121, 1122, 1123, 1124, 1125, 1126, 1127, 1128, 1129, 1130, 1131, 1132, 1133, 1134, 1135, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1146, 1147, 1148, 1149, 1150, 1151, 1152, 1153, 1154, 1155, 1156, 1157, 1158, 1159, 1160, 1161, 1162, 1163, 1164, 1165, 1166, 1167, 1168, 1169, 1170, 1171, 1172, 1173, 1174, 1175, 1176, 1177, 1178, 1179, 1180, 1181, 1182, 1183, 1184, 1185, 1186, 1187, 1188, 1189, 1190, 1191, 1192, 1193, 1194, 1195, 1196, 1197, 1198, 1199, 1200, 1201, 1202, 1203, 1204, 1205, 1206, 1207, 1208, 1209, 1210, 1211, 1212, 1213, 1214, 1215, 1216, 1217, 1218, 1219, 1220, 1221, 1222, 1223, 1224, 1225, 1226, 1227, 1228, 1229, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1238, 1239, 1240, 1241, 1242, 1243, 1244, 1245, 1246, 1247, 1248, 1249, 1250, 1251, 1252, 1253, 1254, 1255, 1256, 1257, 1258, 1259, 1260, 1261, 1262, 1263, 1264, 1265, 1266, 1267, 1268, 1269, 1270, 1271, 1272, 1273, 1274, 1275, 1276, 1277, 1278, 1279, 1280, 1281, 1282, 1283, 1284, 1285, 1286, 1287, 1288, 1289, 1290, 1291, 1292, 1293, 1294, 1295, 1296, 1297, 1298, 1299, 1300, 1301, 1302, 1303, 1304, 1305, 1306, 1307, 1308, 1309, 1310, 1311, 1312, 1313, 1314, 1315, 1316, 1317, 1318, 1319, 1320, 1321, 1322, 1323, 1324, 1325, 1326, 1327, 1328, 1329, 1330, 1331, 1332, 1333, 1334, 1335, 1336, 1337, 1338, 1339, 1340, 1341, 1342, 1343, 1344, 1345, 1346, 1347, 1348, 1349, 1350, 1351, 1352, 1353, 1354, 1355, 1356, 1357, 1358, 1359, 1360, 1361, 1362, 1363, 1364, 1365, 1366, 1367, 1368, 1369, 1370, 1371, 1372, 1373, 1374, 1375, 1376, 1377, 1378, 1379, 1380, 1381, 1382, 1383, 1384, 1385, 1386, 1387, 1388, 1389, 1390, 1391, 1392, 1393, 1394, 1395, 1396, 1397, 1398, 1399, 1400, 1401, 1402, 1403, 1404, 1405, 1406, 1407, 1408, 1409, 1410, 1411, 1412, 1413, 1414, 1415, 1416, 1417, 1418, 1419, 1420, 1421, 1422, 1423, 1424, 1425, 1426, 1427, 1428, 1429, 1430, 1431, 1432, 1433, 1434, 1435, 1436, 1437, 1438, 1439, 1440, 1441, 1442, 1443, 1444, 1445, 1446, 1447, 1448, 1449, 1450, 1451, 1452, 1453, 1454, 1455, 1456, 1457, 1458, 1459, 1460, 1461, 1462, 1463, 1464, 1465, 1466, 1467, 1468, 1469, 1470, 1471, 1472, 1473, 1474, 1475, 1476, 1477, 1478, 1479, 1480, 1481, 1482, 1483, 1484, 1485, 1486, 1487, 1488, 1489, 1490, 1491, 1492, 1493, 1494, 1495, 1496, 1497, 1498, 1499, 1500, 1501, 1502, 1503, 1504, 1505, 1506, 1507, 1508, 1509, 1510, 1511, 1512, 1513, 1514, 1515, 1516, 1517, 1518, 1519, 1520, 1521, 1522, 1523, 1524, 1525, 1526, 1527, 1528, 1529, 1530, 1531, 1532, 1533, 1534, 1535, 1536, 1537, 1538, 1539, 1540, 1541, 1542, 1543, 1544, 1545, 1546, 1547, 1548, 1549, 1550, 1551, 1552, 1553, 1554, 1555, 1556, 1557, 1558, 1559, 1560, 1561, 1562, 1563, 1564, 1565, 1566, 1567, 1568, 1569, 1570, 1571, 1572, 1573, 1574, 1575, 1576, 1577, 1578, 1579, 1580, 1581, 1582, 1583, 1584, 1585, 1586, 1587, 1588, 1589, 1590, 1591, 1592, 1593, 1594, 1595, 1596, 1597, 1598, 1599, 1600, 1601, 1602, 1603, 1604, 1605, 1606, 1607, 1608, 1609, 1610, 1611, 1612, 1613, 1614, 1615, 1616, 1617, 1618, 1619, 1620, 1621, 1622, 1623, 1624, 1625, 1626, 1627, 1628, 1629, 1630, 1631, 1632, 1633, 1634, 1635, 1636, 1637, 1638, 1639, 1640, 1641, 1642, 1643, 1644, 1645, 1646, 1647, 1648, 1649, 1650, 1651, 1652, 1653, 1654, 1655, 1656, 1657, 1658, 1659, 1660, 1661, 1662, 1663, 1664, 1665, 1666, 1667, 1668, 1669, 1670, 1671, 1672, 1673, 1674, 1675, 1676, 1677, 1678, 1679, 1680, 1681, 1682, 1683, 1684, 1685, 1686, 1687, 1688, 1689, 1690, 1691, 1692, 1693, 1694, 1695, 1696, 1697, 1698, 1699, 1700, 1701, 1702, 1703, 1704, 1705, 1706, 1707, 1708, 1709, 1710, 1711, 1712, 1713, 1714, 1715, 1716, 1717, 1718, 1719, 1720, 1721, 1722, 1723, 1724, 1725, 1726, 1727, 1728, 1729, 1730, 1731, 1732, 1733, 1734, 1735, 1736, 1737, 1738, 1739, 1740, 1741, 1742, 1743, 1744, 1745, 1746, 1747, 1748, 1749, 1750, 1751, 1752, 1753, 1754, 1755, 1756, 1757, 1758, 1759, 1760, 1761, 1762, 1763, 1764, 1765, 1766, 1767, 1768, 1769, 1770, 1771, 1772, 1773, 1774, 1775, 1776, 1777, 1778, 1779, 1780, 1781, 1782, 1783, 1784, 1785, 1786, 1787, 1788, 1789, 1790, 1791, 1792, 1793, 1794, 1795, 1796, 1797, 1798, 1799, 1800, 1801, 1802, 1803, 1804, 1805, 1806, 1807, 1808, 1809, 1810, 1811, 1812, 1813, 1814, 1815, 1816, 1817, 1818, 1819, 1820, 1821, 1822, 1823, 1824, 1825, 1826, 1827, 1828, 1829, 1830, 1831, 1832, 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1840, 1841, 1842, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, 1870, 1871, 1872, 1873, 1874, 1875, 1876, 1877, 1878, 1879, 1880, 1881, 1882, 1883, 1884, 1885, 1886, 1887, 1888, 1889, 1890, 1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034,

See materials list and total pack price on page 3 of this document.



# PARENT PAYMENTS POLICY

## ONE PAGE OVERVIEW



### FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the requirements of the Curriculum. This includes the Victorian Curriculum F-10, the Victorian Certificate of Education (VCE) including the VCE Vocational Major and the Victorian Pathways Certificate.
- Schools may invite parents to make a financial contribution to support the school.



### PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

#### Curriculum Contributions

Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.

#### Other Contributions

Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.

#### Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

(e.g. textbooks, stationery, digital devices).



### FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



### SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.





# Camps, Sports and Excursions Fund

## APPLICATION FORM

FLEMINGTON PRIMARY SCHOOL

School Name

0250

School Ref ID

### Parent/carer details

Surname	
First Name	
Address	
Town/Suburb	
State and Postcode	
Contact Number	

Centrelink pensioner concession **OR** Health care card number (CRN)

**OR**    -    -    -  **OR**

☐ Foster Parent\* **OR** ☐ Veterans affairs pensioner (Gold Card)\*\* **OR** ☐ Special Consideration

\*Foster Parents must provide a letter of support from the institution facilitating the arrangement (for example Mackillop Family Services) or the Department of Families, Fairness and Housing (DFFH) is required as evidence).

\*\*Applicants must provide a copy of the Veteran Affairs Gold card.

### Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Victorian Department of Education (DE) to use Centrelink Confirmation eServices to perform an enquiry about my Centrelink customer details and concession card status to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Victorian Department of Families, Fairness and Housing (DFFH) to provide the results of any enquiry to DE regarding temporary care orders.

I understand that:

- DFFH or Centrelink will use information I have provided to DE to confirm my eligibility for the CSEF and will disclose to DE personal information including my name, address, payment and concession card type and status.
- This consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DFFH and provide it to my child's school so that my eligibility for the CSEF can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the CSEF provided by DE.
- Information regarding my eligibility for the CSEF may be disclosed to DFFH and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You can request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/2026

## Camps, Sports and Excursions Fund eligibility

Below are the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

### Criterion 1 – General eligibility

The applicant must be one of the following:

- a parent or carer who is the beneficiary of a financially means-tested card.
- a student over 16 years who is considered a mature minor and holds a valid concession card (such as a Youth Allowance Health Care Card or Disability Support Pension Card). For guidance on assessing whether a student is a mature minor, refer to the department's policy on [Mature Minors and Decision Making](#).
- A parent or carer whose child is 16 or over and the beneficiary of a financially means tested card but are not considered a mature minor.

Applications must be submitted to the school by the end of Term 2.

Where the parent or carer is seeking eligibility based on an eligible financially means-tested card, eligibility will be determined when the relevant concession card successfully validates with Centrelink on either the first day of Term 1 or Term 2.

For students over 16 years of age and where the eligible card is in the name of the student, the fund is only granted to that student, not their siblings.

### Criterion 2 – Be of school age and attend a Victorian school

For the purposes of CSEF, students may be eligible for assistance if they attend a registered Victorian school.

CSEF is not payable to a student attending pre-school, kindergarten, TAFE or who are home schooled.

A special consideration eligibility category also exists and should be made through the application form. For more information, see: [Camps, Sports and Excursions Fund \(CSEF\): Eligibility | education.vic.gov.au](#)

### Eligible means tested cards

The full list of eligible concession and health care cards is available on the [Services Australia](#) website.

### Eligibility date

For concession card holders, CSEF eligibility will be subject to the parent/carers concession card being successfully validated with Centrelink (see [Camps, Sports and Excursions Fund \(CSEF\): Policy | education.vic.gov.au](#)).

## Payment amounts

CSEF is an annual payment paid directly to the school and will be allocated by the school towards camps, sports and/or excursion costs for your child. Please refer to the policy for the current rates.

**For ungraded students**, the rate payable is determined by the student's date of birth. For more information, see:

[Camps, Sports and Excursions Fund \(CSEF\): Payment amounts | education.vic.gov.au](#)

**Foundation and Year 7 government school students** who are CSEF recipients are also eligible for a uniform voucher. Schools are required to make applications on behalf of parents, so please register your interest at the school.

## How to complete the application form

**Note: all sections must be completed by parent/carers**

1. Complete the PARENT/CARER DETAILS section.

Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.

If you are claiming as a Foster Parent a letter of support from the institution facilitating the arrangement (for example Mackillop Family Services) or the Department of Families, Fairness and Housing (DFFH) is required as evidence. If you are claiming a Veteran Affairs Pensioner, you will need to provide a copy your Veterans Affairs Pensioner Gold card.

2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible.

CSEF payments cannot be claimed retrospectively for prior years.

**Queries relating to CSEF eligibility and payments should be directed to the school.**

## Privacy Statement

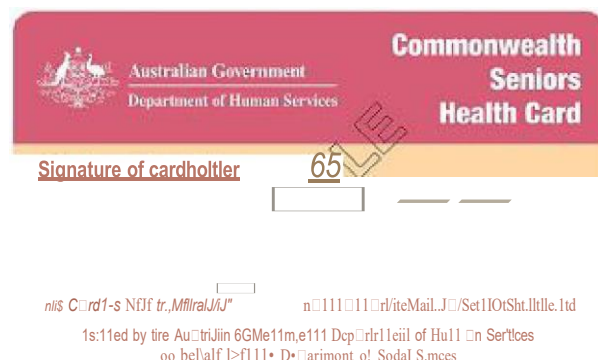
The Department of Education is committed to protecting your privacy. All information collected will be handled in accordance with the Privacy Data and Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic). Your data is securely managed and only shared with third parties when necessary for business operations or legal compliance. By submitting this form, you consent to our data practices. For more information regarding correction to your personal information or the handling of personal information please email [csef@education.vic.gov.au](mailto:csef@education.vic.gov.au). For more information about the departments privacy policy, please visit: [Schools' privacy policy | vic.gov.au](#)



AUSTRALIAN CAPITAL TERRITORY EXPIRES  
CUSTOMER NAME  
FIRST LINE ADDRESS  
SECOND LINE ADDRESS  
THIRD LINE ADDRESS 2600<S/J  
CRN 11111111  
PARTNER NAME  
DEPENDANT1 111-111-111B DEPENDANT4 11111112A  
DEPENDANT2 112-111-111C DEPENDANT5 m1111111E  
DEPENDANT3 110-111-111D DEPENDANT6 112111111F  
112111111G  
CARD START JO,SEP W2X JS,



ALLISTIFIIUAtil G.AP1ifA1..IERRJiIPRY  
CRN 111-111-111A  
PARTNER NAME  
CHILD ONE 111-111-111A  
CHILD TWO 111-111-111A  
CHILD THREE 111-111-111A  
Card start 01 Jan 201X  
Expires 31 AUG 201X



AUSTRALIAN CAPITAL TERRITORY  
CUSTOMER NAME  
FIRST LINE ADDRESS  
SECOND LINE ADDRESS  
THIRD LINE ADDRESS  
CRN 111-111-111A  
MID START 3D SEP201XSMC





Telephone: 9376 7137 / Facsimile: 9376 2230

## NAME OF CHILD:

**GRADE:****Medication:**

**Dosage:**

**Times:**

**MEDICATION IS ADMINISTERED AT 1.25PM ONLY**

**Comments:**

*Please note that ALL medicines are to be clearly labelled with your child's name and required dosage of medication.*

I consent to school staff supervising the administering of the above medicines to my child.

Signed:

(Parent / Guardian)

Date:

Office Use Only

## Medication Administered

[illegible]



# **Welcome to Compass**

**A guide for parents and families**

Our school uses **Compass**  
as our Parent Portal

## Accessing Compass



Compass is a web-based system that is accessible on any modern web browser (Internet Explorer, Firefox, Chrome, Safari) or by using the Compass IOS or Android apps. Search for 'Compass School Manager' in the store. For full features on the app click on the three lines and choose Open in Browser.

Every family receives a separate login to Compass which will be provided to you by our school in a personally addressed letter. If you need a copy of your login letter, please contact the school office to arrange a reprint. To access the parent portal, go to our school website and click the Compass link on the homepage.

Alternatively, if you are having trouble finding the Compass link you can go to our school's direct URL which is <https://flemingtonps-vic.compass.education>.



## **Logging in to Compass**

To log in you will require your unique family username and password. These details have been provided in your personally addressed letter.

Upon first login, you will be required to change your password and confirm your email address and mobile phone number. These details may be used by our school for SMS, password recovery and email communications throughout the year.

If you have lost your details or forgotten your password, you can recover your details by clicking the 'Can't access your account?' link on the front page. You will need your Compass username and you will need to confirm your email or your mobile number and click on continue to reset your password. If you are having problems resetting your password contact the school and they will reset and provide you with a new password.

# The Compass Home Screen

The home screen provides you with relevant alerts and news, as well as quick access to your child's profile.

This feature is not enabled

## School Calendar

View details of upcoming events, your child's timetable and other relevant school-wide activities.

## Student Profiles

The student profile provides you with access to full details of your child. This will include attendance, learning tasks, reports and much more. Using the Actions button you can quickly add Parent Approvals, book Parent-Teacher conferences, and email your child's teachers.

The screenshot shows the Compass Primary School Portal home screen. At the top, there is a navigation bar with icons for home, calendar, tasks, users, and settings. The main content area is divided into several sections: a welcome message for Mr V and Mrs P Dunley, a 'My News' section with a 'Course Confirmation/Payment' alert and 'Bookings for Term 3 Parent/Student/Teacher Conferences', and a 'Student Profiles' section showing profiles for Harry POTTER and Hugh POTTER. The 'Student Profiles' section includes a 'Student Profile' button and an 'Actions for Harry' button. The 'My News' section also includes a 'Winter Concerts' announcement.

## Welcome to the Flemington Primary School Portal

Use the links listed for each of your children to explore the portal. Please keep your mobile phone number and email address up to date (Tools > Update My Details). The school will use this to contact you regarding attendance, events, news and more.

### Nura ABDO

- Profile (Attendance, Schedule, Reports)
- + Add Attendance Note/Approval (Approved Absence/Late)
- View Academic Reports

## Compass

### My News

Intouch 10/8/17

August 10 Newsletter 2017.pdf

2 days ago by Cheryl AQUILINA



## Main Menu

Allows you to access other Compass and school resources. The tools icon allows you to update your contact details and change your password.

## Alerts

Custom notifications for items that require your action or attention. These may include excursion notifications, ordering options for school photos, absence notifications, surveys, student report availability and more.

## News

Recent school news items and information relevant to you. This may include newsletters, details of upcoming events and much more.



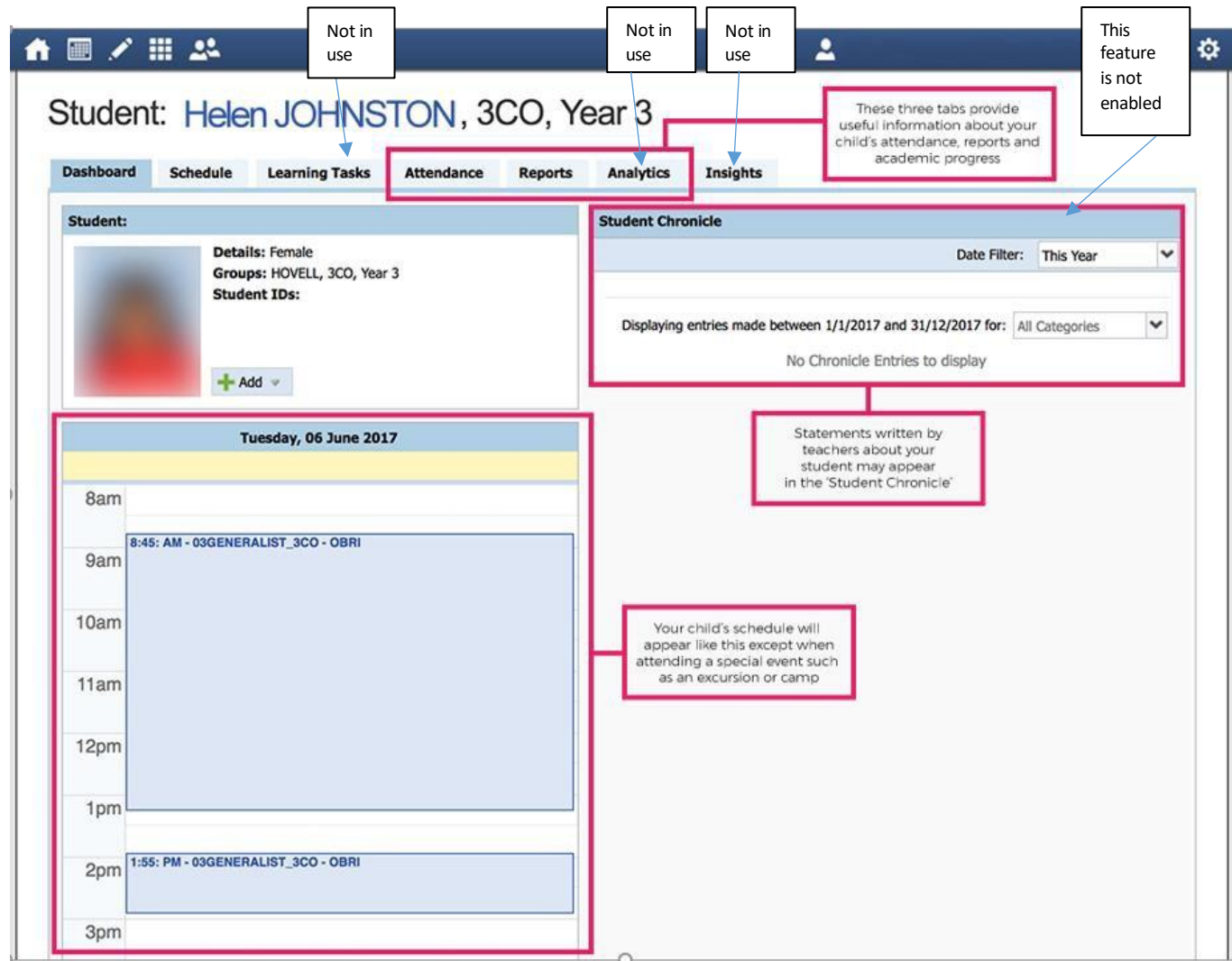
## Student Profile

Everything for your child, in one place.

The student profile can be accessed by clicking on the profile tab under your child's name from the home screen.

The student profile dashboard provides you with an overview of today's classes and activities.

For more detailed information, including attendance and academic reports, navigate through the tabs along the top of the profile.



# Attendance Summary

Using Compass you can view up to the second attendance information for your child. To view your child's attendance, click on the Student Profile link under your child's name on the home page and click Attendance tab.

## Attendance: Summary

Using Compass you can view up-to-the-second attendance information for your child.

To view your child's attendance, click on the Student Profile link on the home page and click the Attendance tab.

### Approvals

This sub-tab provides a comprehensive list of approvals for your child. From this tab you can also add absence notices (both past and future).

### Unapproved

This sub-tab provide a list of all unexplained absences from class. From this tab you can click to approve specific absences.

Student: Harry Potter, 9KN, Year 9

DashboardScheduleAttendanceReportsInsights

SummaryApprovalsUnapprovedArrive/DepartFull Record

Daily Activities & Attendance

Currently Viewing: 23/07/2014

Activity Name	Start	Finish	PD	Location	Staff	Status
WPT2AA	23/07 - 08:45 AM	23/07 - 10:00 AM	1	C19	HL	Present
WPT2AB	23/07 - 10:02 AM	23/07 - 11:17 AM	2	B5	KL	Present
WPT2AC	23/07 - 11:45 AM	23/07 - 01:00 PM	3	C28	AL	Present
WPT2AD	23/07 - 01:50 PM	23/07 - 03:15 PM	4	B2	KL	Not Marked

Attendance Summary

Start: 01/01/2014End: 30/12/2014Students: ActiveClass %: AllAc %: AllVCE %: AllSch %: All

FilterExport

Subject	Class	Form	Run	In Class		Total	Not in Class			Percentages				
				Late	Late Reason		NP	NP	NP	Class %	Ac %	VCE %	Sch %	
English	WPT2CC	9KN	34	34	0	0	34	0	0	0	100	100	100	100
Drama	SACRDA	9KN	20	10	0	0	20	0	0	0	50	100	100	100

### Daily Snapshot

Provides a quick snapshot of today's classes and your child's attendance marking.

### Attendance Summary

Includes a summary of attendance in each class. For full details about a specific absence, click the appropriate number in the grid. For an explanation of a heading item, hover your mouse over the heading of interest.

When students are marked 'Not Present' in class this can sit in one of three different categories. These include:

**NP Schl** - Not present in class and approved by school related activity.

**NP Parnt** - Not present in class and approved by a parent approval.

**NP Unap** - Not present in class with no approval entered.

## Attendance: Entering a Parent Approval

1

From the Compass home screen (or from student's profile), click the 'Add Parent Approval' item known as Add Attendance Note/Approval (Approved Absence/Late).

Chris SURNAME

-  Profile (Attendance, Schedule, Reports)
-  Send email to Chris's teachers
-  Add Parent Approval (Approved Absence/Late)
-  View Academic Reports
-  Book Parent Teacher Interviews



2

From the pop-up window,

- Select the reason from drop down screen
- Enter a brief description of the absence
- Select the start and finish date and time (current time default 8am to 5.00pm for all day absence). Only change if your child is not away for the full day
- Click the 'Save' button

Parent Approval Editor

**Approval Details**

Person: Chris SURNAME

Reason:

Details/Comment:

**Important Notice**

In clicking 'Save', you understand, certify and accept that you are a listed parent/guardian for this child; and the information above is correct; and this online approval does NOT constitute a medical certificate; and students enrolled in VCE are required to submit a medical certificate to the school in addition to this approval; and any fraudulent action or intentional misuse of this feature may result in administrative, criminal and/or civil action against you (by your registered school, affiliated entities and/or the product issuer).

Start: 20/11/2015 08:00 AM  Select a period...

Finish: 20/11/2015 05:00 PM  Select a period...

**Potentially Affected Sessions**

Activity	Start	Finish
There are no activities for this user during the specified time.		

**Note: Where possible, parent approvals should be entered prior to the absence occurring.**

# Parent-Teacher Conferences

Using Compass you can book your parent teacher conferences online.

**1** On the home page, on the right hand side of screen you will see My News. Press on Click here for booking.

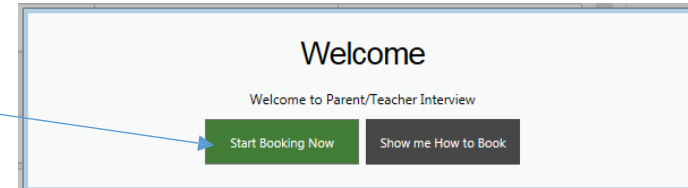
Compass



My News

Parent Student Teacher Conference  
Parent/Teacher Interview  
Click here for booking

**2** Then this box will pop up and you can click on Start Booking Now



**3** This screen will appear and your first child's name will be in this box

Parent/Teacher Interview

Tuesday, June 25

03:45 PM	03:55 PM	04:05 PM
04:15 PM	04:25 PM	04:35 PM
04:45 PM	04:55 PM	05:05 PM
05:15 PM	05:25 PM	05:35 PM
05:45 PM	05:55 PM	06:05 PM
06:15 PM	06:25 PM	06:35 PM

**4** Click your preferred date and time and this box will pop up and then you click on your child's teacher's name on the far right hand side

Parent/Teacher Interview

Tuesday, June 25

03:45 PM	03:55 PM	04:05 PM
04:15 PM	04:25 PM	04:35 PM
04:45 PM	04:55 PM	05:05 PM
05:15 PM	05:25 PM	05:35 PM
05:45 PM	05:55 PM	06:05 PM
06:15 PM	06:25 PM	06:35 PM

Teachers

Generalist  
Interview Welcome

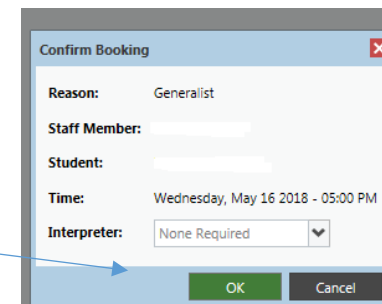
Tuesday 25/06 03:45 PM

Click on a person at the right of screen to book with them.

[Back]

5

When you have clicked on the time this box will pop up and if you need an interpreter please click on drop down arrow and choose language required then press OK



Confirm Booking

Reason: Generalist

Staff Member: [text box]

Student: [text box]

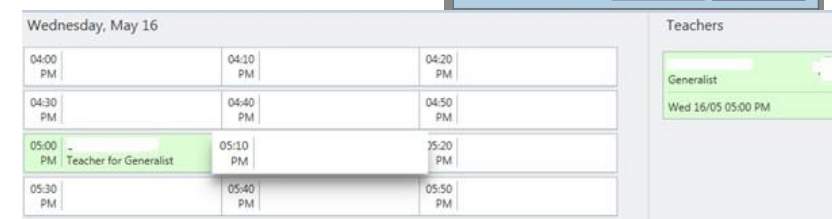
Time: Wednesday, May 16 2018 - 05:00 PM

Interpreter: None Required [dropdown arrow]

OK Cancel

6

After you have clicked OK this screen will pop up showing the time you have booked in the box now shaded green.



Wednesday, May 16

04:00 PM	04:10 PM	04:20 PM
04:30 PM	04:40 PM	04:50 PM
05:00 PM	Teacher for Generalist	05:10 PM
05:30 PM		05:40 PM
		05:50 PM

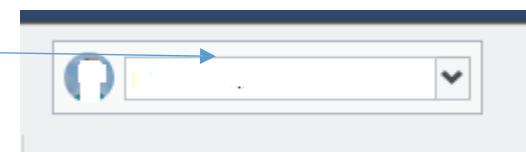
Teachers

Generalist

Wed 16/05 05:00 PM

7

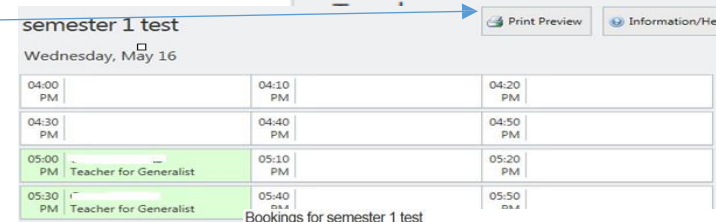
If you have any other children you can click on the drop down arrow and click on the next child and then follow steps 3-6 to book for the children you have.



[dropdown arrow]

8

After you have entered all your bookings you can click on print preview



semester 1 test

Wednesday, May 16

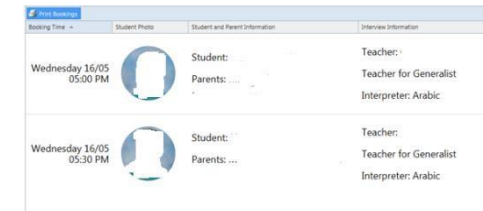
04:00 PM	04:10 PM	04:20 PM
04:30 PM	04:40 PM	04:50 PM
05:00 PM	Teacher for Generalist	05:10 PM
05:30 PM	Teacher for Generalist	05:40 PM
		05:50 PM

Bookings for semester 1 test

Print Preview Information/Help

9

You can now press print bookings so you have a hard copy of your conference times.

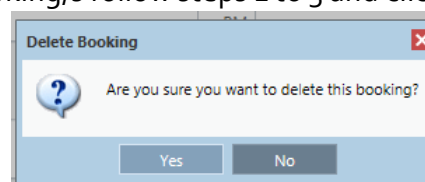


Bookings for semester 1 test

Booking Time	Student Photo	Student and Parent Information	Interview Information
Wednesday 16/05 05:00 PM	[photo]	Student: [text box] Parents: [text box]	Teacher: Teacher for Generalist Interpreter: Arabic
Wednesday 16/05 05:30 PM	[photo]	Student: [text box] Parents: [text box]	Teacher: Teacher for Generalist Interpreter: Arabic

10


If you need to cancel your booking/s follow steps 1 to 3 and click on your booking time and this box will pop up and when you click on Delete this booking and then click Yes



Delete Booking

Are you sure you want to delete this booking?

Yes No



Tuesday 25/06 03:45 PM

For

[Delete this booking]  
[Manage interpreter options]

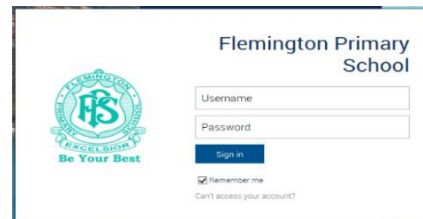
Click on a person at the right of screen to book with them.

[Back]

You can continue this process to cancel all your booking/s and follow steps 1-9 to rebook. **Please also allow 20 minutes between each interview time for each of your children eg. if you have 4.05pm interview time either choose 3.45pm or 4.25pm if available.**

## REPORTS ON COMPASS

Reports can be accessed via the Compass platform. If you don't have a login or can't remember your password please contact the office and they will provide you with these details. Access to Compass is via the link on the school website, typing <https://flemingtonps-vic.compass.education> in the address field or downloading the Compass School Manager app via App Store or Google Play and to access the full features click on the three lines and then click Open in Browser.

The login screen for Flemington Primary School. It features the school's crest on the left with the motto 'Be Your Best'. On the right, there are input fields for 'Username' and 'Password', a 'Sign in' button, a 'Remember me' checkbox, and a link for 'Can't access your account?'.

When you login you will see this home screen

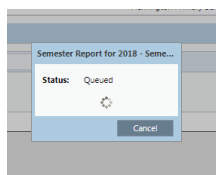


Click on View Academic Reports for each child separately

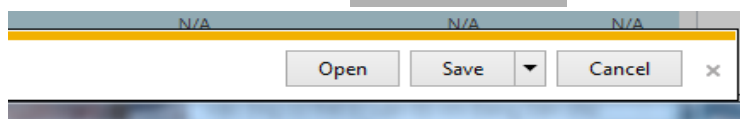
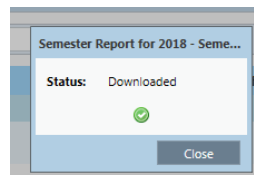
A list of Academic Reports will be displayed. Click on the current Reporting Cycle ie. 2019 – Semester One to download the PDF to any device



This window will pop up



and then this



Click  to open your child's report Or  to save your child reports to your computer/device



# ACCESSING EVENTS

## Overview

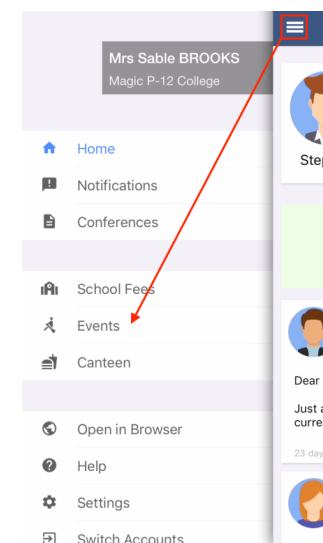
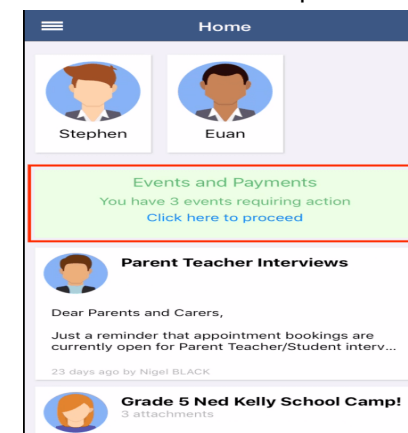
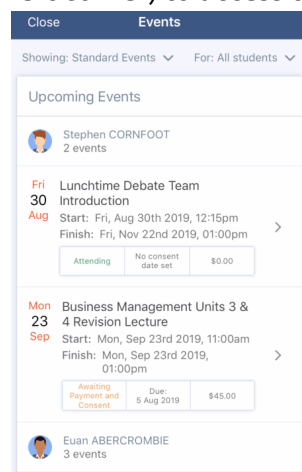
Parents are able to view event details in Compass and process consent/payment for events.

Parents are also able to respond to event volunteer requests via Compass. Please see the 'Event Volunteers' section further below for details on that process.

## Accessing Events in Compass

If there is an event or events that requires action from a parent, you will see a notification when logging into the Compass.

You can click the notification to 'Click here to proceed' or alternatively or you can click the 'Tools' icon (three stripes in top left corner) to access the Tools menu and choose 'Events'. This will take you to the 'Events' screen.



You can use the filters at the top to view Standard or Opt In Events, and also to view events pertaining to one of their children at the school rather than all.

# Processing Events in Compass

## Standard Events

To action a standard event, click the event from the list.

Back

Soccer Quarter Finals 2...

Wed 28 Aug

Soccer Quarter Finals 2019

Consent/Payment Due: 9 Aug 2019

Euan ABERCROMBIE is currently reserved a spot in this event. Please process the event before the due date to ensure the spot is secured.

Description/Educative Purpose

The Yr10 Team has progressed to the Quarter Finals, which is a great achievement.

Date, Time, and Location

Wed, 28 Aug 2019

09:00 am - 03:30 pm

Ferando Sports Centre

Event Details

Proceed to Consent and Payment

Euan ABERCROMBIE

3 events

Wed 28 Aug

Soccer Quarter Finals 2019

Start: Wed, Aug 28th 2019, 09:00am

Finish: Wed, Aug 28th 2019, 03:30pm

Awaiting Payment and Consent

Due: 9 Aug 2019

\$10.00

Fri 30 Aug

Lunchtime Debate Team Introduction

Start: Fri, Aug 30th 2019, 12:15pm

Finish: Fri, Nov 22nd 2019, 01:00pm

Attending

No consent date set

\$0.00

Thu 28 Nov

Year 10 End of Year Trip

Start: Thu, Nov 28th 2019, 08:30am

Finish: Fri, Dec 6th 2019, 04:00pm

Awaiting Payment and Consent

Due: 10 Oct 2019

\$35.00

You can view the details and for events require consent and/or payment then click 'Proceed to Consent and Payment'.

You can then review the medical details on file. You can provide further information to the school if required in the 'Additional Medical Details' field.

Wed 28 Aug

Soccer Quarter Finals 2019

Consent/Payment Due: 9 Aug 2019

Medical Information

Additional details of any medical conditions, allergies, medications or ailments. e.g. A broken leg, asthma inhaler dosage increase, travel sickness, allergies, dietary requirements, etc.

Additional medical details

Please contact the school if any permanent/on-going medical information requires updating.

Action Plans

Details of medical conditions, allergies and medications being taken (already on file)

Title	Description	Action Plan
Headaches	Can have occasional headaches	Download
Asthma		Download

Before consenting to this event you are required to review the above Action Plan to determine whether it is still current. If the above Action Plan requires

For conditions that have an Action Plan on file, if the event was set to require your acknowledgement that the Action Plan on file is current, you will see the option to download the file and an Acknowledgement button will be needed to complete to proceed.  
If the plan on file is not current, you will need to contact the school.

You are able to review the Contact details on file and advise of any changes where applicable.

**Please Note:** If you provide any details in either the 'Additional Medical Details' field or the 'Contact details on the day' field, an email will be triggered to the notification email address for the school to advise. These details will be updated.

If the event includes an 'Additional Questions' you will be able to provide your responses.

To consent your child’s attendance to the event, please type your name in the applicable field.

Wed 28 Aug

Soccer Quarter Finals 2019  
Consent/Payment Due: 9 Aug 2019

Please contact the school if any permanent/on-going medical information requires updating.

Action Plans

Details of medical conditions, allergies and medications being taken (already on file)

Title	Description	Action Plan
Headaches	Can have occasional headaches	<a href="#">Download</a>
Asthma		<a href="#">Download</a>

Before consenting to this event you are required to review the above Action Plan to determine whether it is still current. If the above Action Plan requires updating please contact the school.

I acknowledge the above Action Plan is still current.

Wed 28 Aug

Soccer Quarter Finals 2019  
Consent/Payment Due: 9 Aug 2019

Parent/Guardian Contact Details

Contact details on file:

Name:  
Mrs Sable BROOKS

Mobile:

Email:  
compass@compass.edu.au

Phone:

Contact details on the day (if different from normal)

Please contact the school if the information above is out of date/ incorrect/incomplete.

Questions

Will your child be collected at the end of the event?

Wed 28 Aug

Soccer Quarter Finals 2019  
Consent/Payment Due: 9 Aug 2019

Consent for Euan ABERCROMBIE

I give permission for Euan ABERCROMBIE to attend this event. Where the staff member in charge is unable to contact me, or where it is impracticable to contact me, I authorise the staff member in charge to 1) consent to any medical or surgical attention deemed necessary by a medical practitioner, and 2) administer such first-aid as the staff member in charge judges to be reasonably necessary. I understand that this is an official school event and that Euan ABERCROMBIE will adhere to the dress code, as outlined above, and behave in alignment with the school's code of conduct. I agree to meet any medical expenses and/or transport costs incurred in the event of sickness or injury. Further, I agree to meet any transport costs should my child be sent home as a result of misbehaviour or inappropriate conduct.

To provide consent, please type your full name below

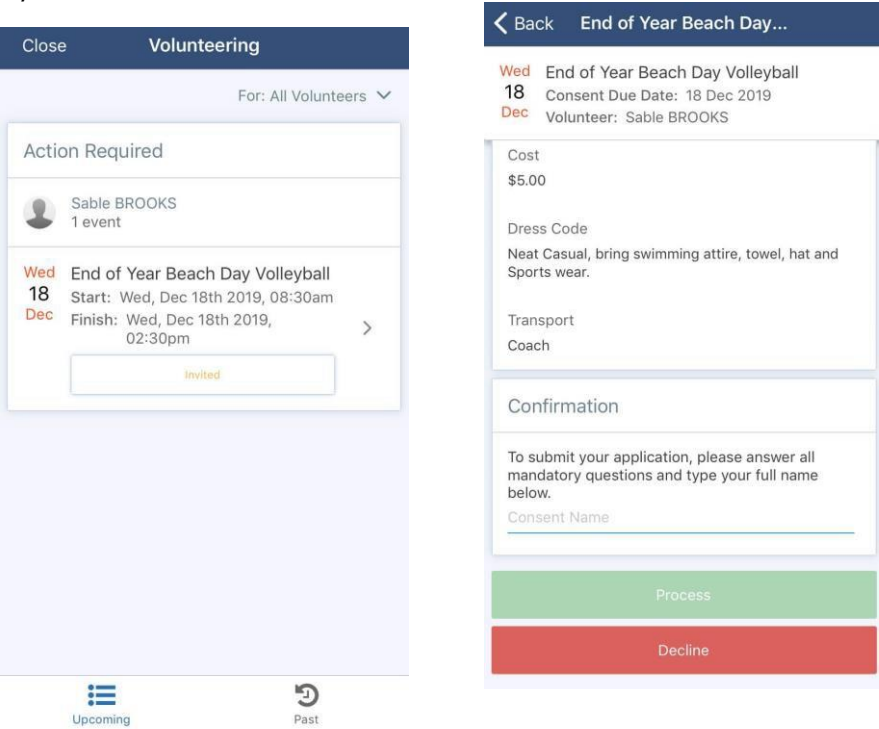
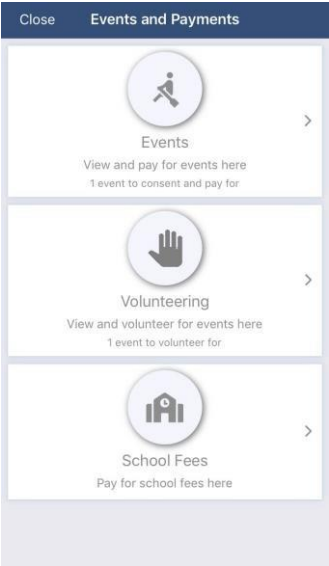
Parent/Guardian Full Name

# Event Volunteers

If you have been invited to volunteer, you will see an event notification in Compass. When you click that notification you will see a volunteer option.

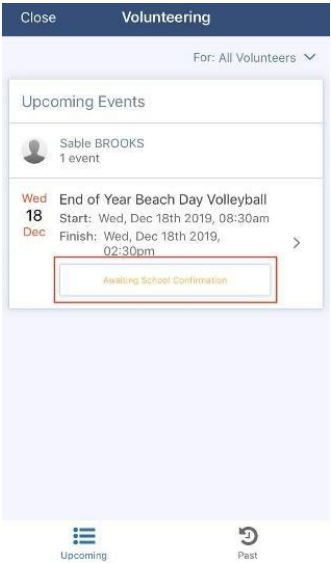
Clicking the 'Volunteering' option will take you to the event volunteering screen where you will see any events that you have been invited to volunteer at listed.

You can click into an event to see the details and respond to the invitation. You can click 'Decline' or, if you are able to volunteer, you need to type your name in the Confirmation sections and click 'Process'.



Once you have proceeded to volunteer, the status will now show 'Awaiting School Confirmation'.

Once staff have confirmed you as a volunteer, the status will show as 'Attending'.

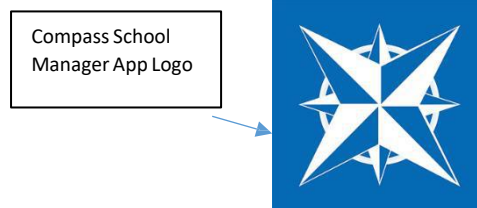


## Cross Platform Access

Any browser, any time.



Compass is completely web-based and works on all modern browsers. Additionally, we have native apps for iPhone, iPad and Android devices.



If you are having any issues navigating the system please contact the following:

Cheryl Aquilina | Administrative Assistant (Mon to Wed)

Danh Ho | IT Technician

t: 03 9376 7137

f: 03 9376 2230







# Flemington Primary School

Corner Mount Alexander Road & Padman Lane, Flemington 3031

Telephone: 9376 7137

Facsimile: 9376 2230

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

The school now has the option to use an online ordering system with our uniform supplier DCS Uniforms. To order take the following steps:

1. Go to <https://www.dcsuniforms.com.au/collections/flemington-primary>
2. Scroll down and click on product item picture and then a page will pop where you can choose your size and the quantity then press on Add to Cart
3. A box will pop up where you can View my cart or Continue shopping. If you have more items to purchase you will click on Continue shopping and then press arrow back near top left hand side of screen and you can then click on next item to purchase
4. Once you have added all your items to the cart, click on View my cart
5. You can then click on delivery option – Local Delivery (around \$10) or School Pickup (Free)
6. If you pick School Pickup scroll down and choose Flemington Primary School and then choose delivery date and then press Checkout
7. You will then need to fill in details and type in Flemington Primary School in address box (only if school delivery) and then click on Continue
8. Check details on next page and if correct click on Continue to payment
9. Then choose your payment option and if you wish you can then click on Save my information for faster checkout under Remember me
10. Then click on Pay Now
11. Once you have made payment you will be sent a confirmation email and your order will be filled and delivered to the school on the date chosen unless you have paid for delivery to your home address

## How do I exchange an item?

If you would like to exchange an item, please email [sales@dcsuniforms.com.au](mailto:sales@dcsuniforms.com.au) the details of your exchange and they will respond to you to let you know how to proceed. Once you have received a response from DCS Uniforms you can drop the uniform return to the school office and they will do a swap with the exchange received from DCS and then it will be sent to your child's classroom.

Refunds and exchanges are processed within 24 hours of receipt. Make sure your name, address, phone number and instructions are clearly indicated on the email. Please include any comments or feedback with your order.

## Refunds & Exchanges

D.C.S is committed to providing high quality products to our customers. If for any reason you are not completely satisfied with any new product, after emailing DCS Uniforms please return it to the school within 14 days of receipt with proof of purchase and they will be happy to arrange an exchange or credit.

Should a fault appear after a garment has been worn, please wash the garment prior to returning it to them.

D.C.S has the right to assess the age and condition of returned garments prior to offering a repair, exchange or credit. Unless the garment is deemed a genuine manufacturers fault exchanges and refunds may not be provided.



**SCHOOL UNIFORM PRICE LIST 21/10/2024**

**UNIFORM ONLY AVAILABLE FOR PURCHASE AT DCS UNIFORMS & CLOTHING OR ONLINE**

[WWW.DCSUNIFORMS.COM.AU](http://WWW.DCSUNIFORMS.COM.AU)

ITEM OFFICIAL SCHOOL UNIFORM	COLOUR	AVAILABLE SIZE	UNIT PRICE
BOMBER JACKET	NAVY	4 - 14	\$45.00
BOMBER JACKET	NAVY	16 - 18	\$47.50
CREW NECK SWEATER	NAVY	4 - 18	\$30.00
POLO S/SLEEVE	TEAL	4 - 18	\$27.00
POLO L/SLEEVE	TEAL	4 - 18	\$29.50
BREATHABLE SPORT TOP	MIXED	4 - 16	\$27.50
CREW NECK T-SHIRT	NAVY	4 - 14	\$18.00
CREW NECK T-SHIRT	TEAL	4 - 14	\$18.00
SPORTS RUGBY KNIT SHORTS	NAVY	4 - 16	\$25.00
TRACKSUIT PANTS DOUBLE KNEE	NAVY	4 - 16	\$25.00
CULOTTES	NAVY	4 - 16	\$27.50
DRESS SUMMER	CHECK	4 - 16	\$40.00
PINAFORE WINTER	CHECK	4 - 16	\$55.00
RAIN JACKET	NAVY	6 - 16	\$30.00
HYBRID HAT	NAVY	S,M,L & XL	\$15.00
SCHOOL BAG	NAVY	JNR SIZE	\$50.00
ARTSMOCK	NAVY	SML,MED	\$20.00
DCS TIGHTS	NAVY	3-5 & 6-9 & 10-12	\$12.95
DCS SOCKS 3PK	WHITE	9-12, 13-3 & 2-8	\$12.95
DCS SCHOOL SHOES	BLACK	JNR SIZES	FROM \$59.99

***The school has sample sizes for each product to check fit.***

**SUGGESTED PURCHASES**

Female: Summer- Summer Dress, Windcheater and/or Bomber, Culottes, Short Sleeve Polo/T-shirt & Hat  
Winter – Pinafore, Tracksuit, Long Sleeve Polo, Windcheater and/or Bomber

Male: Summer – Rugby Shorts, Windcheater and/or Bomber, Short Sleeve Polo/T-shirt & Hat  
Winter - Tracksuit, Long Sleeve Polo and Windcheater and/or Bomber

Any combination uniform of is acceptable and accessories in the school colors of navy, white and teal

Please ensure your child wears closed toe footwear to school. School shoes and any colour runners are acceptable.

**You and your child’s privacy**

The department values the privacy of every individual and is committed to protecting all personal and health information we collect.

In Victoria, the laws that set privacy requirements are the *Health Records Act 2001* and the *Privacy and Data Protection Act 2014*. These laws set out what we must do when we collect, use, handle and destroy personal and health information.

Information collected under the Primary School Nursing Program must only be used or disclosed for the purposes described in the Primary School Nursing Program Information Booklet. It cannot be used or disclosed for any other purpose without your consent unless it is required or permitted by law, for example where there is a serious threat to health, safety or welfare.

**How can I access this information?**

You may access the information held by the nurse or department.

For more information about requesting access to, or correction of yours or your child’s personal information that is collected, please contact the School Nursing Program Manager at your local department office listed on the back page of this brochure. If you would like to request access to or correction of any information the school collects, please contact the school or refer to its privacy policy for further information.

**Find out more**

You can find out more information about how the department handles the personal and health information it collects from the Schools’ Privacy Policy, <https://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx>

**School Nursing Program  
Manager Contact Information**

**North Eastern Region**

Offices at Benalla, Glen Waverley, Seymour, Shepparton and Wodonga  
nevr@education.vic.gov.au  
Phone: 1300 333 231

**North Western Region**

Offices at Bendigo, Coburg, Greensborough, Mildura and Swan Hill  
nwvr@education.vic.gov.au  
Phone: 1300 338 691

**South Eastern Region**

Offices at Bentleigh East, Dandenong, Frankston, Leongatha, Moe, Sale and Warragul  
sevr@education.vic.gov.au  
Phone: 1300 338 738

**South Western Region**

Offices at Ballarat, Footscray, Geelong, Horsham, Keilor and Warrnambool  
swvr@education.vic.gov.au  
Phone: 1300 333 232

**Additional support and  
assistance contact information:**

**Lifeline**

Phone: 13 11 14  
[lifeline.org.au](http://lifeline.org.au)

**Parentline Victoria**

Phone: 13 22 89  
Search ‘Parentline Victoria’

**Beyondblue**

Phone: 1300 22 4636  
[beyondblue.org.au](http://beyondblue.org.au)

**Homelessness Support**

Phone: 1800 825 955  
[services.dffh.vic.gov.au/getting-help](http://services.dffh.vic.gov.au/getting-help)

**Family Violence Support**

Phone: 1800 015 188  
[safesteps.org.au](http://safesteps.org.au)

**Food Security Support**

[askizzy.org.au/food](http://askizzy.org.au/food)

**Gambling Support**

Phone: 1800 858 858  
[gamblershelp.com.au](http://gamblershelp.com.au)

**Drug and Alcohol Support**

Phone: 1800 888 236  
[directline.org.au](http://directline.org.au)

Published by  
Department of Education  
Melbourne  
November 2023  
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**The Primary  
School Nursing  
Program**







# The Primary School Nursing Program

The Primary School Nursing Program is a free service offered by the Department of Education (the department). It is available to all children attending government primary schools, English Language Schools, Catholic and independent schools in Victoria. It is part of a range of health and support services for school students and their families. The aims of the program are to promote child health and wellbeing and to assist in the early identification of children with potential health and development related learning difficulties.

## The program offers families and caregivers:

- an assessment of any concerns you may have regarding your child's health, wellbeing and development
- advice and information about your child's health, and referral to other services if needed
- advice, information and support for families and school communities to promote the health and wellbeing of children and families.

## The Prep Health Assessment

A health assessment is offered to all children in their first year of primary school. Your child's school will provide you with a envelope containing information about the School Entrant Health Questionnaire (SEHQ). The questionnaire can be completed online or you can request a paper copy.

You are asked to give information about your child's health history and any concerns you may have about your child's health, wellbeing and development.

The SEHQ provides important information about your child which the nurse will use to understand any concerns and to conduct appropriate health assessments. If your child needs a brief health assessment, such as a vision or hearing test, the nurse will see your child at school.

Your child cannot receive a health assessment under the Primary School Nursing Program without your consent.

## After the health assessment

If the nurse has concerns about your child's health after the assessment, the nurse may contact you. The nurse may suggest referring your child to another health professional or agency. A report will be sent to you, outlining the outcome of your child's assessment, if required.

## Health assessments for older children (Grades 1–6)

If you or your child's teachers have concerns about your child's health, you can ask for the Primary School Nurse to assess your child. Referral forms are available at your child's school or you can contact the nurse directly at the closest department regional office listed on the back page of this brochure.

## Health assessments for children at English Language Schools or newly arrived from overseas

A health assessment may also be offered to the following children:

- all children attending English Language schools
- any primary school children who have recently arrived in Victoria from residing overseas.

## Important privacy information

### Why should I give this information?

This information is important in providing support for your child. It helps:

- the nurse to understand any worries you may have about your child's health and development.
- the school to understand how your child's health may affect their learning.

### Do I have to provide this information?

It is your choice to provide this information.

### What will the information I provide be used for?

Information collected under the Primary School Nursing Program will be used to:

- identify your child's health needs
- provide advice, support and referrals if required
- manage, plan, improve and evaluate the delivery of school health and educational services.

This information is also used to study the health of all children starting school in Victoria, and will be used for research and statistical purposes. When the information is used in this way, identifying information about you, your child or your family is removed to ensure your personal and health information is protected.



# WORKING WITH CHILDREN CHECK (WWCC)

If you wish to volunteer for the following:

- a) Classroom Helper
- b) Attend excursions
- c) Assist with any Hub functions

you will need a WWCC.

## ***What you will need to fill in the online application form***

To complete the form you must have:

- Identity documents
- an email address, so we can contact you about your application
- the address of every place you have lived in the last 5 years in Australia
- the name, postal address and phone number in Australia for each organisation you will be doing paid or volunteer **child-related work** for

Once you have all this information go to: <https://service.vic.gov.au/services/working-with-children>

Volunteer WWCC applications are free.

Once you sign in for the first time using the school's Passtab system you will need to enter your WWCC number and this system will do a live check to determine its validity. You must carry your WWCC card either as a physical card or electronically at all times that you are on-site and volunteering.

All WWC are valid for 5 years and you will be given early notification to renew it for a further term.

As a volunteer there is no cost to apply for a WWC.

## **Working after a WWC Check expires**

The new amendments to the *Working with Children Act 2005* (the Act) are effective from 26 October 2014. One of the changes means that cardholders can no longer continue to do child-related work after their Working with Children Check (WWC) Check expires.

Previously, cardholders were able to do child-related work for up to 3 months after their WWC Check expired.

Amendments to the Act mean that cardholders must now stop this work until they have renewed their WWC Check. It is an offence not to comply with these rules.

A cardholder can still renew their WWC Check during the 3-month post-expiry period but must not do child-related work until they have renewed.

Please note that this change to the Act does not alter the legislative requirements for people working under the *Children's Services Act 1996*, the *Education and Care Services National Law (Victoria)*, and the *Child Employment Act 2003*.

To renew your WWC Check, go to <https://service.vic.gov.au/find-services/work-and-volunteering/working-with-children-check/renew-your-working-with-children-check>

# Welcome

from FPS P&C

On behalf of the Flemington Primary School Parent and Carers Association (P&C), we would like to welcome you and your family as you join our wonderful school community. We would love to invite you to become involved in the various activities that contribute to enriching your family's experience at FPS. P&C would also love to invite you to a special morning tea, just for Foundation parents – more information is below.

The P&C Association plays an essential role in enhancing the school community through a variety of social, community and fundraising activities.

These include events like Book Swap, Art Shows, Coffee Club, Welcome BBQs, Mother's and Father's Day stalls, Special Lunches and larger events like our Trivia Night or Bush Dance (being held on 22<sup>nd</sup> November, if you are interested!) – just to name a few. Additionally, we coordinate parent volunteers for our Canteen, Uniform Shop and assist the school wherever we can. All these efforts aim to strengthen our FPS community and make it a more enjoyable space for our children.

We are always in need of helpers and volunteers to bring these events to life, and we welcome every family to join the P&C and lend a hand! Whether you can assist occasionally or on a regular basis, your contribution will be greatly valued. It's also a great way to meet other students & families!

As events approach, we will send out calls for volunteers, primarily through the FPS newsletter and via Compass or ClassDojo - the school's communication tools. Feel free to put up your hand! The only requirements to help are a Working with Children Check (WWCC) and a Police check (free via school). Please see Jo or Cheryl in the office if you want to start the process.

One of our events is especially for you! **We would love to invite you to the "Tea & Tissues" welcome morning tea that takes place on the first day of Foundation.** After saying goodbye to your little one, all Foundation parents are invited to join us in the Hall Foyer for tea, coffee, and morning treats. This is a wonderful opportunity to meet fellow parents, staff and get acquainted with the P&C association. Simply come & share in the excitement of starting this new chapter at school.

We genuinely look forward to meeting you and getting to know your family better.

All the best for a terrific 2026!  
FPS Parent and Carers Association (P&C)



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## CREATE A TEAMKIDS ACCOUNT

[teamkids.com.au/register](https://teamkids.com.au/register)

Allow 10-15 minutes to set up your account.

Please Note: In order to make a booking, we require the entire registration process to be completed, this includes all emergency contacts, payment details & upload forms for medical conditions or additional needs.



## CONFIRMING YOUR BOOKING

Please read the information on this page carefully.

- Are the dates and care type correct?
- Have you chosen the correct venue?
- Do you understand the cancellation policy?

Once happy with your dates, scroll down & click **CONFIRM CHANGES**.

Once confirmed, you will receive an email confirmation of your booking.

If you did not receive an email please contact our Customer Service team.

e

## MAKING A TEAMKIDS BOOKING

Congratulations, you've completed setting up your account!

1. Visit [www.teamkids.com.au](https://www.teamkids.com.au)

2. Click **LOGIN** in the top right hand corner of the website.

3. Sign into your TeamKids account.

4. Select the following:

Add/change bookings

Care Type

Child's Name

Date (it will turn green)

5. Scroll down to the bottom & click **NEXT**.

## WE'RE HERE TO HELP

Our friendly Customer Service team are only a

phone call away & happy to assist you with any further inquiries you have.

**C** [info@teamkids.com.au](mailto:info@teamkids.com.au)

**e** 1300 035 000

**0** [www.teamkids.com.au](https://www.teamkids.com.au)





# BIG SCHOOL

## Ready



### SUMMER PROGRAM

Supporting your child to make a happy transition to primary school!



REGISTER  
AND BOOK  
HERE!

### SKILLS IN FOCUS

#### INDEPENDENCE

Self-reliant children are curious explorers of new environments & relationships.

#### CONFIDENCE

When children feel good about themselves, they're more likely to try new things.

#### RESILIENCE

Things don't always go to plan so bouncing back from challenges is a life-long skill.

#### FAMILIARITY

Whether it's a familiar face or a place, when children are at-ease, they can focus.

#### FRIENDSHIPS

Best friends share, take turns, cooperate, listen; traits at the heart of all respectful relationships.

### ABOUT THE PROGRAM

Big changes in a little person's life can feel overwhelming. Our **BIG SCHOOL Ready** Program runs through the Summer School Holiday Program and supports school readiness through a fun program practicing the important skills your child has begun to learn at Kinder, Preschool & Day Care.

CONTACT OUR CUSTOMER SERVICE TEAM FOR MORE INFORMATION.



WE CAN'T WAIT TO WELCOME YOUR FAMILY IN SUMMER!

**LET THE FUN BEGIN!**

**1300 035 000 | [teamkids.com.au](http://teamkids.com.au)**



# BEFORE, AFTER + HOLIDAY CARE

Team  
Kids

  
**BEST HOLIDAY  
PROGRAMS  
IN AUSTRALIA**

- as voted by YOU!

**YEARS P-6\***

**EDUCATIONAL PLAY-BASED  
PROGRAMS THAT ARE  
CHILD-CENTRED, FUN  
AND MAXIMISE OPPORTUNITIES  
FOR EACH CHILD'S LEARNING  
AND DEVELOPMENT.**



My son could not wait to go  
back to TeamKids the next day!

Danielle

1300 035 000  
**CHOOSE  
YOUR  
ADVENTURE**  
**teamkids.com.au**



## TEAMKIDS CLUBS

An industry first, TeamKids Clubs operate at all our Before and After care services, offering something different each day. Children can join any club they like at no extra charge. Our clubs promote child agency and develop individual passions as well as make outside school hours care an exciting, vibrant place to be.

TEAMKIDS CLUBS AVAILABLE AT BEFORE & AFTER CARE



**BOOK  
ONLINE**  
**teamkids.com.au**



**ACTIVE  
AND FUN  
EXPERIENCES**



**CCS  
APPROVED  
PROVIDER**



**ENGAGING  
AND FUN  
EDUCATORS**

**1:10**

**INDUSTRY  
LEADING  
RATIOS**



\*ELC operating where available



## Parking near a school

- Play it safe.
- Adhere to the 40km per hour zone when travelling in an operated school zone.
- Do not park on or near a school crossing.
- Do not double park.
- Always let your child out on the kerb side of the road.
- When using the pink drop off zones, you cannot wait more than two minutes or you will be issued with an infringement. Plan to arrive after the bell rings at pick up time.

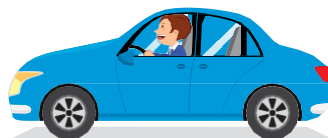
## Tips for parents

- Map out the safest route possible.
- Prior to the first day of school walk or cycle the route with your child several times so they are familiar with it.
- Talk to your child about what they should do if you are not there on time.
- Identify any 'safe houses' along the way ie. homes belonging to neighbours, relatives or friends.
- Teach your child to always cross at pedestrian crossings or intersections, to stop one step back from the kerb and to be fully alert when crossing the road.
- Teach your child to look out for cars entering and exiting driveways.

## Tips for kids

- Put away anything that might distract you such as mobile phones, music or gaming devices.
- Always use the school crossing, and wait for the Crossing Supervisor to blow their whistle before crossing the road.
- If riding your bike or scooter, check that your helmet fits firmly and your brakes work.
- Only children under 12 years of age and the adult with them are allowed to ride on the footpath.
- You must have a bell or horn on your bike to warn others that you are coming.

**For more safety tips and information go to [mvcc.vic.gov.au/gettingtoschool](http://mvcc.vic.gov.au/gettingtoschool) or contact our Transport Project Officer on 9243 8888.**



# Getting to and from school



### Better Moves to Schools maps

The Better Moves to Schools map is an interactive map designed to help you and your child/ren map out a route to school, find walking/cycling paths that already exist or identify an easy place to park and walk to primary school.

Select your school and view the Active Path and Walking School Bus routes, Park and Walk locations and pedestrian crossings and plot your route.

### Active Paths

Is your school an Active Paths school? The Active Paths initiative is about making it easier for students that want to ride, walk, scoot or skate to school.

Council works with the school and bicycle network through our Better Moves Around Schools Program to identify paths to school which are most direct, fun and based on where students live. Footpath decals will guide students along the way. If your school has Active Paths, grab some friends and make it fun walking to and from school.

To find out more about Better Moves to Schools maps and Active Paths go to [mvcc.vic.gov.au/gettingtoschool](http://mvcc.vic.gov.au/gettingtoschool)

### Walking School Bus

The Walking School Bus is a fun, healthy and safe way for primary school-aged children to travel to and from school.

Children walk to school accompanied by two adult leaders (a 'driver' and 'conductor') picking up children at 'bus stops' on the way to school.

It aims to increase physical activity amongst children and reduce traffic congestion around schools.

The Walking School Bus is a free program run in collaboration with Council, VicHealth, schools, parent volunteers, traders and community groups.

Walking School Bus routes are marked on the Better Moves to Schools maps.

To join a Walking School Bus or to start your own Bus go to [mvcc.vic.gov.au/gettingtoschool](http://mvcc.vic.gov.au/gettingtoschool)

### Walk to School Challenge

Each year we support VicHealth's Walk to School initiative by challenging all school aged children to walk, cycle or scoot to and from school in October.

It's a fun, free and easy way to get active, win awesome prizes and get to know your neighbourhood.

Your school can give you information or check [mvcc.vic.gov.au/gettingtoschool](http://mvcc.vic.gov.au/gettingtoschool) for updates

### Park and Walk

If it's too far to walk to school from home, why not walk some of the way? We've identified a number of Park and Walk locations around primary schools in Moonee Valley to help you experience the fun of walking to school, even if it's a long way from home.

Park and Walk locations are marked on the Better Moves to Schools maps.





# Safety around schools

## Providing safe school zones for all children



### Keep children safe in a school zone by:

- walking or cycling to school to decrease traffic congestion
- adhering to the 40km per hour zone when travelling in an operated school zone
- checking the restrictions set by the regulations and parking signs in the area and abiding by them
- not stopping or parking illegally - these actions will be noticed and infringements will be issued by Council.

### You should:

- always let your child out on the kerb side of the road
- never call your child from across the road
  - teach them to wait until you walk over to get them or to use the school crossing

- talk to your child about what they should do if you are not there on time.

### A children's crossing is a legal crossing when two flags are in place.

#### Teach your child to:

- always stand one step back from the kerb
- wait for the Crossing Supervisor to go out onto the crossing and blow their whistle (two short blasts), then cross the road
- not ride bikes, bounce a ball, fight, muck around or run across the crossing
- always stay within the lines of crossing and walk in front of the supervisor (never behind them)
- always be alert and listen to what the Crossing Supervisor says.



## Parking near a school.

- Do not park on or near a school crossing
- Do not double park and let your child out on the road.
- You cannot stay in the drop off/pick up zone for longer than two minutes or you will be issued with an infringement.

Make sure your child is waiting in the zone before you arrive.

## Infringements

Council regularly patrols schools as part of our School Crossing Program. Council will issue infringements to anyone who does not obey signs or regulations. Infringements can be affixed to the vehicle or posted to the registered owner of the vehicle.

Offence	Offence description	Fine
Stopped contrary to a no parking sign	You cannot stay in this area for longer than 2 minutes ( <b>pink zones</b> ) offence 621	<b>\$102</b>
Stopped in a 'no stopping' area	Drivers cannot stop, even briefly.	<b>\$204</b>
Stopped in a bus zone	Only public buses can stop here.	<b>\$122</b>
Parked for period longer than indicated	This is when you have overstayed the time limit indicated on the sign.	<b>\$102</b>
Stopped in a parking area for people with disabilities	You need a special disabled parking permit to park here. The permit number and expiry date must be visible from the outside.	<b>\$204</b>
Stopping on or near a children's crossing	A driver must not stop on a children's crossing, or on the road within 20 metres before, or 10 metres after the crossing.	<b>\$204</b>
Stopped on a footpath	You cannot leave your car standing on a footpath, it obstructs the path of pedestrians and is also very dangerous.	<b>\$122</b>
Stopped on or across a driveway or other way of access	No part of your vehicle can be parked or stopped across a driveway or other way of access for longer than 2 minutes.	<b>\$122</b>
Parked/stopped on a nature strip	A driver must not stop on a nature strip as it can obstruct the view of oncoming traffic and cause damage to infrastructure.	<b>\$122</b>

Updated June 2025

### Moonee Valley Language Line

العربية	Arabic	9280 0738	Ελληνικά	Greek	9280 0741	Español	Spanish	9280 0744
廣東話	Cantonese	9280 0739	Italiano	Italian	9280 0742	Türkçe	Turkish	9280 0745
Hrvatski	Croatian	9280 0740	Somali	Somali	9280 0743	Viêt-ngu	Vietnamese	9280 0746

All other languages 9280 0747

National Relay Service 13 36 77 or relay.service.com.au

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### Moonee Valley City Council

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# Using pedestrian crossings safely



**Our School Crossing Supervisors play an important role helping children cross busy roads on the way to and from school.**

To make sure this journey is safe for everyone, you must obey these rules at the crossing:

- listen to the supervisor
- get off bikes and skateboards before crossing
- stop, look, listen and think
- put away anything that could be a distraction, such as a mobile phone
- wait at the kerb until the crossing supervisor has blown their whistle twice then walk quickly and directly to the opposite footpath
- follow correct procedure for the crossing.

A school crossing has:

- stop lines marked on the road
- school crossing flags, children crossing signs and twin yellow lights (at some locations)
- two red and white posts on each side of the road, or two parallel continuous lines, or broken lines on the road from one side to the other or partly across and extending between the posts or lines
- pedestrian lights sometimes.

## The role of the supervisor

- One blast of the supervisor's whistle means stop immediately.
- Two blasts of the whistle means it is safe to cross.
- Children should not stand too close to the road while waiting to be instructed to cross by the supervisor.
- Children should keep together and walk quickly and directly to the opposite footpath.
- If there is a large number of children who cannot all cross the road in reasonable time, the supervisor will allow as many as is feasible to cross and then halt the remainder.

## Crossing at pedestrian lights

A pedestrian approaching or at an intersection, or another place on a road, with pedestrian lights and traffic lights must comply with these rules:

1. If the pedestrian lights show a red pedestrian light and the pedestrian has not already started crossing the intersection or road, the pedestrian must not start to cross until the pedestrian lights change to green.
2. If, while the pedestrian is crossing the road, the pedestrian lights change to flashing red or red, the pedestrian must not stay on the road for longer than is necessary to cross safely to the nearer (in the direction of travel of the pedestrian) of the following:
  - A. a dividing strip, safety zone, or traffic island, forming part of the area set aside or used by pedestrians to cross the road at the intersection or place (the safety area)
  - B. the nearest side of the road.
3. If, under sub rule 3, the pedestrian crosses to the safety area, the pedestrian must remain in the safety area until the pedestrian lights change to green.

4. However, if the pedestrian cannot operate the pedestrian lights from the safety area, the pedestrian may cross to the far side of the road when:
  - A. the traffic lights change to green or flashing yellow, or there is no red traffic light showing
  - B. it is safe to do so.
5. In this rule, road does not include a road-related area, but includes any shoulder of the road.

## Using zebra crossings safely

There might not always be a supervisor at a zebra crossing. If you need to cross at a zebra crossing, wait for a break in traffic, then walk quickly and directly to the opposite footpath, continuing to look for oncoming traffic.

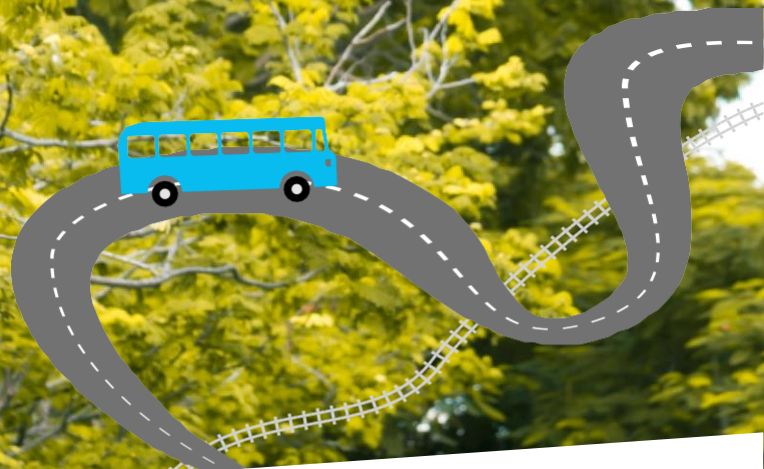
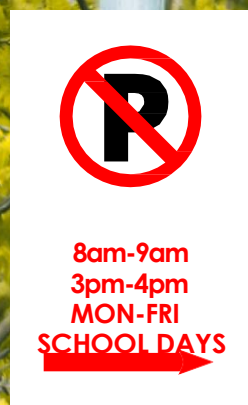
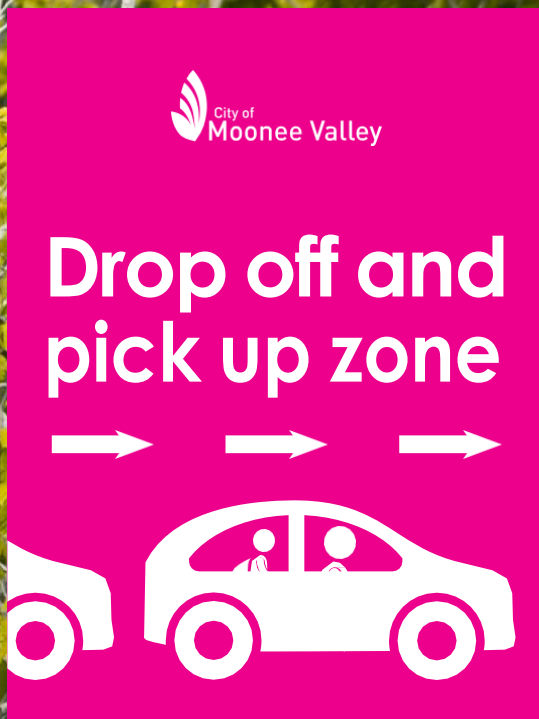
## Penalties

Penalties	Penalty
<b>Rule 2242</b> - Fail to obey traffic lights	\$79
<b>Rule 2241</b> - Fail to obey traffic direction given by a Police Officer or authorised person	\$317
<b>Rule 2246</b> - Cross within 20 metres of pedestrian crossing	\$79
<b>Rule 2243</b> - Walking improperly on road	\$79
<b>Rule 2236</b> - Ride Bicycle across a children's, pedestrian or marked foot crossing	\$159

Source: VICROADS ROAD SAFETY (DRIVERS) REGULATIONS 2009 (SR 95/2009) 2017/18 PENALTY AMOUNTS



# The drop off and pick up zone



# You might have noticed our pink signage and line markings for our drop off and pick up zone. This zone is not for waiting in.

Carers should always drop off or pick up their child/ren from the designated area and, in this zone:

- ask your child to head straight to the pick up zone once the bell rings - they will then be ready and waiting once you arrive
- plan to arrive after the bell rings, not before, as you cannot wait in the zone
- remain in your vehicles at all times
- move forward to join the queue so that other vehicles can get into the zone
- use the hand brake and put the vehicle in park when it is stationary
- do not double park
- do not park across a pedestrian crossing
- do not undertake a U-turn in close proximity to the school.

Students should:

- keep your seat belt on until the vehicle has stopped in the zone
- have your school bag and other items in a safe position on the floor and ready for you to take with you when the vehicle has stopped
- always get in and out of the vehicle through the safety door (the rear footpath-side door).

## What does the no parking sign mean?

It means that you cannot park in the zone during the times identified on the sign as it is to be used only as a pick up or drop off zone during those times.

You can only stay in this zone for two minutes. If you overstay this time limit, you could receive an infringement.



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