Principal’s Message

I welcome you and your child to the Greenvale Primary School community.

I am proud to offer you a caring and conscientious staff, excellent facilities and innovative programs to enhance the learning for your child. I look forward to your involvement in your child’s education and encourage a positive partnership between home and school. This partnership will support your child’s journey through primary education to ensure that it is enjoyable and rewarding.

Our school is structured around Professional Learning Teams wherein teachers plan and work closely together, having a shared responsibility for all students in their team. The Learning Teams may have a combination of straight year levels and composite classes. Learning in each classroom is differentiated and caters for the needs of each student.

Greenvale Primary School values the relationship between parents, students and our staff. At all times we encourage open and honest communication and believe this will model to our students responsible problem solving and social behaviours.

In line with these principles, our students are openly encouraged to realise their responsibility for their behaviour. Our following school values reflect expectations of all staff, students and parents in our community.

Resilience Respect Honesty Responsibility Learning

Our Student Engagement and Inclusion policy outlines Rights and Responsibilities and shared behaviour expectations which are clear, firm and fair for all. Teachers, students and parents are involved in the implementation of this policy.

Greenvale Primary School has a supportive but challenging learning environment with a focus on improving student outcomes in all areas to provide a world class learning environment. Our programs are specifically designed to respond to all students’ learning needs. Our school priorities are Literacy and Numeracy, with a focus on integrating Information and Communication Technologies (ICT) across all learning areas.

Please do not hesitate to contact me for further information about our school or our programs, or to talk about your child’s educational needs.

Again, a sincere and warm welcome to our school. I look forward to our partnership and providing your child with an exciting and fulfilling education while they are at Greenvale Primary School.

ANGELIKA IRELAND
Principal
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# STUDENT WELLBEING

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# PARENT INVOLVEMENT

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# ATTACHMENT

<table>
<thead>
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<td>ATTACHMENT 1: NATIONAL ANTHEM</td>
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<td>ATTACHMENT 2: SCHOOL MAP</td>
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Please note that all visitors to the school must sign in at the office to collect a ‘Visitor’s Pass’

TERM DATES, PUBLIC HOLIDAYS & SCHOOL HOURS

Parents are requested to ensure their child arrives at school on time. Lateness is upsetting for the child involved, unsettling for the teacher and the whole class, and instils negative habits for the child.

If lateness is unavoidable, parents must complete and sign the Late Arrival Notice book at the General Office. The top white copy is sent with the student to their class teacher.

Supervision of children in the yard commences at 8:45am and concludes at 3:45pm. Children should be in the school ground by 8:50am, ready to commence at 9:00am.

Foundation (Prep) students will commence school on Thursday 5 February and will attend school until 3:30pm from the first day. From the 29 January until 4 February Individual assessments of the Foundation students will be conducted by the staff on these days. Parents will be forwarded the details regarding their child’s day and time for the assessment. All other students begin school on Wednesday 28 January.

Please arrange to meet your child near the OUTSIDE door of their classroom to avoid confusion in the corridors of the main building. (Except for Foundation students on their first day.)

TERM DATES - 2015

<table>
<thead>
<tr>
<th>Term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers resume</td>
</tr>
<tr>
<td>Year 1-6 Students commence</td>
</tr>
<tr>
<td>Foundation students commence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 13th April to Friday 26th June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 13th July to Friday 18th September</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 5th October to Friday 18th December</td>
</tr>
</tbody>
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### PUBLIC HOLIDAYS

#### 2015

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>1 January</td>
<td>New Year’s Day</td>
</tr>
<tr>
<td>Monday</td>
<td>26 January</td>
<td>Australia Day</td>
</tr>
<tr>
<td>Monday</td>
<td>9 March</td>
<td>Labour Day</td>
</tr>
<tr>
<td>Friday</td>
<td>3 April</td>
<td>Good Friday</td>
</tr>
<tr>
<td>Monday</td>
<td>6 April</td>
<td>Easter Monday</td>
</tr>
<tr>
<td>Saturday</td>
<td>25 April</td>
<td>Anzac Day</td>
</tr>
<tr>
<td>Monday</td>
<td>8 June</td>
<td>Queen’s Birthday</td>
</tr>
<tr>
<td>Tuesday</td>
<td>3 November</td>
<td>Melbourne Cup Day</td>
</tr>
<tr>
<td>Friday</td>
<td>25 December</td>
<td>Christmas Day</td>
</tr>
<tr>
<td>Monday</td>
<td>28 December</td>
<td>Boxing Day</td>
</tr>
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### SCHOOL TIMES

- **9:00am** | School Day Starts
- **9:00am - 11:00am** | SESSION 1 & 2
- **11:00am - 11:30am** | RECESS
- **11:30am - 1:30pm** | SESSION 1 & 2
- **1:30pm - 1:40pm** | Lunch eaten in room
- **1:40pm - 2:30pm** | LUNCH RECESS
- **2:30pm - 3:30pm** | SESSION 5
- **3:30pm** | DISMISSAL
Officially opened in 1868 and situated on Somerton Road, Greenvale Primary School relocated to its present site in Bradford Avenue in April 1988, retaining the original identity number and its historical links. The school services a large area incorporating the surrounding suburban and rural districts. Current enrolment is approximately 660 students with high enrolments expected to be maintained in the immediate future. This school encompasses a wide socio-economic and increasingly diverse cultural mix.

Greenvale Primary School offers a broad rigorous curriculum from Foundation to Year Six encompassing the AusVELS framework based on the national curriculum. Classroom programs are progressive and personalised, catering for each child’s needs, encouraging parental involvement and promoting active learning. The school has high, but achievable student expectations with student progress being monitored regularly and this information being used to inform teaching practice.

The school is committed to keeping abreast of current educational trends and developments and strives to achieve quality educational practice with recent involvement in the Regional directive – AiZ and Curiosity and Powerful Learning. The construction of our BER facility provided us with a 21st century teaching/learning spaces catering for the differing learning styles of students. All classrooms have computer access, an Interactive Whiteboard or screen, with the Year 4 to Year 6 students being part of a 1:1 netbook/tablet program.

The current strategic goals have a continued focus on improving student learning and outcomes in English and Mathematics. Teachers work collaboratively in teams to plan a rigorous shared curriculum enabling teachers to work closely to enhance student outcomes. Students are also supported through Reading Intervention, a Program for Students with Disabilities and EAL. Specialist programs include Physical Education, Performing Arts, Visual Arts and Indonesian. A number of extra-curricular activities, including choir, lunchtime activities and camping and excursion programs are in place to enhance student learning and engagement.

Greenvale Primary School prides itself in providing a safe and orderly learning environment, one which is inclusive of all students and does not tolerate bullying. The Student Welfare curriculum encompasses programs such as Bounce Back, You Can Do It, Restorative Practices and Reach Rookies for students in Year 5 and 6. The school values of Honesty, Learning, Responsibility, Resilience and Respect form the basis of our school expectations for students, staff and parents and are referred to and used on a daily basis.

To promote leadership opportunities students are able to be part of our Student Voice, or be elected as School Captains, Class Captains and House Captains. Student Voice are encouraged to contribute to school improvement through running special events to promote social improvement and our School Captains are directly involved in leading weekly whole school assemblies. Class Captains are elected each term by their peers and play a significant role in assisting the class teacher and being a positive role model. Our Buddy Program allows older students to demonstrate their leadership by working together with a younger student.

The main building provides for spacious air-conditioned classrooms all with interactive whiteboards or screens, teacher workstations, extensive display areas and internal student toilets. Specialist areas include well equipped visual and performing arts rooms, a fully air-conditioned hall/gymnasium and stage, and a well-resourced Learning Resource Centre (Library) for both students and teachers. A leased canteen provides a selection of lunches and snacks for students and staff. The grounds provide a safe and attractive environment with landscaped gardens, shaded verandas and covered ways, a community oval, extensive outdoor seating, courtyards, large asphalt play areas, basketball courts and separate and modern playground equipment.

Our caring atmosphere reinforces mutual respect, promotes self-esteem and enhances the cohesive nature of the school where a positive home/school relationship is highly regarded. Our school places a strong emphasis on building community participation through whole school events including Family Maths nights, a Family Fun Night, Christmas Concert and bi-annual Art Show and school concert. Parents are encouraged to participate in activities such as classroom helpers, excursions, camps, lunchtime activities, working bees, school council and fundraising.

Our school offers a before and after school care program run by the OSCH Club. Outside organisations including community groups and clubs are encouraged to use the school facilities and provide activities such as pre-school classes, dance, chess, music and sports.

Greenvale Primary School values its links with the local community to further enhance the quality of the programs offered. Close links have been established with Hume City Council, Hume Global Learning Centre and Village, Hume Schools’ Network, Local network associations, Local sporting bodies, Kindergartens/Secondary Schools involved in the Transition of students either beginning Foundation or completing Year 6 and School Support Services (Speech Therapists, Psychologists, School Nurse, Occupational Therapists, Physio Therapists)
MONEY MATTERS

Whenever it is necessary to send money to school for excursions, book club, camps, educational expense payment etc. please enclose the **correct money** in a School Payment Envelope with the child's name, class details, activity and amount included on the outside.

All money should be sent with your child to their teacher for collection.

If you are paying by cheque, please make cheques payable to ‘Greenvale Primary School’. We also have Visa, Mastercard, BPay and EFTPOS payment facilities at the General Office.

SCHOOL NEWSLETTER

To keep you informed of school activities, a newsletter, known as the ‘School News’, is produced fortnightly on a Thursday and placed on our web page.

Our school's website has a feature where you can register your email address and name and each time our latest newsletter is uploaded onto our website you will receive an alert via email advising you.

If you would like to subscribe to receive our newsletter alerts, please visit our website [www.greenvaleps.vic.edu.au](http://www.greenvaleps.vic.edu.au). You will find the Receive Our Newsletter via email option on the home page. Enter your name and email address and hit submit. Once you have done this you will receive an email confirming your registration.

It is our most vital form of communication to you of happenings and information regarding your child's school activities. There are limited copies of the school newsletter available from the school's General Office.

SCHOOL APP

At Greenvale Primary School we have an App that we use to improve communication with the school community.

The App is free and can be downloaded from the iTunes Store or Google Play Store. It can be downloaded onto your iPhone, iPad, iPod or any Android mobile phone.

Our App allows easy access to often sought information such as school newsletter, school uniform order sheet, canteen menu list, school contact information, sporting venues location with map and a quick way to notify the school that your child is away from school. Just click on the email icon and email from your phone or iPad.

It will allow us to post announcements to parents regarding times students will be going or returning from camp, excursions updates or sporting events being cancelled due to weather.

LOST PROPERTY

If your child has lost any belongings, please check the "Lost Property" cupboard kept near the Learning Resource Centre (Library). Parents are asked to check this cupboard frequently as the storage of lost property becomes a problem. Unfortunately very few lost items have names on them, and as uniforms all look the same, very few items are claimed. We do successfully manage to return labelled clothing via the student's classroom pigeonhole; however this is impossible to do for unnamed clothing. **All school clothing should be clearly labelled with the child's name.**

Your child is requested to tie their school jumper or bomber jacket around their waist if it is removed outside during recess or lunchtimes. At the end of each term lost property is deposited with one of our charities.
LUNCH ARRANGEMENTS

Students eat their lunch in their rooms from 1:30 to 1:40pm, and then have a break outside from 1:40pm to 2:30pm. Please provide a lunch box and drink bottle which your child can open and close by themselves. As lunch is quite late in the day, it is advised that students bring a substantial morning play lunch. Please wrap play lunch separately and make your child aware of the difference between this and lunch. Please do not send food that requires heating as we are also to heat students’ lunches.

Your child should have a drink bottle containing water that they can access throughout the course of the day.

Alternatively, students may order their lunch from the canteen

NOTE: It is preferable that Foundation students only begin ordering lunches from the canteen once they are comfortable with the school routine. This is recommended for Term 2.

CANTEEN

The Canteen is open every day for lunch orders and window sales at morning recess and lunch time.

PRICE LISTS: Menu/price lists are distributed to each family. Please keep this list on your fridge or noticeboard. Menu/price changes will be notified through our newsletter.

WINDOW SALES: The canteen is open during morning and lunch breaks for students to buy extras from the canteen. Your child may find it a fairly daunting experience standing at the canteen window trying to decide what they would like to buy, in those first few months of school.

LUNCH ORDERS: Lunches from the canteen are to be ordered at the start of the day to allow the canteen staff time for preparation. To order a lunch for your child, please write your child's:
NAME, CLASS, ROOM No, ORDER and COST,
ON A PAPER BAG and place the money inside the bag.
PLEASE TRY TO SEND THE CORRECT MONEY

EMERGENCY ORDER: On occasion, children may leave their lunch or lunch order at home. If this occurs, we will try and contact a parent to ask if lunch can be brought to school; if we cannot contact a parent at home an emergency lunch order will be supplied. In this case a note is completed and sent home to parents requesting payment the next day to the school.

AIM: The canteen staff aim to serve all of the children as efficiently as possible, and to do this we need your help. The canteen operates under a lease agreement to offer efficient service to the school community.

OUT OF SCHOOL HOURS CARE

OSHClub provides Before School Care and After School Care to school aged children at our school.

They believe a school age program of exceptional quality is one that provides a safe environment for children to learn, relax, thrive and have fun. Their programs provide:

- A safe and secure environment.
- An opportunity for children to reach their emotional, physical and self-esteem needs.
- Peace of mind for families.
- Affordability for all families.
- Accessible for all individuals including children with physical and intellectual disabilities.
- Friendly, warm, sensitive and co-operative staff.
- An excellent range of activities and equipment that accommodates all ages and interests.

Programs are of the highest quality ensuring children are safe and secure whilst enjoying a wide variety of fun activities. Programs are designed with working families in mind, ensuring that they can continue in their work environment without concerns about the safety and care of their children.

Enrolment forms can be obtained from OSHClub or online at www.oshclub.com.au
**SCHOOL UNIFORM**

School Council policy is that the school uniform is compulsory. All children from Foundation to Year 6 are required to wear only the official school uniform as per the following list. Parents need to be aware that failure by children to wear the school uniform may result in parents being contacted or a uniform infringement note being given to the child.

As part of the school uniform, **all children are required to wear a school uniform black bucket sun hat** in Term 1, Term 2 (until ANZAC DAY), Term 3 (1st September) and Term 4. **Caps are not acceptable as they do not provide adequate protection from the sun’s harmful rays.** If a child does not wear a hat during the summer months, they will be required to sit in a designated shade area.

Full parental support is requested in this matter. It is important that our children realise the serious risk of skin cancer resulting from over exposure to the sun.

**GIRLS’ SUMMER UNIFORM**
- Dark Green and white checked dress
- Black shorts, black streetwear trousers or black pleated skorts
- White or green polo shirt with school logo
- Green windcheater with school logo
- White, grey or black socks
- Black shoes, boots, sandals with toe area covered or black or white Runners, with **black** or **white** laces.
- School bomber jacket
- Black bucket sun hat with school logo

**BOYS’ SUMMER UNIFORM**
- Black shorts or black streetwear trousers
- Green windcheater with school logo
- White or green polo shirt with school logo
- White, grey or black socks
- Black shoes, boots, sandals with toe area covered or black or white Runners, with **black** or **white** laces
- Black bucket sun hat with school logo

**GIRLS’ WINTER UNIFORM**
- Black streetwear trousers or black tracksuit pants
- White or green polo shirt with school logo
- Green windcheater with school logo
- Socks – white, grey or black
- Black shoes, boots, sandals with toe area covered or black or white Runners, with **black** or **white** laces
- School bomber jacket.
- School beanie – optional

**BOYS’ WINTER UNIFORM**
- Black streetwear trousers or black tracksuit pants
- Green windcheater with school logo
- White or green polo shirt with school logo
- Socks - white, grey or black
- Black shoes, boots, sandals with toe area covered or black or white Runners, with **black** or **white** laces
- School bomber jacket.
- School beanie – optional

Hair ties, hair bands and head scarves must be, black, white or dark green. Students with pierced ears are permitted to wear gold or silver studs or sleepers **only**.

School windcheaters, tracksuit pants, skorts, polo shirts, shorts, bomber jackets, hats, beanies, spray jackets, art smocks and school bags can all be ordered through the school and bought at the "Uniform Shop."

The Uniform Shop operates near the Conference Room and is run by the Uniform Shop Co-ordinator with support from volunteer parents. Please read the noticeboard on the Uniform Shop door for operating dates and times.
**DROPPING OFF YOUR CHILD AT SCHOOL**

School drop off and pick up times are very busy at all schools. The 2 minute parking zones at the front of the school in Bradford Ave. and in the side street at Langton Way are "Kiss & Drop" zones only, not parking areas at the start and end of the school day.

The **School Car Park** is strictly for staff use only. Parents of children with Disabilities and Impairments who have been given a specific Car Park Pass can park in the Disabled Parking space or any available space. This pass must be displayed on the car dashboard or in front window of car. **No other parents are permitted to use the staff car parks.**

Drivers must observe the 40kmh speed limit in force around our school. Parents are also reminded that police randomly fine people who fail to observe parking or road laws around the school. It is imperative for the safety of our children that parents drive and park safely and encourage children to use the crossings correctly. Remember, we do all we can to protect your children, help us to keep your children safe!

![SCHOOL ZONE](image)

**STUDENT FREE DAYS**

The Department of Education and Early Childhood Development deems four days per year to be allocated as "Student-free days" where children are not required at school. These days are used for Professional Development sessions for teachers, Curriculum/Policy Planning Days and Parent Reporting.

Department of Education and Early Childhood have allocated the first day of Term 1 as a Student Free Day. Parents will be informed of the date for the remaining Student Free days. This will be done via the School Newsletter, the calendar section, and Up Coming Events section on our webpage.
EDUCATIONAL EXPENSES PARENT PAYMENT

Each year the School Council has the role of approving the school budget based upon the goals and priorities as outlined in the school Strategic Plan. The School Council has three major sources of funding: the Student Resource Package paid by the Department of Education & Early Childhood Development, family payments for materials/programs and local fundraising.

The Department’s Student Resource Package meets most of the costs related to salaries, administration and operational costs such as heating and cleaning. However, it does not meet the cost of individual student packs, classroom packs and consumables associated with some specialists programs.

**Student Essential Education Items for 2015 will cost $145 per student:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
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<tbody>
<tr>
<td>Individual stationery supplies (student book pack) and bulk student consumables kept in classroom</td>
<td>$60.00</td>
</tr>
<tr>
<td>Consumables associated with some specialists programs</td>
<td>$60.00</td>
</tr>
<tr>
<td>Curriculum based photocopies and printing that students use as part of their learning program</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

Total: $145.00

**Excursions / In School Activities Prepayment Plan**

In 2015, we are again offering families the opportunity to select a payment plan for excursions and in-school activities. By making a pre-payment families can avoid the need to find money regularly throughout the year, with only the need to complete permission slips and indicate that payment is from the pre-payment plan. Any unspent funds would be carried over to the following year.

Two options are available to families, as outlined below:

<table>
<thead>
<tr>
<th>Payment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Payment</td>
<td>One upfront yearly payment of $85 per student</td>
</tr>
<tr>
<td>Pay as you go</td>
<td>Parents make payments throughout the year as notified.</td>
</tr>
</tbody>
</table>

Total: $85.00

Some costs are not included in the Excursion/In School Activity prepayment plan as not all students are involved, these are – camps, swimming carnival, interschool sport, cross country, Zone/District/State competitions, student leadership programs

**Buildings & Grounds Contributions 2015**

To enable the school to develop and maintain areas such as shade structures, covered walkways, garden areas, student seating, synthetic grass.

Early payment of these amounts would be appreciated as items are ordered prior to the end of this school year and the Education Expenses must be paid prior to collecting your child’s book pack. Payment may be made by cash, credit card, Eftpos, or BPay or by signing over the Education Maintenance Allowance to the school.

Any parents, who have difficulty paying the amount by the due date, should contact the Business Manager Suzanne Leahy to make alternative arrangements.
STUDENT LEARNING

SCHOOL PRIORITIES

The school’s Strategic Plan 2013 - 2016 has set the following as curriculum priorities:

- Literacy
- Numeracy

At Greenvale Primary School teachers work in teams to plan differentiated daily lessons in Literacy and Numeracy. Teachers work in teams to develop rigorous, consistent curriculum plans each term, integrating the subjects of Science, History, Geography, Health and Social Skills based on AusVELS (Australian Curriculum). AusVELS is the national and mandated Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards which schools use to plan student learning programs, assess student progress and report to parents.

Indonesian is taught from Foundation to Year 6 and all classes receive lessons in Physical Education, Performing Arts and Visual Arts.

The use of technology is a focus across all year levels and specialist classes with children having access to tablets, netbooks or ipads. In 2012 we commenced a 1-1 Netbook Program for students in Year 4 whereby each student had access to their own netbook/tablet. In 2015, all students in Year 4, 5 and 6 will be part of the 1:1 Netbook/Tablet Program.

ENGLISH

– READING & VIEWING, WRITING, SPEAKING & LISTENING

Our Strategic Plan clearly identifies the importance of, and our commitment to, developing the Literacy skills of all our students. The English curriculum specifically identifies required skills in the areas of reading and viewing, writing, speaking and listening. The learning/teaching in these areas are interrelated and do not occur in isolation.

English across Foundation to Year 6

The AusVELS curriculum is described by levels.

- Foundation to Level 2: typically students from 5 to 8 years of age
- Levels 3–6: typically students from 8 to 12 years of age

Foundation to Level 2

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Level 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these levels aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Level 2 develops students’ skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

Levels 3–6

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both ‘learning to read and write’ and ‘reading and writing to learn’, students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts.

Our school has made a commitment to the implementation of the Early Years Literacy Program. The Early years Literacy Program is a strategy used by schools to improve early literacy. The program recognises that all children should succeed at literacy by the end of their third year of schooling. Children without the literacy skills and abilities to...
read, write, use language and understand its meaning in a range of context will struggle to realise their true potential and capabilities.

The essential components of the Early Years Program are:

- A daily 2 hour literacy session
- Small group learning centres
- A partnership between home and school
- A whole school commitment
- A Language Support Program for students at risk
- Intervention and small group withdrawal for explicit teaching
- Parent information so that assistance at home can support class instruction
- Parents are encouraged to assist with the reading and literacy program in each classroom.
- Home Reading as an essential part of our school’s reading program. Students will be able to bring chosen texts home to read with their parents.

MATHEMATICS PROGRAM

As with English, our Strategic Plan also clearly identifies the importance of, and our commitment to, developing and continually improving the Mathematical understandings and skills of all our students.

Mathematics across Foundation to Level 10

The AusVELS curriculum is described by levels. This document provides advice on the nature of learners, by level and age and the relevant curriculum:

- Foundation to Level 2: typically students from 5 to 8 years of age
- Levels 3–6: typically students from 8 to 12 years of age

Foundation to Level 2

These levels lay the foundation for learning mathematics. Students at this level can access powerful mathematical ideas relevant to their current lives and learn the language of mathematics, which is vital to future progression.

Children have the opportunity to access mathematical ideas by developing a sense of number, order, sequence and pattern; by understanding quantities and their representations; by learning about attributes of objects and collections, position, movement and direction, and by developing an awareness of the collection, presentation and variation of data and a capacity to make predictions about chance events.

Understanding and experiencing these concepts in the early levels provides a foundation for algebraic, statistical and numerical thinking, that will develop in subsequent levels. These foundations also enable children to pose basic mathematical questions about their world, to identify simple strategies to investigate solutions, and to strengthen their reasoning to solve personally meaningful problems.

Levels 3–6

These levels emphasise the importance of students studying coherent, meaningful and purposeful mathematics that is relevant to their lives. Students still require active experiences that allow them to construct key mathematical ideas, but also gradually move to using models, pictures and symbols to represent these ideas.

The curriculum develops key understandings by extending the number, measurement, geometric and statistical learning from the early levels; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by introducing topics that represent a key challenge in these levels, such as fractions and decimals.

In these levels of schooling, it is particularly important for students to develop a deep understanding of whole numbers to build reasoning in fractions and decimals and to develop a conceptual understanding of place value. These concepts allow students to develop proportional reasoning and flexibility with number through mental computation skills, and to extend their number sense and statistical fluency.
INFORMATION COMMUNICATION TECHNOLOGY (ICT) IN THE CLASSROOMS…………..eLearning

A Changing World
“We are preparing students for jobs that don’t yet exist… using technologies that haven’t yet been invented… to solve problems we don’t even know are problems yet.” This is the world we live in and need to prepare and encourage our students to think outside the square …..and solve problems creatively and independently.

Greenvale Primary School’s e-Learning Vision:
At Greenvale Primary School we seek to use innovative Information and Communication Technologies to enhance student learning and promote the responsible use of technology in a global community.

Our 1:1 Vision Statement
To provide anywhere, anytime, inclusive, engaging, personalised learning through the introduction of 1:1 Digital Technologies program.

At Greenvale PS, we believe 21st century education integrates Web 2 applications and technologies and engages students in ways not previously possible. 21st century learning allows students to publish content online, enhances achievement and the ability to connect with others online. Incorporating ICT into our programs has allowed us to engage and motivate our students whilst assisting them with the ICT skills needed to effectively communicate and learn in our ever changing world. Web 2.0 applications such as blogs, wikis, and interactive websites are commonly used throughout out programs and allow our students to contribute to collaborative online learning.

ICT @ Greenvale Primary
Integrating ICT into our programs motivates children to learn as well as develop their literacy, numeracy and ICT skills. Foundation students begin using programs on ipads, and as they move up through the year levels, their skills are developed in order to use the internet safely, use the internet to find answers to their questions, contribute to wikis and blogs, create digital stories and use a wide range of software for learning and communication.

Each classroom has an Interactive Whiteboard (IWB) or interactive screen. We have found the IWB or interactive screens have had a positive impact in student engagement, student attention span and the ability to integrate Web 2 applications into classroom programs.

At Greenvale PS, we have a 1:1 netbook/tablet program for students in Years 4 to 6. The students are given the opportunity to lease the netbook/tablet from the school. Students have access to these both at home and school for the life of the lease. Over 95% of families take up this option to assist their child’s learning. All students in years Prep – 3 have access to ipads, netbooks or tablets in their classrooms, all connected to the internet.

The DEECD Netbook Trial research showed that students with 1:1 access to a netbook are:
- more motivated and engaged in learning
- better organised which improved literacy and numeracy outcomes
- better able to collaborate and think analytically

1:1 Netbooks/tablets improve learning in and out of school by encouraging:
- anywhere, anytime access to learning
- independence, eg promotion of problem solving skills, ability to ‘Google’ questions they have at any time
- greater access for family involvement in education through accessing their Netbook/tablet
- collaboration between students in different schools, states and even countries
- students to communicate appropriately and safely in social websites
- the ability to access homework and school information online and offline
- more time for teachers to teach students to use the internet appropriately as a tool to learn
- greater access to real-time information, digital learning resources and educational software
PROGRAM FOR STUDENTS WITH DISABILITIES (PSD)

Our school has a positive approach to the provision of inclusive schooling for all children in the education programs and social life of our school. We have Education Support Officers who work with children who have been identified as meeting the criteria for the PSD. The School receives funding in its Resource Package to meet the learning needs of these children.

LIBRARY RESOURCE CENTRE

From the beginning of the year your child will be coming to the Library Resource Centre every week. We expect them to develop a love of books, stories and language. We will teach students how to care for their own library books at home (away from younger brothers and sisters). Every week, when your child borrows a book, please read it, or talk with them about the pictures. We have discovered that children who hear many stories are usually the best readers later in their schooling. Please remind your child to return his/her library book every week so they can borrow a new book.

REPORTING TO PARENTS

Foundation parents have the opportunity to meet with their child’s classroom teacher once the Prep Assessment Interview is completed.

At the start of the year, a personalised Meet & Greet session will be organised to enable parents to meet with their child’s new teacher and discuss any important and relevant issues.

Written student reports will be forwarded home to parents at the end of each half-year Semester in June and December.

Formal parent/teacher/student interviews are scheduled at the end of term two.

Also, special parent sessions or information nights will be held to keep the school community informed of our programs. These will be promoted through our newsletter.

EXCURSIONS/INCURSIONS

School excursions/incursions play an important part in the educational and social development of your child. Please allow and encourage your child to attend whenever these activities are arranged for his or her class.

Due to legal requirements, no child will be permitted to participate in an excursion unless payment and a signed consent form is returned by the stipulated date.

One local excursion permission form will be used to cover all local excursions in the Greenvale area - within walking distance. This permission form is included on the enrolment form and is valid throughout your child’s schooling at Greenvale Primary School.

HELPING YOUR CHILD TO ENJOY READING

1. Let your children see you reading for enjoyment, for news, and for information in cookery books, directories, manuals, etc. In this way children will see that reading is important to you for many reasons.

2. Read to your child often. Try to set aside a short period each day for this. Choose a quiet, special time - for instance, bedtime. Reading aloud together should continue, even when your child can read well.

3. Take the time to talk about the books you read with your children. This helps establish the fact that books are things to talk about and that reading generates ideas, opinions and questions.

4. Build up your child's personal collection of books. Give books as presents on special occasions. Take your child to book shops and browse together.

5. Allow your child to use educational applications on iPads, netbooks and other ICT resources.

6. Visit your local library on a regular basis to choose books and encourage your child to get involved in the library's activity programs.

7. Write your supermarket shopping list clearly and ask your child to help you read it in the shop. This can be fun, and it helps your child to build a sight vocabulary based on familiar things.

8. Consider a subscription to a children's magazine. Magazines can be good reading for pleasure and information, and children enjoy receiving their own post.
9. Encourage your child to look for signs eg. Stop, Exit, Roundabout, MacDonalds, Supermarket, etc. when you are out and talk about what they say.

10. Reading is what makes better readers. Do all you can to make reading a pleasurable and useful activity - and watch your child respond.

**FOUNDATION - HOME READING**

During the year, your child/children will be bringing ‘Home Reading Books’ home. This practice is an extremely important part in their learning to read. At times the book may seem difficult; this is because your child may have chosen the book out of interest.

It is important that you take an interest in the book and ask your child some of the following questions:

- **Would you like me to read the book to you?** Would you like us to read it together?
- **Would you like to "read" it to me or tell me about the illustrations?**

Please do not force your child to "read" the book as this may reduce his/her confidence. Sometimes your child will be tired and will not be in the mood to read.

Before reading the book, look at the illustrations together and ask your child to tell you what the book could be about.

When reading allow your child to finger point the words as this will help with the flow of the reading. If your child wants to know a word, or is having difficulty with a word, say -

- **What do you think it could be?** Have a go?
- **Do the illustrations give you an idea?** Do the letters give you a clue?

Please do not take too long over a word. If your child begins to get frustrated, simply tell him/her the word. It is important that reading is seen as a pleasurable and positive experience.
### CURRICULUM SUPPORT AND ENRICHMENT PROGRAMS

#### CULTURAL AND ARTISTIC:
- Year 3 – 6 Concert every alternate year
- Foundation – Year 2 Concert every alternate year
- Art Show in alternate year to School Concerts
- Choir
- Performances by classes throughout the year
- Professional performances held at school
- Art Displays/competitions/parades
- Instrumental music program (Fee-for-service basis)
- Buskers Morning

#### EDUCATIONAL ENHANCEMENT:
- Reading Intervention Program
- Use of Learning Resource Centre Library
- Book Club/Book Week Celebration
- Special days/theme days - whole school celebration weeks
- Inclusion Program for Students with Disabilities (PSD)
- English as a Another Language (EAL) support
- Graduation - Year Six
- Chess Club

#### SPORTING AND LEISURE:
- Inter -school sporting competition for Year 6
- Home sport program for Year 3-6
- Skill focussed sports program for Foundation - Year 2
- Annual House and District athletics competition
- Coaching of team sports/athletics
- Sports Clinics
- Lunchtime Activities Program

#### CAMPS AND EXCURSIONS:
- Year level excursions and in school activities
- Year 3 Camp – Overnight sleepover at school
- Year 4 Camp – 3 days
- Year 5 Camp - 4 days
- Year 6 Camp – 4 days

#### LEADERSHIP AND DECISION MAKING:
- Student Leadership Program Including:
  - School Captains and Vice Captains
  - House Captains
  - Student Voice
  - Learning Resource Centre Library Monitors
  - Class captains in Years 3 - 6
  - Buddies Program

#### STUDENT WELLBEING:
- Assistant Principal
  - Meredith Clegg
- Special Needs Coordinator
  - Gwen Hutcheson
- Psychologist
- Speech Pathologist
- Visiting Teacher Service
- Restorative Practices
- Student Inclusion & Engagement Guidelines
- Whole school activities highlighting positive behaviour.
- Special assemblies / behaviour focus / student awards
- Integration support staff - teacher and aides.
- Transition program: Pre-School and Secondary School
- Social Skills and Bounce Back Programs

#### COMMUNICATION:
- Assemblies- whole school, year level
- School Website
- Newsletters
- Information nights for parents.
- Parent Forums with Principal and Assistant
- Community Links Committee
STUDENT WELLBEING

STUDENTS’ RIGHTS AND RESPONSIBILITIES

RIGHTS

A “right” is something that belongs to you and cannot be taken away. Remember, we all have rights - our classmates, other students, parents, teachers and visitors.

RESPONSIBILITIES

As we accept rights, alongside are responsibilities. These affect others as well as yourself.

<table>
<thead>
<tr>
<th>Student’s Rights</th>
<th>Student’s Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To feel safe at school.</td>
<td>To learn and follow all school rules.</td>
</tr>
<tr>
<td>To learn without interference from others.</td>
<td>To attend class prepared to learn to the best of your ability and not interfere with the learning of others.</td>
</tr>
<tr>
<td>To be treated with respect and in a fair manner free from harassment.</td>
<td>To treat others with respect and resolve differences through discussion and compromise and not conflict.</td>
</tr>
<tr>
<td>To expect your property to be safe.</td>
<td>To take care of your own, schools and others peoples’ property.</td>
</tr>
</tbody>
</table>

School Expectations

Students should

- obey all reasonable requests of staff.
- always treat others with respect.
- respect the rights of others to learn.  
  No student has the right to impact on the learning of others.
- respect the property of others.
- bring correct equipment to all classes
- work to the best of their ability
BEGINNING SCHOOL........

YOUR CHILD WILL NEED TO BRING THE FOLLOWING WITH THEM ON THEIR FIRST DAY AT SCHOOL:

*ALL CLEARLY LABELLED!*

1. ART SMOCK
   - Students require an art smock with long sleeves. An old shirt with elasticised neck and sleeve bands is suitable. Alternatively a smock can be purchased from the Uniform Shop.

2. SPARE CLOTHING
   - Please send a complete change including underwear, in a plastic bag MARKED WITH YOUR CHILD'S NAME.
     
     Please note that it is not the teacher's responsibility to change children. Parents will need to be contacted if no clothing is available or if the child is unable to change him/herself. The clothing will need to be replaced if an accident does occur. A change of clothing is particularly important during the winter months as children do have a tendency to seek out muddy areas!

3. TISSUES
   - Each child is to provide a box of tissues for classroom.

4. SCHOOL BAG
   - This should be large enough to hold a book cover; a lunch box and plastic water-filled drink bottle (all clearly labelled) which your child knows how to open. School bags are available from the Uniform Shop.

5. PHYSICAL EDUCATION OUTFIT& RUNNERS
   - Black shorts or tracksuit pants, school polo shirt and runners (non-marking soles) are required physical education clothing. It is most important that children are dressed appropriately for their physical education classes.
     
     **NOTE:** This is not required on the first day. The class teacher will inform you of your child's designated Physical Education day.

6. LIBRARY BAG
   - A 36cm x 45cm drawstring bag is required for Library borrowing or you can purchase a Library satchel from the school Uniform Shop.

7. PLASTIC LUNCH BOX
   - We are also encouraging children to be environmentally responsible and as such, discourage foods with wrappings that need to be taken outside. Children are encouraged to eat all food/snacks inside and to take them out of the wrapper if it must be taken outside. This vastly reduces litter in the school yard and increases the child's environmental awareness and responsibility.

8. WATER
   - We encourage students to bring a water-filled drink bottle each day. Glass containers/bottles and cans of drink are NOT allowed at school.

SUPERVISION OF YOUR CHILD

Supervision of students in the school grounds commences at 8.45 am until 9.00am in the morning. Please ensure that your child does not arrive at school prior to this time. At recess and lunchtime teachers are timetabled on the school grounds to supervise the children. After school, supervision of students in the grounds occurs from 3.30 pm until 3.45 pm.

WET DAYS

If the weather is unsuitable for the children to go outside, the school will work on a "Wet Day" timetable with supervision being provided inside. Please note the importance of your child having appropriate clothing in winter on wet and cold weather days, i.e. raincoats and hats, waterproof shoes (perhaps slippers to wear in the classroom), gloves, warm hats, etc. Again children do tend to find wet or muddy areas, so a change of clothing, contained in a plastic bag will save us phoning parents to bring such items if needed. Similar arrangements are also arranged for days of extreme heat and high winds.
NEW STUDENTS TO GREENVALE PRIMARY SCHOOL

When a child starts mid-term we endeavour to make their transition as easy as possible. The class teacher will introduce your child to the class and assign a ‘buddy’ to show your child around. Greenvale students are helpful and take care of others. We encourage your child to join in activities and be confident about the new friends they will make. Please organise a designated place at our school to meet your child each afternoon, especially in the first few days. If there are younger brothers and sisters to collect ensure they know where you will meet them.

HELPING YOUR CHILD SETTLE INTO FOUNDATION

At school, children benefit from becoming increasingly independent at doing many things for themselves. It is advisable to begin teaching them to do some things for themselves at home before they reach school. The following skills will help your child become independent and self-confident when they are at school.

Managing their own belongings:
Recognising their own belongings and their name
Undoing zips and buttons.
Taking off and putting on:
- Shoes and socks
- Jumpers/windcheaters
- Coats
- Art smock
Turning clothing right side out
Carrying own school bag
Recognising the difference between play lunch and lunch

Taking care of their personal needs:
Independent toileting including washing their hands and flushing the toilets.
Boys using the urinal independently.
Using a tissue independently.

SOME THINGS TO CONSIDER:
Can your child -
- Separate easily from mum and dad? (If your child has difficulty separating from you it is best not to linger in the classroom)
- Follow directions?
- Share and take turns with other children?
- Express their needs clearly and confidently?
- Communicate clearly using complete sentences?
- Display confidence and be positive with new people and situations?
- Be truthful and honest?
- Display courtesy? e.g. ‘please’, ‘thank you’, ‘excuse me’
- Manage frustration and anger?

STUDENT ATTENDANCE - ‘Every Day Counts!’

Our school supports the Department of Education and Early Childhood Development's “Every Day Counts” campaign and has set a school target of 95% attendance for students at every year level. This equates to no more than an average of 11 absence days in a school year per student.

Each time your child is away from school, please send a note to the teacher when your child returns or prior if you are aware that they will be absent. The note must include the date, the reason for the absence and the parent’s signature. If your child's absence will be for an extended period, please contact the school office and forward a letter to your child's teacher on their return.
Prior to taking their child on a family holiday, parents are to notify the school. For students going on an extended (more than one week) family holiday, a Student Absence Learning Plan will be developed, with the expectation that the student completes the work while they are away.

Department of Education and Early Childhood Development regulations will result in teachers contacting parents if a child is absent without a note or if the reason for absence is unsatisfactory. We seek your support in this matter.

**ILLNESS/MEDICINES**

**A SICK CHILD IS NOT TO BE SENT TO SCHOOL**

Sending a sick child to school is unfair on the child, nor does the school does not have the personnel or facilities to cater for these children. If your child becomes ill at school, you will be contacted and required to collect him/her or arrange for someone else to do so. If parents cannot be contacted we will then ring the emergency person contact for your child.

**SENDING A CHILD TO SCHOOL WHO NEEDS TO TAKE MEDICATION**

Students who need to take prescribed medication (antibiotics, eye drops, cough mixture, Panadol etc.) in school hours are required to have a *Student Medical Management Plan* completed by their parents/guardians before the medication can be administered by staff members at school.

This form is on our website as a **PDF file** or a hard copy can be obtained from the General Office.

**INFECTIONIOUS DISEASES**

Under the Health Act children are required to present an immunization certificate at primary school entry.

The aim of the legislation is to encourage parents to have their children immunised against diphtheria, tetanus, poliomyelitis, measles and mumps before school entry.

In the event of an outbreak of any of these diseases, any child not immunised will be excluded from school for the prescribed period.

If your child contracts an infectious disease, visit your family doctor. The table on pages 14 - 15 provides exclusion information.
## Appendix 8: School Exclusion Table

The following table indicates the minimum period of exclusion from schools and children’s service centres required for infectious diseases cases and contacts as prescribed under Regulations 13 and 14 of the Health (Infectious Diseases) Regulations 2001 – Schedule 6. In this Schedule ‘medical certificate’ means a certificate of a registered medical practitioner.

<table>
<thead>
<tr>
<th>Disease or condition</th>
<th>Exclusion of cases</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amoebiasis (Entamoeba histolytica)</strong></td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Campylobacter</strong></td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Chickenpox</strong></td>
<td>Exclude until fully recovered or for at least 5 days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded</td>
</tr>
<tr>
<td><strong>Conjunctivitis</strong></td>
<td>Exclude until discharge from eyes has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Diarrhoea</strong></td>
<td>Exclude until diarrhoea has ceased or until medical certificate of recovery is produced</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Diphtheria</strong></td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later</td>
<td>Exclude family/household contacts until cleared to return by the Secretary</td>
</tr>
<tr>
<td><strong>Haemophilus type B (Hib)</strong></td>
<td>Exclude until medical certificate of recovery is received</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Hand, foot and mouth disease</strong></td>
<td>Until all blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Hepatitis A</strong></td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Herpes (‘cold sores’)</strong></td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, when possible</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Human immuno-deficiency virus (HIV/AIDS)</strong></td>
<td>Exclusion is not necessary unless the child has a secondary infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Impetigo</strong></td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Influenza and influenza like illnesses</strong></td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Leprosy</strong></td>
<td>Exclude until approval to return has been given by the Secretary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Disease</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed</td>
<td>Not excluded if receiving carrier eradication therapy</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis</td>
<td>Re-admit the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td>Exclude until medical certificate of recovery is produced</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by the Secretary</td>
<td>Not excluded unless considered necessary by the Secretary</td>
</tr>
<tr>
<td>Vero toxin producing Escherichia coli (VTEC)</td>
<td>Exclude if required by the Secretary and only for the period specified by the Secretary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude the child for 5 days after starting antibiotic treatment</td>
<td>Exclude unimmunised household contacts aged less than 7 years and close child care contacts for 14 days after the last exposure to infection or until they have taken 5 days of a 10 day course of antibiotics</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if diarrhoea present</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>

Exclusion cases and contacts is not required for Cytomegalovirus Infection, Glandular fever (mononucleosis), Hepatitis B or C, Hookworm, Cytofalovirus Infection, Molluscum contagiosum, or, Parvovirus (erythema infectiosum, fifth disease).
**PRIVACY**

Our school abides by the Department of Education and Early Childhood (DEECD) guidelines in regard to privacy. DEECD and the service providers are bound by the Victorian privacy laws, the *Information Privacy Act 2000* and the *Health Records Act 2001*, as well as other laws that impose specific obligations in regard to handling personal and health information that directly or indirectly identifies a person.

Greenvale Primary School is committed to protecting the privacy of personal and health information. This policy supports the Department's need to collect information and the right of the individual to privacy. It ensures that the Department can collect personal and health information necessary for its services and functions, while recognising the right of individuals to have their information handled in ways that they would reasonably expect and in ways that protect the privacy of their personal and health information.

**EMERGENCY INFORMATION**

It is essential that the school can make contact with parents at all times as serious sickness or accidents can occur whilst the child is at school. We therefore keep computer files on which the parents' work addresses, telephone numbers, and other relevant information is recorded.

*It Is Vital That This Information Is Kept Up To Date.*

If changes of address, phone numbers, employment, etc. occur during the year, please notify us *immediately* in writing.

**‘FLYING TO FOUNDATION’ – Pre-School to Foundation Transition**

Our Pre-School – Foundation Transition Program commences in Term 2, with school tours held throughout the remainder of the year.

These walks allow prospective parents to see school programs and initiatives in action.

They are hosted by the school Principal Angelika Ireland or nominated staff.

The Prep Information Evening is the focus at the beginning of Term 4 with all prospective parents invited and made welcome. This is your opportunity to hear about what our school can offer your child.

In Term 4, our ‘Flying to Foundation’ program offers an hour and a half session each week over 5 weeks. The aim of the program is to make children confident, and familiarise them with the school buildings, grounds, students and staff - thus facilitating a smooth and happy transition.

In early December, students are then invited to come and meet with their new teacher and class in preparation for the following year.

**YEAR 6 TRANSITION**

Year 6 students commencing Secondary School are required to cope with a very different environment. It is our responsibility to make this Transition as enjoyable and easy as possible.

Our aim is to provide a smooth and efficient transition from Primary School to Secondary School with additional support provided to those who require it.

As part of the transition from Year 6 to Year 7, Greenvale Primary School students participate in organised programs with local Secondary Schools. Within our school context, numerous social and leadership programs are provided for Year 6 students that will support and prepare them for a smooth transition into secondary school.
PARENT INVOLVEMENT

PARENTS WITH A CONCERN
In essence, your child’s classroom teacher should be your first point of contact regarding a concern or a question. Remember, it is better to discuss a problem when it is first detected rather than allow it to become a major problem! If your concerns are not addressed, please refer to our policy ‘Addressing Parent Concerns’.

SUPPORTING AND ENCOURAGING YOUR CHILD
Parents are requested to support and encourage their child/children in the following matters
- By being aware of, and reinforcing, the general school rules and routines.
- Attendance and punctuality:
  a) Following an absence, please send a brief note for our records.
  b) Please assist your child to be punctual. Punctuality is an important character trait and is considered by the school to be most important.
- Encourage children to take responsibility for return of notices, e.g. book club, excursion notes etc.
- Name all articles of outer clothing and name possessions, such as sports materials and lunch boxes.
- Parents wishing to collect their children early for an appointment are asked to forward a note with the child stating the time the child will need to collected, then go to the office to collect the early dismissal form. This is to be handed to the classroom teacher who will then release the child.
- Please keep children at home when they have heavy colds or other illness that can be detected before school.
- Discourage dogs from following children to school. Dogs are not allowed in the school yard either on or off a leash.
- Discourage children from bringing expensive personal goods to school. Personal property brought to school by students is NOT covered by Department of Education and Early Childhood Development Insurance and neither the Department of Education and Early Childhood Development nor the school are responsible for any loss.
- Should students require access to a personal mobile phone, it needs to remain in the student’s school bag and switched off during the school day. Mobile phones sighted by teachers will be stored by the school for the duration of the day. Mobile phones are not encouraged to be brought to school.

HOME-SCHOOL PARTNERSHIP
It is essential that children know their parents and school staff are interested in their development. There are a number of practical ways through which parents can make this interest a reality in the eyes of their children.

Here are a few suggestions:
1. Listen to your children and talk with them. Only the family can provide many of the rich experiences which are the right of every child.
2. Develop positive attitudes about, and be supportive of, the school.
3. Be alert to the first signs of stress which your child may be encountering through a problem at school. If concerned, make an appointment with the class teacher to discuss this further.
4. Show interest in the work your child brings home.
5. Provide time, place and the willingness to assist in any school work which may be given to the child.
6. Accept any invitations from the school to attend special events or parent information sessions
7. Attending parent/teacher meetings or interviews.
8. Contacting the school if altered home circumstances or a changing health pattern could affect your child's performance at school.
9. Read the school ‘Newsletter’ that is sent home fortnightly
10. Above all, know that the school welcomes you to see what your child is doing in the classroom.
11. Promptly answering written communications (notices) from the school.
REMEMBER: Parents and teachers are partners in the education of the child!

* Refer to 'Practices for Positive Primary Partnerships’ Brochure
  (Effective Home – School Communication)

THINGS YOU CAN DO TO HELP YOUR CHILD

- Talk freely about the positives of school with your child.
- Establish routines – bedtime, meal time, television time and recreation
- Label every item of clothing and have your child recognise their name.
- Model good speech, reading and writing habits.
  e.g. Talk using complete sentences and correct English
  Read and talk about stories together
  Practise writing together for real life purposes e.g. Shopping lists
- Model common courtesy and using good manners.
- Encourage your child to have a go, take risks, observe and comment
- Praise your child’s efforts and encourage confidence to accept new challenges.
- Be aware of the school rules and values so that you can reinforce them with your child.
- Model and teach your child basic road safety and pedestrian safety around the school e.g. using school crossings correctly, wearing seatbelts, exiting and entering the car safely.
- Ensure your child attends school on a regular basis.
- If possible schedule family holidays during the school term holidays.
- Ensure that your child is punctual and arrives at school on time each morning.

VOLUNTEERING AS A PARENT

You can help by:

1. Being active supporters of the School Council, and/or its committees.
2. Taking part in working bees and fundraising activities.
3. Offering yourself as a volunteer at the school as a
   - classroom helper
   - Learning Resource Centre (library) assistant.
   - excursions/camps assistant
4. Becoming a Parent Contact for your child’s class and be part of the Community Links Committee
5. Assisting at Special Events such as the Family Fun Night, Art Show, sausage sizzles etc
6. Assisting at the Uniform Shop
7. Offering yourself as an "outside expert" to teach particular skills which would be of value to the pupils at the school, to talk about your job or experiences.

Before you can become a Parent Helper you must obtain a Working With Children’s Check. You can obtain an application form from any Australian Post Office. A copy of your card must be given to the school office.

Don't sit back - become involved!!
SCHOOL COUNCIL

The School Council is made up of volunteer parents and staff and plays a vital role in the functioning of the school.

Meetings are held on the third Tuesday of each month and parents are cordially invited to attend as visitors.

For further information contact the Principal, Mrs. Angelika Ireland or School Council President, Mr Craig Geddes.

School councils play a key role in Victorian government schools. Participating as a school council member is a rewarding and challenging experience. The school council supports the principal to provide the best possible educational outcomes for students.

The school council operates under a legislative framework within the Victorian government school system which includes the *Education and Training Reform Act 2006* and the *Education and Training Reform Regulations 2007*. Each school council is established by an Order of the Minister for Education.

**MAIN FUNCTIONS OF SCHOOL COUNCIL**

School councils have three main responsibilities:

- Finance – overseeing the development of the school’s annual budget and ensuring proper records are kept of the school’s financial operation.
- Strategic Planning – participating in the development and monitoring of the school strategic plan.
- Policy Development and Review – developing, reviewing and updating policies that reflect a school’s values and support the school’s broad direction outlined in its strategic plan.

Other key functions of school councils include:

- raising funds for school-related purposes
- maintaining school grounds and facilities
- entering into contracts
- reporting annually to the school community and the Department
- representing and taking the views of the community into account
- regulating and facilitating after-hours use of school premises and grounds
- operating a children’s service at the school.

**SCHOOL COUNCIL SUBCOMMITTEES**

Subcommittees are advisory bodies to the school council and assist council with work that needs to be done. They meet as directed by the council and report, in writing, to the council. Subcommittees regularly report at school council meetings to provide advice and make recommendations to the council. The council has the final responsibility for decisions. As subcommittees are open to non-school council members, members of the school community have a chance to get involved in school planning and council matters.

The following are the subcommittees of School Council in which parents can become active members.

The School Council Committees generally meet monthly.

**FINANCE**

The Business Manager and Principal are members of this committee.
The Business Manager reports to the Finance Committee on the monthly finances of the school.
This Subcommittee:
- monitors the Revenue and Expenditure budgets on a monthly basis.
- reviews and evaluates the Program Budgets each year.
- liaises with the Community Links Committee and considers other sources of funding
- co-ordinates and reviews matters related to school finances and provide reports and recommendations to School Council
- devises and recommends policy and guidelines with respect to the hire of school facilities
- liaises with the canteen lessee on issues of menu, pricing and financial performance
- reports to School Council on canteen matters
- makes recommendations to School Council regarding the approval of hire arrangements
- presents the next year’s budget at the November School Council meeting

BUILDINGS AND GROUNDS
The role of this Committee is to:
- administer the upgrading and maintenance of the school facilities by working in consultation with the Department of Education and Early Childhood Development and the school community
- respond and have input into the school’s forward planning in relation to buildings and grounds
- conduct structured and regular workplace inspections to ensure safety in school buildings and grounds
- monitor the school cleaning contract
- monitor and implement:
  * the regular inspection of essential services
  * the Urgent/Minor Works Program with due regard to the School Maintenance System requirements
  * working bees to complete various building and grounds projects
- recommend buildings and grounds items to be included in the following year’s budget

COMMUNITY LINKS COMMITTEE
The role of this Committee:
- will be made up of a representative from each classroom
- each representative will provide an important link between their child’s classroom and parents of children in that room
- assist the class teacher in the organisation of class helpers
- work in conjunction with staff, School Council and other school committees to raise additional funds as required for the effective running of the school
- develop a fund-raising schedule for the year and submit to School Council
- enlist support for and nominate a leader to supervise each event
- oversee the operation of fund-raising events to ensure that they are well publicised, administered and supported
- make recommendations in relation to the following year’s budget

UNIFORM COMMITTEE
The role of this Committee is to:
- provide a compulsory school uniform which is practical, comfortable, attractive and affordable to distinguish the students of Greenvale Primary School
- maintain a uniform shop to sell uniform items using an order system with either cash sale, credit card or EFTPOS
- maintain stock in accordance with the availability of funds
- operate a roster for the voluntary supervision of the uniform shop
- monitor the appropriateness of the school uniform and to make recommendations for change where necessary
- conduct stock takes at the end of each term
- complete regular reports to School Council on the operation of the uniform shop
- promote the school’s compulsory uniform policy
- develop and work within clearly stated operational guidelines
COMMUNITY INVOLVEMENT

Community Involvement:
Greenvale Primary School relies upon a strong level of parent support and involvement in the school and prides itself on the development of effective and sustainable home/school partnerships. Parents and Carers have the opportunity to be involved in the school through the following avenues:
- Classroom Helpers; Book Club; Working Bees
- Uniform Committee; Community Links Committee
- Parent Information Nights (Camps, Anti-bullying Education, Family Life, Foundation Information)
- Attending Camps and Excursions
- Interpreting and translating

Community Access:
The school has an excellent range of facilities that are made available to the local community for a range of purposes that include:
- Hire of School facilities
- After school student extension programs (Chess, Kelly Sports)
- Use of school sports grounds by community sporting clubs

Communication:
At Greenvale Primary School we keep the school community informed of our achievements and activities through:
- Monday morning/Friday school assembly for whole school;
- Fortnightly School Newsletter; Term Calendar; Notices sent home. They are also placed on the School’s Website and School App
- Parent Information Handbook
- Twice yearly written report to parents on student achievement and regular Parent Teacher Meetings
- Program Support Group Meetings for students with disabilities or special needs.

Communication (continued):
- Monthly School Council Meetings and regular School Council sub-committee meetings
- Parent training programs such as Literacy Helpers
- Open Days and Whole School Special Celebrations
- Publication of Annual Report on the school website

Greenvale Primary School obtains the local community views on the school’s performance through:
- Annual Parent Opinion Survey
- Parent consultation forums and processes
- Evaluation and feedback questionnaires

Community and School Protocols:
Parents and other community members work in partnership with the school and:
- Respect and promote school values
- Support school Codes of Conduct
- Are actively engaged in their child’s learning
- Provide support for the school through working bees, fundraising, involvement at school information sessions
- Attend school celebration/special events
- Observe confidentiality when participating in school activities
- Support the school by providing information to ensure the safety and wellbeing of all children

Broader Educational Community:
The school values and develops strong networks and partnerships with the broader educational community through the following opportunities:
- Kindergarten/Foundation Transition program
- Secondary School Transition programs
- Hume Principal and Assistant Principal Networks
- Hume Global Learning Village
- Student Teacher placements
- Work Experience students
ADVANCE AUSTRALIA FAIR

Australians all let us rejoice,
For we are young and free.
We’ve golden soil and wealth for toil,
Our home is girt by sea.

Our land abounds in nature’s gifts,
Of beauty rich and rare.
In history’s page let every stage,
Advance Australia fair.

In joyful strains then let us sing
Advance Australia fair.

Beneath our radiant Southern Cross,
We’ll toil with heart and hands,
To make this Commonwealth of ours,
Renowned of all the lands.

For those who’ve come across the seas,
We’ve boundless plains to share.
With courage let us all combine,
To Advance Australia Fair.

In joyful strains then let us sing
Advance Australia Fair.
ATTACHMENT 2 – SCHOOL MAP