

WELCOME TO  
KEW EAST PRIMARY SCHOOL

# 2009 PROSPECTUS





## KEW EAST PRIMARY SCHOOL INFORMATION DIRECTORY

Principal  
Mandy Dunn

Assistant Principal  
Deb Sparke

School Council President  
Simon Berridge

Business Manager  
Roz Lambert

Administration  
Kate Beresi



### Contact Numbers

School Office	9859 2903
School Facsimile	9819 7179
Out of School Hours Care	9859 6052

Email: [kew.east.ps@edumail.vic.gov.au](mailto:kew.east.ps@edumail.vic.gov.au)

Web page: [www.keps.vic.edu.au](http://www.keps.vic.edu.au)

## INTRODUCTION

It is with considerable pleasure that we present our school prospectus to you and we thank you for your interest in our school.

Since the school was established in 1892, Kew East Primary School has had a long and distinguished record in providing a challenging learning environment for fostering individual excellence.

This tradition continues today. The learning and teaching program offered at Kew East Primary is both comprehensive and challenging, and seeks to provide for the special talents of each student at each specific stage of learning and level of ability.

This strong academic emphasis, together with a warm welcoming and caring approach, ensures that Kew East Primary provides an ideal school environment. We welcome all who wish to be part of the pursuit of quality education and encourage you to visit and join us.

## School History

Kew East Primary School officially opened on 25th April, 1892. The school moved to the current site in Kitchener Street in 1923, and the three-storey brick building was added in 1929. In its early years Kew East faced the danger of being closed because of low attendance, but a petition by local residents succeeded in keeping the school open. During the early 1920s, Kew East Primary became a Central School with secondary classes continuing until district high schools were established. Other buildings were added to the site: a canteen, library, a Rural Training School (now demolished), classrooms and, in 1973, a new library. The present administration block was opened in 1983.

The Kew Music Centre was built in 1978 as a joint community project involving the Kew East Primary School Council, Kew City Council, Kew Citizen's Band, St. Anne's School and the Kew East Band Parents' Association. The Kew East Primary School Brass Band was set up in 1930 and continues today to achieve notable success.

We are very proud of our school motif which depicts fledgling spreading wings that will carry it from the warmth and protection of its home into the wide world. It symbolises the help and guidance given to our youngsters as they begin their flight ONWARDS and UPWARDS to the future, and also symbolises what we want our students to be: vigorous, skilled, resolute, springing from a source that is supportive and impelling.

## Vision

Kew East Primary School will:-

- Educate students to respond in a caring and compassionate manner to new ideas and technologies within a rapidly changing world
- Actively encourage student connectedness, resilience, active citizenship and social competencies
- Encourage the development of motivated, inquiring and independent life long learners
- Provide opportunities for students to develop decision-making, problem solving and critical thinking skills

## Mission

As a learning community, Kew East Primary School is committed to the provision of rich educational learning experiences which allow each student to attain their potential.

## Values

At Kew East Primary we have certain values that we strongly believe in. These are:-

**RELATIONSHIPS:** Friendship, Kindness, Compassion, Family, Enjoyment, Peace, Fairness

- Developing positive relationships with others
- Being a good friend to others
- Developing a connectedness to family, friends and the community
- Being compassionate and having empathy for others

**RESPECT:** Honesty, Manners, Acceptance, Tolerance

- Care and concern for yourself
- Care and concern for others
- Acceptance of difference
- Looking after the environment
- Showing pride in our school

**RESPONSIBILITY:** Happiness, Learning, Health, Teamwork, Co-operation

- Achievement of personal best
- Being accountable for our actions
- Acceptance of individual and team responsibility
- Sharing knowledge and working effectively together

**RESILIENCE:** Self-esteem, Self-confidence, Positive Attitudes

- Developing self-management skills
- Being optimistic
- Developing perseverance

These core values are derived from our school vision and underpin all levels of operation throughout the school. These values are actively promoted through our whole Student Wellbeing Program, ensuring community members are treated with dignity.

## Learning and Teaching Statement

At Kew East Primary School we believe that the educational focus needs to be on intellectual engagement and connectedness to the real world. We believe that children best learn when:-

- Individual differences and achievements are recognised, acknowledged and celebrated.
- They experience a sense of belonging and significance.
- Positive relationships are developed which are built on trust and mutual respect.
- Learning is meaningful and connected to the real life experiences of students.
- Knowledge is integrated and connected across subject boundaries.
- The curriculum is problem-based, allowing students to solve specific real, practical or hypothetical problems.
- They are challenged and motivated to manipulate information and ideas through the use of higher-order thinking.

- The curriculum is learner-centred and the children are encouraged to be active, responsible, and independent.
- They are encouraged to take risks in a climate of mutual respect and support.
- Teachers convey high expectations for all students and are explicit in communicating these expectations.
- A variety of teaching and learning strategies, styles and approaches are used.
- They are provided with regular feedback on their progress towards achieving individual learning goals.
- Parents are provided with opportunities to support their children's learning
- They are able to make use of new technologies to support and enhance their learning.

## Victorian Essential Learning Standards

The Victorian Essential Learning Standards describe what is essential for students to achieve from Years Prep to 10 in Victorian schools. The Essential Learning Standards act as a curriculum framework for Victorian schools. They are based on the best practice in Victorian schools, national and international research and widespread consultation with school communities, educators, professional associations and community groups. The Standards will provide the means for all Victorian schools to use the best curriculum thinking to better prepare students for success at school and beyond.

To succeed beyond the compulsory years of schooling, all students need to develop the capacities to:

- manage themselves as individuals and in relation to others
- understand the world in which they live; and
- act effectively in that world.

To ensure that the school curriculum develops students with these capacities, the Essential Learning Standards are developed within three core, interrelated strands. Each strand has a number of domains. The domains describe the knowledge, skills and behaviours considered essential in the education and development of students to prepare them for further education, work and life. The three strands and their associated domains are:

### *Physical, Personal and Social Learning*

- Health and Physical Education
- Interpersonal Development
- Personal Learning
- Civics and Citizenship

### *Discipline Based Learning*

- The Arts
- English and Languages Other than English
- The Humanities (Economics, Geography and History)
- Mathematics
- Science

### *Interdisciplinary Learning*

- Communication
- Design, Creativity and Technology
- Information and Communication

The *Victorian Essential Learning Standards* include standards at six levels broadly associated with the years of schooling from Years Prep to 10 as follows:

Level 1 - Preparatory Year

Level 2 - Years 1 and 2

Level 3 - Years 3 and 4

Level 4 - Years 5 and 6

## Multi-Age Class Structure

As a learning community, Kew East Primary School is committed to the provision of rich educational learning experiences which allow each student to attain their potential. (Mission statement 2004) The teaching staff at Kew East has unanimously supported a multi-age approach which has been operating in the school since 1997. A multi-age philosophy is built upon the belief that multi-aging is the most effective organisational structure to meet the needs of individual children. By its fundamental structure and teaching pedagogy, a multi-age classroom is a dynamic social and learning community.

Our students need to develop skills, knowledge and attitudes necessary to be life long learners and we at Kew East Primary have worked to provide the best school structure to facilitate this growth. We have applied this multi-age philosophy to a class structure based around a framework of a two year expectation except at the Prep level. All Victorian schools, regardless of class structure will be using the Victorian Essential Learning Standards (VELS) as a basis for curriculum planning and reporting student achievement.

With this framework, teachers are able to utilise their skills, talents and collective skills to cater for the individual learning needs of children. Teachers successfully plan together in their level team. The multi-age class structure contributes positively to the strong social developmental needs of our students, providing greater opportunities for children to develop skills in leadership, social competencies and enhanced self-esteem. A multi-age approach ensures a comprehensive curriculum delivery that has in past years produced excellent academic results. As a result this structure contributes positively to the strong social developmental needs of our students, providing greater opportunities for children to develop skills in leadership, social competencies and enhanced self-esteem.

We believe that:-

- Multi-age classes consolidate our practice of teachers working in teams to plan and implement classroom programs. The close partnership between teachers allows for easy interaction between classes, so that children are able to work both formally and informally with an increased number of supportive and sympathetic adults.
- Children learn leadership skills through their interaction with both older and younger classmates. Over two years they experience being both the youngest and oldest members of the group. Younger children learn organisational and leadership skills from the older ones who lead by example in a co-operative and supportive manner.
- Teachers develop a thorough knowledge of their students and children develop on-going friendships within and across class groups in their level.
- The continuing, lifelong nature of learning is emphasised, in contrast to the year-long learning implied by traditional 'grade' structures.

At Kew East Primary, we strive continuously to achieve common goals in pursuit of our vision to provide rich educational learning experiences which allow each student to attain their potential.

## Learning Areas

### English and Languages Other Than English

In order to be an active and effective participant in society, students need to be able to speak, listen, read, view and write with confidence, purpose and enjoyment in a range of contexts. Learning about texts and language is important to the personal and social development of the individual. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

The primary purpose of the teaching of English in the Early Years (Prep to Year 4) is to establish firm foundation skills in speaking, listening, reading and writing. At Kew East Primary School our successful Early Years Literacy Program has been effectively implemented into all Prep – Year 4 classrooms.

Students in the middle years (Years 5 & 6) consolidate and build on the basic knowledge and skills related to texts and language that they developed in their early stages of schooling. Emphasis is placed on teaching students to compose, comprehend and respond to some more challenging literary and media texts, including multimedia, in more considered and critical ways.

Language Other Than English - Italian: The learning of a LOTE enhances children's educational, cognitive and social development in the context of increasing globalisation and Australia's cultural diversity. The place of LOTE in the curriculum is based on its contribution to a balanced general education and the development of the individual. The study of Italian is important as it acknowledges the Italian culture, acknowledges other cultures within the school and positively reaffirms the identity of children from different backgrounds. It provides all children with an opportunity for first hand experiences of another linguistic system and the culture it expresses and provides children with knowledge of that society.

### Mathematics

Mathematics is taught from a base of concrete experience which in the early years provides the foundation upon which children can actively build mathematical ideas. Learning mathematics involves mastery of several components: knowing mathematical facts, being able to carry out mathematical procedures and being able to use mathematics in solving problems and describing and understanding the world.

### The Arts

The Arts curriculum consists of two broad areas: Performing Arts (Dance, Drama, Music) and Visual Arts (Art, Media).

Kew East Primary School has long been associated with a strong Music program, supported by a full-time specialist teacher and a team of instrumental tutors. A comprehensive classroom program is supported by opportunities for student from Years 3 – 6 to participate in a range of musical groups which include Concert Band and Social Band, Marimba Group, Choir and Flute Ensembles. The musical groups perform regularly throughout the year, and represent the school at a variety of venues and functions. Other performing arts events include a school performance held bi-annually, end of the year Soiree, regular music performances at assembly and the annual Music Camp.

Our Visual Arts program is run by a full-time specialist teacher, who works as part of the teaching team to provide an Art program which supports the classroom program at each level.

Children develop knowledge and skills in a broad range of art forms including ceramics, collage, computer-generated, design, drawing, painting, photography, printmaking, sculpture and various crafts.

## **Health & Physical Education**

Our Physical Education Program is delivered by a specialist P.E. teacher in conjunction with classroom teachers. School Sport is conducted for Year 3 - 6 children in modified sports and skill development. Positive attitude, high levels of participation and support for all students are emphasised. The children in Years 5 & 6 have the opportunity to participate in competitive sports with neighbouring schools. We believe many benefits may be gained through healthy competition in an environment which promotes positive attitudes towards winning, losing and trying one's best. We place an emphasis on participation, knowledge of rules and skill development where all children are encouraged to take part regardless of their ability.

An effective swim and survive program is provided for Prep to Year 2 students using a heated indoor pool at the Bulleen Swim Centre. Special features of the swimming program include instruction of simple rescue and survival skills. Professional swimming coaches teach in small groups using the Aquacode Swimming Program for assessment purposes. Class teachers supervise the children at the venue and parents provide valuable assistance by helping in change rooms.

Our Perceptual Motor Program provides children in Prep with appropriate physical activities to develop fine motor and gross motor skills. Aspects of school life such as co-ordination, gross motor control, balance, memory development, concern awareness, discipline, social interaction, routines, confidence and language development are some of the numerous benefits of the program.

Kew East Primary has a comprehensive school camping program. The camps are designed to supplement and extend the curriculum undertaken in the classroom. The camping program provides students with the opportunity to acquire knowledge, enhance skills, develop attitudes, values and behaviours that promote respect for, and understanding of, society and the environment. It also strives to develop in students, self-reliance and positive social skills and offers the opportunity for communication and interaction as part of an effective team. Information is provided for parents and information evenings are sometimes held prior to each camp to give parents adequate notice of camp plans. Excursions and camps are conducted under the safety guidelines set down in the Department of Education and Early Childhood Development School Operations Manual.

## **Learning Support Programs**

At Kew East Primary School we are able to offer learning support for both mathematics and reading. Specially trained teachers are dedicated to providing intervention for those students who would benefit from additional support and specialised teaching approaches. Reading Recovery and Numeracy Intervention are the two programs that we provide. This is the second year that we have offered the Numeracy Intervention and we are already confident that it is making a difference to the learning of the students involved.

Reading Recovery: This program is an early literacy intervention program that targets year one students who have not reached the reading benchmark of level five in their prep year. It aims to

bring those students up to the appropriate benchmark level so they can become independent learners in literacy in the normal classroom setting.

Numeracy Intervention: This program aims to identify students, primarily year one students, who are at risk of not achieving academically at a classroom level. This program nurtures the development of these students to the point where they achieve academically at a classroom level.

## **REPORTING ON YOUR CHILD'S PROGRESS**

### **Parent Information Sessions**

Early in Term 1 Prep parents will be invited to an information evening where curriculum areas will be discussed. Parents will be provided with an Information Booklet that outlines the curriculum and procedures for each level. Additional information sessions are held throughout the year for specific issues and programs, e.g. for camp information or as a Community Education Forum. Parents are encouraged to clarify with class teachers any areas of curriculum about which they require information.

### **Reporting to Parents**

Ongoing communication between parents and teachers regarding each child's welfare and progress is encouraged. This communication process is facilitated in a number of ways:-

- Three formal parent/teacher meetings are held each year. Children in Level 3 & 4 are encouraged to attend these meetings with their parents. The first is in early term one and is particularly orientated towards the teaching staff finding out any factors related to the child's background which may affect behaviour and/or learning. The other meetings are held mid-year and end of the year. These meetings are focused specifically upon the student's report and portfolio. .
- Student learning portfolios are developed during each year and these consist of work samples assessed against the Victorian Essential Learning Standards. The purpose of the portfolio is to inform parents of their child's performance on a task against set criteria, and to show development in their learning. Student portfolios are sent home prior to mid-year and end-of-year parent / teacher meetings.
- Written reports are issued mid-year and again in December. These reports report on your child's progress against the learning outcomes of the Essential Learning Standards, in each of the Learning Areas. These reports also provide constructive feedback and recommendations for future learning.
- Each child has their own confidential file which accompanies the student through their primary years. This is a record of your child's progress and includes test results, assessment details, work samples, etc.
- On going support groups are established for children with special needs. These groups may consist of people such as parents, class teachers, the school Principal, Special Needs staff or Guidance Officers. .
- The school uses a variety of assessment procedures directly linked to the learning outcomes at each level of the Essential Learning Standards. This includes state-wide assessments as part of the National Assessment Program – Literacy and Numeracy (NAPLAN) at Year 3 and again at Year 5.
- In particular, contact may be sought by a parent of the school at any time throughout the year simply by making an appointment at a mutually convenient time.

# GENERAL INFORMATION

## Assemblies

Whole school assemblies take place each Monday morning in the School Hall. This assembly commences with the singing of the National Anthem. General information is passed on to the children at these assemblies, children perform as part of the performing arts program, and encouragement awards are given for effort, achievement, examples of upholding our school values and good sportsmanship. Parents are always welcome to join us each Monday morning.

## Children's Bank Accounts

Children's school bank accounts are handled by the Commonwealth Bank. Our school banking day is Wednesday. The deposit book including money, are handed to the teacher on Wednesday morning. Office staff personnel process the banking and bank books are returned to the children later in the week. This service raises money for the school as the bank pays a small dividend on each deposit received. There is no minimum or maximum deposit and there are no fees charged on the account. The aim of this service is to encourage regular saving.

## Emergency Information

Each parent is issued with an emergency information form to complete on enrolment. These are filed in the main office and information is transferred on to the school computer. Emergency phone numbers, etc. are entered in the class attendance register. It is essential that the school is notified of any change in emergency information during the year. This should be supplied to the office in writing.

## Enrolments

Kew East Primary School has Department of Education and Early Childhood Development approval to have an enrolment ceiling of 525 students due to increasing pressure from enrolments.

To enrol at this school, Kew East Primary School must be the designated local neighbourhood school. This is defined as the school that is the nearest in a straight line to a student's permanent residential address. The school will provide a place for students with a brother or sister who has the same residential address and who will be concurrently attending Kew East Primary School. Enrolments will be provided in order of closeness of home to the school.

All students for whom Kew East Primary School is their designated neighbourhood school will be enrolled even when this exceeds the agreed ceiling. In exceptional circumstances students can be enrolled on compassionate grounds where there are significant family or individual circumstances.

Parents of children in pre-school programs are provided with necessary information for enrolling their child at Kew East Primary. Providing school with information pertaining to court orders or serious medical conditions is very important. All student information is held in strict confidence in the office.

## Financial Payments

- **Term Payment For Excursions, Camps And Activities**

Students participate in activities both in and out of the school. They are arranged at reasonable intervals during the year to enable children to have a range of educational experiences. Any family experiencing financial hardship is invited to discuss the matter confidentially with the Principal. Parents are offered the opportunity to make a one off payment for all excursions and activities at the commencement of each term. Individual payments can also be made before each planned activity if the one off payment does not suit your family. Payment / permission forms need to be received prior to each excursion so your child can attend the activity. Activities at school do not require a permission form.

- **Essential Educational Items**

Each year the school purchases on behalf of students, various items of stationery and equipment. These items are made available to students and avoid the need for parents to supply them. By purchasing these items on behalf of students we are able to obtain substantial discounts and provide a simple system of every child receiving the required stationery. Also covered in this payment are the materials for our specialist programs.

- **Voluntary Educational Items**

Optional extras are those materials that are provided in addition to the standard curriculum program. These items include classroom musical instruments, student computer printing, computer leasing arrangements and the interactive whiteboards in classrooms.

- **Voluntary Financial Contributions**

Kew East Primary School endeavours to provide the best possible learning environment for all students. So that the school can continue to maintain high quality teaching and learning programs and resources, we require parental support through payments of Voluntary Financial Contributions.

School Council invites parents to make a donation to support the school for the following purposes:

1. To provide the resources to further maintain and improve the school grounds and playground equipment.
2. The employment of a school nurse. The school employs a qualified nurse who attends daily between the hours of 10.40am to 2.10pm.

- **Library Trust: Voluntary Donation**

The Library Trust funds are used for the maintenance of the library, a separate receipt will be issued for taxation purposes.

## Homework

Homework provides an opportunity for parents, in partnership with the school, to assist students to foster lifelong learning, study habits and organisational skills. Homework should complement the classroom program. In the Early Years (Prep – Year 4) reading of literature forms the basis of the majority of homework as well as numeracy tasks. Year 3 – 6 classes are more likely to have set Maths and English tasks, as well as research or projects. Homework can support Individual Learning Plans. Homework should be purposeful, meaningful and relevant to the

curriculum. Homework activities should be appropriate to the students' needs and be monitored with feedback and support provided as required. Parents can help their children by encouraging their child/ren to take increasing responsibility for their learning and organisation.

## Information

To be informed and stay informed is so important. If you are a new parent to our school there are two important information sources - our newsletter and our school website. Every effort is made to send all notes or information to parents home via the newsletter. The other source of key information is our Kew East Primary School website which is constantly updated.

The school newsletter is published weekly and is distributed on Tuesdays. It is the key to knowing what's going on or coming up within our school community. It is sent home via the eldest child of each family in the school. It may feature:-

- The Principal's news, current educational issues and information.
- Calendar of important events within the forthcoming weeks.
- General news of special school events, e.g., excursions, camps, displays, exhibitions, open days, sports news and results.
- General information and working bee arrangements.
- Community news and items of interest, or selected advertisements (at the school's discretion).
- A class presentation highlighting aspects of curriculum or a current unit of work.

The newsletter can also be accessed online using the password kepsnews. Contributions to the newsletter should be left with the office staff by the preceding Monday lunchtime.

## Leaving School Early

As a matter of safety and security for each child, it is essential that the school knows exactly who has collected a child during school hours and at what time the child was collected. It should be noted that requests asking for children to leave school and go home unaccompanied during school hours will not be accepted.

If a child is to leave the school early, he/she must be in the company of an appropriate adult, e.g. parent or guardian. It is imperative that the classroom teacher is aware that permission has been given for the child to leave their care early and that this has been recorded at the office in the Early Dismissal Register. The procedure operates in the following manner:-

- Where possible, a note should be brought to the classroom teacher by the child, stating the time and reason for the early departure and the person who will collect that child.
- This note will then be forwarded to the office.

When the person, who is to collect the child, arrives at the school, they must first report to the office and sign the Early Dismissal Register. They will be given a slip of paper which will inform the classroom teacher that the person collecting the child has signed the register. Please note that the classroom teachers have been instructed not to dismiss a child early until the register has been signed by the person collecting the child and the slip is handed to the class teacher. This system has been designed for the safety and welfare of your child.

If your child is away from school, we request that a letter of explanation be sent to the class teacher on return of your child. If you know of a prior absence, a letter can be sent to the school informing us of this. We thank you for your co-operation in this matter.

## **Lost Property**

Any unclaimed, non-valuable items found in the school are placed in the lost property container in the School Hall, and it is your responsibility to retrieve them. Please ensure all children's clothing is clearly marked with their name. Misplaced valuables which are found in the school are kept at the office.

## **Lunch Procedures / Lunch Orders**

Children eat their morning tea in the school yard at recess (weather permitting) and their lunch in the classroom or outside under supervision. Lunch is eaten between 12.50 pm and 1:05 pm. Children may either bring a lunch from home or purchase their lunch via a lunch order. All food containers need to be clearly named.

School lunch orders operate on Tuesdays and Thursdays. Lunches are supplied from a local business and delivered to school. Lunch orders are to be written on a paper bag with your child's name and class. The correct money should be enclosed with the order. A menu/price list is available at the office.

## **Money sent to school**

All money sent to school should be placed in a sealed envelope, clearly named, with a description of the payment included. Teachers collect monies through the classroom or at the office. Payment by cheque is preferable to cash. Cheques should be made payable to Kew East Primary School. EFTPOS payments may be made by parents at the school office.

## **Out of School Hours Care Program**

Our Out of School Hours Care Program is run under the governance of the Kew East Primary School Council. It aims to assist families by providing quality care for children before or after school. The service is open to children from Prep to Year 6. Places are allocated through a booking system. Applications are made by completing an enrolment form which is available from the main office or from the OSHC Co-ordinator. Conditions and regulations for arrangements and usage exist. The program operates from a building directly north of the administration block. An Out of School Hours Care fee structure is set and information regarding hours of operation, collection arrangements, etc. are available from the Co-ordinator on 9859 6052.

## **Social Service**

Children are encouraged to help those children less fortunate than themselves. Activities to raise money are planned throughout the year by the Junior School Council and may take the form of a disco, free dress day, etc. Kew East has a long history of helping others and was instrumental in establishing the State School's Relief Committee over 60 years ago.

## **Student Dress Code**

The wearing of the Kew East Primary School uniform is an expectation of the school. The Student Dress Code further develops pride and respect in students and helps them to identify with the school and its values. The Student Dress Code promotes a positive image of the school in the community. This promotes equality amongst all students and enables full

participation in school activities through the wearing of appropriate uniform. In establishing a Student Dress Code, consideration has been given to the issues of practicality, equality, safety, cost and choice.

The uniform is made up of articles of clothing in the school colours (royal blue and yellow) and consists of the following:

- Royal blue windcheater/rugby top (with school logo)
- Yellow polo-shirt (with school logo)
- Royal blue shorts/Royal blue track-suit pants
- Kew East Primary school dress
- Royal blue bomber jacket (with school logo)
- Royal blue vest (with school logo)
- Royal blue sport skirt
- Winter tartan skirt/tunic (with optional yellow skivvy)
- Socks – plain white, blue or yellow/tights - blue
- Hair accessories – white, blue, yellow
- Royal blue, broad-brimmed hat or legionnaire's hat (with school logo)
- Year six students are able to purchase a specially designed windcheater.

The Kew East Primary School Uniform is available for purchase through Bob Stewart of Kew located at 201 – 207 High St, Kew. Their shop is open Monday to Thursday - 8 am to 6pm, Friday 8 am to 7 pm and Saturday 8 am to 5 pm. More information is available at the school office or directly from Bob Stewart of Kew.

## **Student Leadership**

The Student Leadership Program aims to build positive self-concepts and relationships by providing our students with a sense of meaning, purpose, control and belonging; while simultaneously increasing student knowledge, skills and attitudes. Leadership activities link closely with the Civics and Citizenship element of the curriculum, and the processes involved in democratic decision-making.

At Kew East Primary School, specific leadership opportunities include:

- Junior School Council (Levels 2 – 4)
- Student Committees (Level 4)
- Buddy Program (Levels 1 & Year 6)
- Classroom Monitors (All levels)
- Sports Captains (Level 4)
- School Ambassadors (Year 6)

## **Student Services**

Department of Education and Early Childhood Development Support Services are available for children experiencing difficulties with their learning. Using parent and teacher information, together with an assessment of the student, professional staff analyse the needs of each student. Assistance is generally available from educational psychologists and speech therapists. A waiting list operates and children are treated according to their priority of need. Access to these services can be made through the office with the Principal, or discussed with your child's class teacher.

## Sunsmart

Kew East Primary has a Sunsmart Policy, the main points of which are:-

- In Terms One and Four, children are required to wear a school sunhat when outdoors (including excursions);
- Children who forget or refuse to wear their hat must remain under the Music Centre shelter area or Junior School area for the duration of the recess or lunch break
- Teachers and parents are important role models and are also encouraged to wear appropriate hats, clothing and sun screen.

## MEDICAL, HEALTH AND SAFETY ISSUES

### Accidents

All accidents should be reported to the teacher on duty and to the Principal who will determine appropriate action. If a child suffers a minor injury at school the staff will attend to the injury. However, if the injury is of a more severe nature, the parents or guardians of the child will be notified. It is most important that each child has a second emergency contact number we may call if the parents/guardians are unable to be contacted. In an emergency the staff will call an ambulance and then contact the parents/guardians. Parents are responsible for any associated costs. All serious accidents will be entered in the school's Accident Register.

The sick bay is located next to the main office and is currently staffed by a registered nurse from 11:00 am until 2:30 pm each day.

### Asthma

Asthma is a medical condition that can be life threatening. Records are kept on all asthma sufferers in the school. We require an Asthma Management Plan from parents relevant to their child's condition. Children suffering from asthma should have their inhalers with them at all times, including sporting activities, excursions, etc. Parents are notified when their child has a severe attack. Members of staff have been instructed on how to help a child with asthma.

### Anaphylaxis

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen. The most common causes in school age children are eggs, peanuts, nuts, cow's milk, bee or other insect stings and some drugs. Reactions usually begin within minutes of exposure and can progress rapidly over a period of up to two hours or more. Anaphylaxis is potentially life threatening and always requires an emergency response.

Parents will be informed if their child is in the same class as a child at risk of a severe allergic reaction (with parental consent), and all families will be informed of the relevant classroom strategies to be employed to ensure the wellbeing of the child concerned. Staff have been trained in the use of EpiPen.

### Communicable Disease

A child must be excluded from school if she/he has:

- Measles- At least four days after onset of rash
- Whooping Cough- At least five days
- Hepatitis- Medical Certificate needed
- Ringworm- Medical Certificate needed
- Impetigo- Until treated, must be covered whilst treated
- Chicken Pox- At least five days until fully recovered
- Mumps- At least nine days

Scabies- Medical Certificate needed

Please advise the school if your child is suffering from one of these diseases. Parents are required to notify the Principal and classroom teacher of relevant information for inclusion in school files.

## **Emergency Management**

Our school has an Emergency Management procedure and a designated safety area for all children and adults in the event of any type of emergency.

Detailed emergency procedures and information is located in all classrooms and at the end of corridors. This information is designed for use in disaster situations. A disaster may be defined as any event which disrupts the normal functioning of the school in such a way as to cause significant danger to students and staff. The overriding requirements in the event of a disaster are orderly, calm behaviour and quick, logical thought. Emergency procedures should be launched without hesitation, disregarding any embarrassment caused by false alarm. Teachers will direct children to follow exit routes in a calm and orderly manner. Children will assemble on the oval where their names are checked against the class register. Regular practice evacuations are held.

## **Insurance**

It is the parent's responsibility to ensure that the child is covered by health and accident insurance. We encourage children to care for their personal belongings. Unfortunately damage, theft and breakage can still occur. Hence children are discouraged from bringing to school belongings and toys which are expensive (eg mobile phones and computer games), associated with violence, or likely to cause injury.

## **Medication**

Upon recovery from an illness your child may return to school whilst still taking medication. Teachers will supervise children taking their medication. Parents must provide the following information in writing: name of the medicine; time to be taken; and dosage. All medication, except asthma puffers, must be left with the class teacher during the school day. Children are not permitted to keep medication in their bag or tub. Failure to provide written instructions will necessitate the parent being contacted and required to attend school and administer the medication personally.

## **Safety**

It is very important that all children are aware and constantly reminded about safety habits. Please warn your child about road safety rules and use of the school crossings. Warn children

not to loiter on the way home, visit friends without permission or go anywhere with strangers. Teach your child to recognise Safety Houses you pass on your way to and from school, and take care that he/she does not bring articles to school which may cause accidents, e.g., glass containers, toys with jagged edges or sharp objects. Instruct children to walk directly to and from school and with school friends, where possible.

## **School Crossings**

The School Crossings located around the perimeter streets are operated by Crossing Supervisors. Children who cross these roads must use the supervised crossings and are not to cross any of these roads unless there is an adult on duty. Parents are requested to ensure that their children know School Crossing rules and understand road safety. The crossings are supervised from 8:15 am to 9:15 am and from 3:15 pm to 4:00 pm each school day.

## **School Health Service**

A school nurse provides a comprehensive health examination of Prep children each year. Parents sign a consent form prior to this examination. If a problem is discovered, the child is referred to his/her own source of medical care. Teachers at all levels may also refer children to the school nurse. This referral should be discussed with the parents, who must sign a consent form.

## **Sick Children**

Parents are urged to keep a sick child at home. School is for learning and sick children cannot participate fully and may infect other children and teachers. When a child is sick at school, either the teacher or office staff will ring the child's parents or emergency number. When a child leaves the school for whatever reason, the parent or nominated adult must sign the Early Dismissal Register in the general office and inform the class teacher that the child is going home. The sickbay, with first aid facilities, is located next to the school office.

## **Supervision**

No child will be allowed to leave the school grounds during school, either as a regular arrangement or on separate special occasions, unless a letter has been received from his/her parents and the matter discussed with the Principal

The school grounds are not supervised before 8.45 am or after 3.45 pm. At all times between these hours teachers are on duty. It is not advisable for children to be in the school grounds outside these hours. Should your child arrive home during school hours, please contact us immediately.

On days of extreme weather (wet days and extremely hot days) days students remain indoors and staff supervise the indoor activities.

# **PARENTAL INVOLVEMENT**

Parents are a child's first teacher and the home provides the beginning and foundation for learning. We aim to build on this through developing a partnership with parents in their child's education. This section outlines to parents how they can actively participate in our school's programs and activities.

At Kew East Primary School the commitment of parents and carers in supporting student learning is highly valued and appreciated. We welcome your involvement in many aspects of the school's activities.

## **WE WELCOME YOUR PARTICIPATION IN THE FOLLOWING AREAS:**

### **1. Classroom and Curriculum Programs**

Teachers and children value your assistance in the classroom. Parental assistance can enhance the learning environment through increased adult participation and support. Involvement in school programs may provide parents with new insights and understanding about their children, fostering the links between home and school learning.

Individual teachers are happy to discuss details regarding suitable times, skills or resources you could provide. Class Representatives arrange to assist teachers by contacting parents when the teacher requires parental assistance in class or for excursions.

Throughout the year special requests are made of parents to support on-going projects. Some demand specific time commitments such as the Perceptual Motor Program (P.M.P), sport training, activity maths sessions and swimming program, while others are more flexible, for example, maintenance of home-reading, library books. There are also one-off activities such as sports days and excursions. Many opportunities exist for you to participate. See your child's classroom teacher or the staff member responsible for particular curriculum areas.

### **2. Programs for Parents**

Programs aimed at promoting the home-school partnership and supporting students' learning and welfare may be offered to parents throughout the year. During these sessions parents learn about aspects of the school curriculum, teaching strategies, and the most effective ways to help their children.

The Early Years Program places great value on the contribution that parents make to classroom literacy programs. The Classroom Helpers Program prepares parents to work in classrooms during the daily Literacy block. It is extremely important that all parents who are currently working in classrooms and those who wish to become involved participate in this training. If you are unable to work in the classrooms but wish to find out more about the reading and writing process you are most welcome to attend these sessions.

### **3. Support at Home/Homework**

Homework provides an opportunity for parents, in partnership with the school, to assist students to establish efficient time management, organisational skills and lifelong learning and study habits. It reinforces and extends classroom learning and increases parental understandings of, and involvement in, the curriculum.

Parents are encouraged to help their children with homework by establishing a regular routine, being interested in and discussing children's homework and supervising, signing and checking homework if requested. If the child does not know, or has forgotten a process, please check with the class teacher to ensure the parent's explanations and methods are the same as those taught in the classroom. Should you have any concerns or queries regarding homework, please contact your child's teacher.

#### **4. Class Representatives**

Kew East Primary School values the link between parents, teachers and students. The Class Representative system fosters positive community relationships and is a highly valued role within the school. Some of the activities are:

- Organising morning teas for parents of the children in the class.
- Assisting the teacher with special classroom activities e.g. a healthy lunch, tabloid sports activities.
- Supporting fundraising efforts e.g. helping at the walkathon, assisting at fundraising events such as the Mother's day and Father's day stalls.
- Organising social activities for the children during holidays or after school.
- Liaising with the teacher and seeking help from other parents for special events, such as the Kew Festival or the School Musical in Term 3.
- Welcoming new families to the class.
- Helping to set up equipment/furniture for special activities.

#### **5. School Council and Sub-committees**

##### **School Council**

All government schools in Victoria have a School Council. They are legally formed bodies that are given powers to set the key directions of a school within centrally provided guidelines. In doing this, a School Council is able to directly influence the quality of education that the school provides for its students.

School Council membership consists of both parents and teachers and the term of office for members is two years. Half the members must retire each year and this creates vacancies for the annual school council elections. Parents on school councils provide important viewpoints and have valuable skills that can help shape the direction of the school. Those parents who become active on a School Council find their involvement satisfying in itself and may also find that their children feel a greater sense of belonging.

Each year School Council establishes a number of School Council Sub-Committees which assist Council with its many responsibilities. All sub-committee meetings are open and interested parents are invited to join. Meeting details are listed in the calendar in the newsletter.

The School Council meets at 7:30 pm in the staffroom on the second Wednesday of the month. Most committees meet twice every term on Wednesday evenings at 7.30pm.

##### **Sub-Committees**

The role of each sub-committee is as follows:

##### ***Education***

This committee reviews current policies and makes recommendations to School Council regarding the development and implementation of new or revised policies on a broad range of educational matters.

### ***Facilities***

This committee determines the necessary maintenance and desired improvements to the school buildings and grounds. A major focus is to co-ordinate Working Bees.

### ***Finance***

The Finance Committee develops and prepares an annual budget and submits this to School Council for approval and regularly monitors income and expenditure against approved program budgets.

### ***Communication***

This newly established committee supports effective communication within the school community and helps to promote the school in a positive manner both within the local and wider community. The Communication Committee is currently investigating appropriate sponsorship agreements and exploring our links with local business, community organisations and community services.

### ***Out of School Hours***

This committee aims to oversee the successful implementation of the Out of School Hours Program and make recommendations to Council as required in regards to fee structure, staffing, budgeting and program operations.

### ***Social and Fundraising***

The Social and Fundraising Committee is responsible for developing, implementing and coordinating fundraising projects and social events.