WELCOME TO
KEW EAST PRIMARY SCHOOL

2011
PROSPECTUS
KEW EAST PRIMARY SCHOOL
INFORMATION DIRECTORY

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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, seeking to cater for the special talents and abilities of students at each specific stage of learning.

This strong academic emphasis, together with a warm welcoming and caring approach, ensures that Kew East Primary School provides an ideal school environment. We welcome all who wish to be part of the pursuit of quality education, encouraging 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 Primary School 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 School 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 logo which depicts a fledgling spreading its wings that will carry it from the warmth and protection of its home into the wider world. It symbolises the help and guidance given to our students as they begin their flight ONWARDS and UPWARDS to the future. It also symbolises what we want our students to be, vigorous, skilled, resolute, springing from a source that is supportive and motivating.

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; and
• 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 School we have established values which are embedded into the school culture. These core values are derived from our school vision and underpin all levels of operation throughout the school. Our values are actively promoted through our whole Student Wellbeing Program, ensuring community members are treated with dignity.

These values 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
• care and concern for 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

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 students learn best when:
• individual differences and achievements are recognised, acknowledged and celebrated;
• they experience a sense of belonging and significance;
• positive relationships are developed and are built on trust and mutual respect;
• learning is meaningful and connected to the real life experiences;
• knowledge is integrated and connected across key learning areas;
• curriculum is problem-based, allowing them 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 they 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 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; and
- they are able to make use of new technologies to support and enhance their learning.

**Victorian Essential Learning Standards**

The Victorian Essential Learning Standards (VELS) describe what is essential for students to achieve from Years Prep to 10 in Victorian schools. VELS is a curriculum framework for Victorian schools, based on the best practice in Victorian schools and international research. Prior to the introduction of VELS, widespread consultation with school communities, educators, professional associations and community groups was undertaken. VELS 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, VELS has been developed with three core, interrelated strands in mind. 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
- Level 5 – Years 7 and 8
- Level 6 – Years 9 and 10

**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. Kew East Primary School has 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 at Kew East Primary School we 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 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 continues to produce excellent academic results.

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 students are able to work both formally and informally with an increased number of supportive and sympathetic adults;
- students 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 students develop on-going friendships within and across class groups in their level; and
- the continuing, lifelong nature of learning is emphasised, in contrast to the year-long learning implied by traditional `grade' structures.

At Kew East Primary School, 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

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 (LOTE) - Italian

The learning of a LOTE enhances students’ 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 students can actively build mathematical ideas. Learning mathematics involves mastery of several components, knowing mathematical facts, being able to carry out mathematical procedures, 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 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 specialist teacher, who works as part of the teaching team to provide an Art program which supports the classroom program at each level. Students 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**

The Physical Education Program is delivered by a specialist Physical Education 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. Students 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 students are encouraged to take part regardless of their ability.

An effective swimming and survival program is provided for Prep to Year 2 students using a heated indoor pool at the Bulleen Swim Centre. 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.

A Perceptual Motor Program is also provided to children in Prep where appropriate physical activities are taught to develop fine motor and gross motor skills. Skills such as co-ordination, gross motor control, balance, memory development, discipline, social interaction, routines, confidence and language development are some of the numerous benefits of the program.

Kew East Primary School has a comprehensive school camping program in Levels 3 and 4. 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.
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 in other levels, such as, 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 student’s wellbeing and progress is encouraged. This communication process is facilitated by providing:

- two formal parent/teacher meetings each year. 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 meeting is held mid-year and is focused specifically upon the student’s report;
- students in Level 4 the opportunity to attend a Partnership Meeting with their parents;
- student learning portfolios are developed during each year, consisting of work samples. The purpose of the portfolio is to inform parents of their child’s learning progress as measured against goals set in the areas of social/personal learning and English or Maths. These goals are set by teachers in Level 1 so that students are able to observe the modelling of goal setting. Student portfolios are sent home prior to mid-year parent / teacher meetings;
- written reports at mid-year and in December. These reports report on a student's progress against the learning outcomes of VELS, 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.;
- ongoing support groups for students with special needs. These groups may consist of people such as parents, class teachers, Assistant Principal, Special Needs staff or Guidance Officers;
- a variety of assessment procedures directly linked to the learning outcomes at each level of VELS. This includes statewide assessments as part of the National Assessment Program for Literacy and Numeracy (NAPLAN) at Year 3 and again at Year 5; and
- opportunities for parents to contact 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 Junior School Hall. This assembly commences with the singing of the National Anthem. General information is passed on to the students at these assemblies, students 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.

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 onto the school CASES database. 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. All students for whom Kew East Primary School is their designated neighbourhood school will be enrolled even when this exceeds the agreed ceiling.

Enrolments

Kew East Primary School has Department of Education and Early Childhood Development approval to have an enrolment ceiling of 525 students. All students, for whom Kew East Primary School is their designated neighbourhood school, will be enrolled even when the enrolment ceiling is exceeded.

To enrol at Kew East Primary School it must be your 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 for students who live outside the designated local neighbourhood will be in order of closeness of home to the school, if places are available.

Parents of children in pre-school programs are provided with necessary information for enrolling their child at Kew East Primary School. 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 students 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**
Parents are required to provide or pay the school to supply students with essential educational items to be used in the standard curriculum program. 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.

• **Optional Educational Items**
These items are offered on a user-pays basis and which parents may choose whether their child accesses or participates in. Examples of these activities include, camps, swimming, sport, excursions, band and instrumental music lessons. These costs are issued separately to Essential Educational Items and Voluntary Contributions, in the Term Payment Planner, at the commencement of each term, with the expectation that payment is made before the commencement of these activities.

• **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.

The school invites parents to make a contribution to support the school for the following unique services and or programs such as:

• providing resources to further maintain and improve the school grounds, playground equipment and buildings. The school also employs a maintenance person to ensure the school is properly maintained and kept clean at all times;
• the employment of a school nurse on a daily basis between the hours of 10.40am to 2.10pm;
• providing students with state of the art technology such as Interactive Whiteboards in each classroom, desktop and laptop computers to improve student learning; and
• an outstanding performing arts and music program unique to Kew East Primary School. This program provides outstanding opportunities for all students to gain a real appreciation for music and to learn many skills not otherwise afforded by a standard music program.

• **Education Tax Refunds**
The Federal Government introduced a new Education Tax Refund on 1 July 2008 where families and approved care organisations can claim 50% of their eligible educational expenses if they received Family Tax Benefit (FTB) Part A for the child, or if a payment was made for the child that stopped them from receiving FTB Part A for that child.

Eligible education expenses include school textbooks and other paper-based school learning material, including prescribed textbooks, associated learning materials, study guides and stationery.

• **Library Trust: Voluntary Donation (Tax Deductible)**
In addition to the above charges, if any parents wish to donate monies to the KEPS School Library Trust Fund, these are tax deductible donations. The Library Trust Fund is used for the maintenance of the resource centre and for the purchase of library books and resources. A separate receipt will be issued for taxation purposes at the time of payment.
• **Education Maintenance Allowance**
The Education Maintenance Allowance (EMA) is provided to assist eligible families with the costs associated with the education of their children.

To be eligible for receipt of the EMA you must:
- be either a parent or guardian of a primary school student; and
- be an eligible beneficiary of a Centrelink pension, allowance or benefit within the meaning of the State Concessions Act 2004 or be a Veterans Affairs (TPI) pensioner or be a foster parent.

Consequently parents are able to access the EMA if they have a valid Health Care Card or valid Pension Card. The eligibility criteria must be met as at the first day of Term 1 (27 January 2010 which is the first day for teaching staff) and Term 3 (12 July 2010). The EMA application must be submitted to the school by 26 February 2010 for the first instalment and 6 August 2010 for the second instalment.

The EMA provides an annual amount of $221 for primary students and is paid in two instalments. This amount is split evenly between the parents and the school.

Forms are available from the school office at the commencement of each school year.

**Homework**

Homework provides an opportunity for parents, in partnership with the school, to assist students to foster life long 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.

**School 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, the school newsletter and website. The school newsletter is published fortnightly on a Tuesday, with the alternating week consisting of a newsletter bulletin of key school dates only. The newsletter is sent to families via email and is also available on the school website under ‘Newsletter’ on the home page.

The school newsletter is the key to knowing what’s going on or coming up within our school community. Every second week the newsletter 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, such as 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); and
- a class presentation highlighting aspects of curriculum or a current unit of work.
The school website is also a source of other key information, such as term planners and is constantly updated.

**Leaving School Early**

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

If a student is to leave the school early, they must be in the company of an appropriate adult such as a parent or guardian. It is imperative that the classroom teacher is aware that permission has been given for the student 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 student, stating the time and reason for the early departure and the person who will collect that child; and
- this note will then be forwarded to the office.

When the person, who is to collect the student, 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 student has signed the register. Please note that the classroom teachers have been instructed not to dismiss a student early, until the register has been signed by the person collecting the student and the slip is handed to the class teacher. This system has been designed for the safety and welfare of students.

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 Junior School Hall and second level in the Senior School. It is your responsibility to retrieve any lost items. Please ensure all students’ clothing is clearly marked with their name. Misplaced valuables which are found in the school are kept at the office.

**Lunch Procedures / Lunch Orders**

Students 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. Students 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. Lunch orders for Preps begins in Term 2.
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 students 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 Coordinator. 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 Coordinator on 9859 6052.

Social Service

Students 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, casual dress day or some other activity. 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.

School Bags (royal blue)

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 – 8.00am to 6.00pm, Friday 8.00am to 7.00pm and Saturday 8.00am to 5.00pm. More information is available at the school office or directly from Bob Stewart of Kew.

A second hand uniform shop is also available at the school and is open every fortnight on a Wednesday from 3.15pm to 3.45pm. In Term 1 the second hand uniform shop is open more frequently and parents will be advised of these times in Term 1.

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. The program simultaneously increases 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)
- Environmental Leaders of the Future (ELFS) (Level 2 – 4)

Student Services

Department of Education and Early Childhood Development Support Services are available for students 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 School has a Sunsmart Policy, which states:
- in Terms 1 and 4, students are required to wear a school sunhat when outdoors (including excursions);
- students 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; and
- 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 student 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 10:40am until 2:10pm 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. Students suffering from asthma should have their inhalers with them at all times, including sporting activities and excursions. 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 students 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 their child is covered by health and accident insurance. We encourage students to care for their personal belongings. Unfortunately damage, theft and breakage can still occur. Hence students 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 a student may return to school whilst still taking medication. The school nurse will supervise students taking their medication. Parents should request a special Medication form from the office if they wish for their child to be administered with some form of medication. The following information must be provided in writing: name of the medicine; time to be taken; and dosage. All medication, except asthma puffers, must be left with the school nurse during the school day. Students 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 students 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. Instruct children to walk directly to and from school and with school friends, where possible. Students should take care that they do not bring articles to school which may cause accidents, such as glass containers, toys with jagged edges or sharp objects.

School Crossings

The School Crossings located around the perimeter streets are operated by Crossing Supervisors. Students 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 8:15am to 9:15am and from 3:15pm to 4:00pm each school day.
School Health Service

An external school nurse provides a comprehensive health examination of Prep students 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 student 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 8.45am or after 3.45pm. 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.
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 a range of school activities such as:

1. **Classroom and Curriculum Programs**

Teachers and students 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 ongoing projects. Some demand specific time commitments such as the Perceptual Motor Program (PMP), 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 your 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 Representatives role is to assist with fostering positive community relationships and is a highly valued role within the school. Some responsibilities attached to this role are:

- organising morning teas for parents of the children in the class;
- assisting when requested by classroom teacher with special classroom activities, such as a healthy lunch, tabloid sports activities;
- supporting fundraising efforts, such as helping at the walkathon, assisting at fundraising events such as the Mother’s Day and Father’s Day stalls;
- liaising with the teacher and seeking help from other parents for special events, such as the Kew Festival and other whole school events;
- welcoming new families to the class; and
- helping to set up equipment/furniture for special activities.
- supporting other class and school events as they arise during the school year.

5. School Council and Sub-committees

School Council

All government schools in Victoria have a School Council which is a legal incorporated body that is given powers to set the key directions of a school within Department of Education and Early Childhood Development (DEECD) guidelines. In doing this, a School Council is able to directly influence the quality of education that the school provides for its students, through policy setting and financial responsibility.

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 Council 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 7:30pm in the staffroom on the third 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 polices 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.

**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.