Parent Information
Booklet
2014

Foundation through to Level 6
Welcome to Parkmore Primary School

At Parkmore Primary School, our teachers are committed to working together to enable all students to have every opportunity to thrive, learn and grow and to belong to a community of learners.

By understanding the needs and interests of students we strive to share, strengthen and build the capabilities of all students to increase their preparedness to participate in all aspects of life, both in and beyond school. Within our learning spaces we actively create personalised learning experiences, working each student within their learning zone. We aim to deliver learning programs that respect the diverse backgrounds, understandings, skills and experiences of students to ensure every opportunity for success.

Staff Profile – 2014:

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<th>Principal</th>
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<th>Andrew Popov</th>
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<td>Foundation and Level 1</td>
<td>F/1A</td>
<td>Cathy Gilbert</td>
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<td>F/1B</td>
<td>Rachel Meaden</td>
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<td>Level 2</td>
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<td>Blake Herreen</td>
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<td>Performing Arts</td>
<td>Deb Coulter</td>
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<td>Physical Education</td>
<td>Cynara Adams</td>
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<td>Melinda Francis</td>
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<td>Di Seehusen</td>
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<td>Chaplain</td>
<td>Maree White</td>
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<td>Specialist</td>
<td>Malcolm Holt</td>
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AusVELS

The AusVELS outlines what is essential for all Victorian students to learn during their time at school from Foundation to Year 10. They provide a set of common state-wide standards which schools use to plan student learning programs, assess student progress and report to parents. The AusVELS is based on best practice in Victorian schools and draws on national and international research about how students learn. The AusVELS differ from traditional curricula by including knowledge and skills in the areas of physical, social and personal learning. Skills which are transferable across
all areas of study such as thinking and communication are also included. The AusVELS curriculum encourages a flexible and creative approach to learning.

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
- Act effectively in that world.

The Structure of the AusVELS

Levels
The AusVELS include standards at eleven levels broadly associated with the years of school from Foundation to Year 10 as follows

- Foundation (previously Preparatory)
- Level 1 – Year 1
- Level 2 – Years 2
- Level 3 – Years 3
- Level 4 – Year 4
- Level 5 – Year 5
- Level 6 – Year 6
- Level 7 – Year 7
- Level 8 – Year 8
- Level 9 – Year 9
- Level 10 – Year 10

Strands
The Victorian Essential Learning Standards are developed within three core, interrelated strands. The three core, interrelated strands are:

- Physical, Personal and Social Learning
- Discipline-based Learning
- Interdisciplinary Learning.

Learning Domains
Each strand has a number of components called 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. They also include the standards by which student achievement and progress is measured.

Within each domain, the essential knowledge, skills and behaviours are organised into dimensions. Standards are written for each dimension. However not all domains are addressed in all Levels.

Stages of Learning
The Victorian Essential Learning Standards identify three stages of learning through which students progress and recognise the differing learning needs of students at these different stages, phasing expectations and standards over six levels:

- Foundation to Level 4 – Laying the foundations
- Level 5 to 8 – Building breadth and depth
- Level 9 to 10 – Developing pathways.
Laying the foundations

Beginning school is a significant time in a child’s life. The foundation knowledge, skills and behaviours that children must develop in Foundation to Level 2 to become successful learners at school are:

- English
- Mathematics
- The Arts (*Creating and making*)
- Interpersonal Development (with an emphasis on socialisation)
- Health and Physical Education (*Movement and physical activity*).

At Level 3 students begin to respond to information, ideas and beliefs from contexts beyond their immediate experience. Consistent with this development, additional standards across a range of domains in the three strands are introduced.

Domains without standards in Foundation, Levels 1, 2 and 3 are nevertheless important areas of learning for children. Teachers are encouraged to provide experiences for children in each of these areas, either by teaching relevant subject matter independently or by integrating it with those domains that have measurement standards.

The first challenge at school is for children to socialise and to become engaged behaviourally, emotionally and cognitively. Engagement is a state that remains critical to success throughout schooling. Engagement moves from a minimal level of engagement where children conform, motivated by extrinsic demands, to a higher level of behavioural engagement where their motivation is more intrinsic. The latter includes resilient behaviour that allows them to manage stress and adversity. Resilient children achieve more highly at school and better manage the ups and downs in life. In partnership with the home, schools play a significant role in helping children to develop resilience.

Being socially engaged is also critical to the development of cognitive skills. Children build their ability to reason from a context or environment. The environment provides the practices, assumptions and values upon which reasoning is constructed. To support children’s social and emotional development they engage with the Kimochis program (Foundation – Year 2), which assists them to communicate and manage their feelings. Children in Years 3 – 6 explore Character Strengths (Positive Education).

While behaviour is significantly determined by habits, it may also be reactive, being influenced by emotional states and cognitive processes. Emotional engagement may be defined in terms of general wellbeing at school; for example, happiness, safety, calmness and empowerment, as opposed to sadness, worry, helplessness and stress. A key emotional skill that should be developed early and maintained throughout schooling is impulse control. Teachers can help children to develop impulse control by teaching them to recognise the feelings in themselves and others, by implementing behaviour management approaches that encourage children to regulate emotions, and by helping children to reflect on their behaviours.

Another key theme is that knowledge is constructed. We build our brains through experience, both real and perceived. Learning is cumulative, and consequently, the ability to transfer learning is a key skill. Children begin schooling with knowledge and skills. Much of this will be true and accurate, but some of it will not, even though it is
believed to be true. One of the fundamental skills successful learners must develop is to reflect on learning, to link new knowledge to existing knowledge, to establish what is true and accurate, important and useful, and to challenge what is untrue and inaccurate. Giving children opportunities to be reflective improves the quality of learning, since learning with understanding is more likely to promote transfer than memory.

Building breadth and depth

During Levels 5 to 8 most young people experience the move from primary to post-primary school. In this sense, the middle years of schooling covers two distinct phases, Levels 5 to 8. Early in this stage, some young people will experience the onset of adolescence. Differences in emotional, behavioural and cognitive development among students may be vast.

Between ten years of age and puberty, the brain makes redundant its weakest connections preserving only those that experience has shown to be useful. During the late childhood and teenage years, functions that carry the most messages strengthen, and the weaker ones are removed. This process is most predominant in the area critical to controlling planning, working memory, organisation, anticipating consequences, controlling impulses and mood modulation.

Young people increasingly differentiate themselves in terms of their peers, physical attributes and competence. They begin to associate achievement less with effort, and more with skill and cognitive ability. While they may give the appearance of being engaged by novelty, to hold their interest through to achievement, young people increasingly require content that is perceived as valuable, is consistent with personal goals, and/or leads to an important outcome. In other words, during Levels 5 to 8 young people increasingly come to view content as a choice, rather than an imperative.

In Level 5 to 8 young people become more complex thinkers. They begin to understand more abstract cognitive processes such as how to apply logical reasoning to both ideas and concrete objects. In other words, they begin learning how to apply many of the practical skills they have mastered in earlier years.

Further, students are required to be more independent, flexible and self-regulatory in the process of their learning. They begin to expand their thinking in subjects such as mathematics and scientific method. They also begin to organise their thinking in more formal ways by understanding processes such as research, critical and creative thinking and problem-solving. Consequently, they become capable of distinguishing between the processes and thinking tools specific to particular problems and ideas. They need to develop the competency of reflecting on and evaluating these processes.

However, while early adolescents become capable of thinking abstractly, their brains are still not fully mature. The areas mediating spatial, sensory, and auditory and language functions appear largely developed, but other areas are still maturing. There is also evidence to suggest myelination (or maturation of nerve cells) is still occurring. Myelination affects the speed at which messages are processed, as well as fine motor skill development.

To compensate for underdevelopment, the adolescent brain relies heavily on an area of the brain called the amygdala, which creates a tendency to react on instincts.
Biologically, adolescents do not have the same abilities as adults to control their actions and to make sound decisions.

Remaining focused and modulating moods is a challenge during early adolescence. Assisting students to communicate, participate and work cooperatively, to have self-control, and to resolve conflicts thoughtfully without resorting to avoidance or aggression helps students to excel during this stage of schooling. Learning to manage emotions, predict consequences, develop optimistic thinking habits, and set goals are also skills that improve student achievement and wellbeing.
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English

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

Aims

The Australian Curriculum: English aims to ensure that students:

• learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
• appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
• understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
• develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Mathematics:

Rationale

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the
fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of levels, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Australian Curriculum: Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom. In science, for example, understanding sources of error and their impact on the confidence of conclusions is vital, as is the use of mathematical models in other disciplines. In geography, interpretation of data underpins the study of human populations and their physical environments; in history, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative and spatial information is an important aspect of making meaning of texts.

The curriculum anticipates that schools will ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

**Aims**

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

**Inquiry-based Learning:**

The aim of Inquiry based learning is for students to develop their independent learning ability, their reflective thinking and personal and interpersonal learning skills. Through relevant and meaningful investigations students deepen understandings and challenge their own misconceptions about topics to change the way they think and act and to inform others to do the same.

This includes integrating with core areas of the curriculum.
• Physical, Personal and Social Learning: (Health and Physical Education, Interpersonal Development, Personal Learning, Civics and Citizenship).
• Disciplined-based Learning: Humanities (Economics, History & Geography), Science, Design, Creativity and Technology.
• Interdisciplinary Learning: Communication, Design, Creativity and Technology, Information and Communications Technology (ICT), Thinking.

Across Parkmore Primary School each student participates in the Learning To Learn unit. It is designed to help set up learning space protocols and understandings to enable safe and supportive learning environments along with success.

**Information and Communications Technologies**

Our students think, learn and live in an increasingly online world. New technologies and virtual environments allow important parts of their personal and social life to be digitised, shared and linked to global communities. Outside of school they may regularly contribute to online forums, interact with and seek help from peers and find innovative methods of solving problems, managing their time and expressing themselves. Often this happens all at once using multiple applications, devices and interfaces.

Our teachers are explicitly instructing students in their developing ‘digital literacy’ skills; empowering them to; be connected, be discriminating of content, be critically literate, be information seekers and navigators, and to understand they are part of a global community. Their learning is enabled by unrestricted by classroom walls, allowing them to think, analyse and construct knowledge, and be constantly communicating virtually.

Our students have access to a range of technologies: netbooks, desktops, interactive whiteboards, iPads and the internet. Other ICT tools include multi-functional devices (MFDs) that enable teachers and students to print, copy, scan and fax within learning spaces.

We work in partnership with parents/carers to educate our children about safety aspects of online technologies. Our school community is supported by the eLearning team, who actively support children and their parents/carers in the safe and responsible use of technologies.

**Physical Education**

Physical Education sessions aim to develop students’ general fitness and game skills to allow a broad range of physical development. A major component of these sessions is to develop students’ ability to work in teams and their understanding of good sportsmanship.

The focus for Interschool Sports (Levels 3 – 6) is for students to learn about new sports, develop relationships and teamwork skills, develop and display good sportsmanship in addition to having fun. Our intention is to get as many students active and engaged in sport as possible. The aim of the program is for less emphasis on winning and results, and more emphasis on having a go.

Throughout the year, students will be given opportunities to carry out self and peer assessments.
Languages Other Than English (LOTE) – Chinese

Chinese incorporates the strands of speaking, listening, reading and writing. The Chinese program is linked where possible, with classroom themes, through whole class and small group activities.

Aural tasks involve students listening to short dialogues or descriptions, selecting information and demonstrating comprehension by performing various activities, for example, by completing charts, surveys, locating information, matching phrases/pictures/sentences.

Students are encouraged to speak Chinese by answering questions or seeking information. They read illustrated texts, identifying specific information to complete an assigned task. Students write short descriptive sentences using appropriate word order and adjectives.

Spoken and written texts include information with high frequency and familiar vocabulary. Students decode new words by making predictions (based on context) using bilingual dictionaries and online electronic word banks.

The Arts – including Performing and Visual Arts

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society the Arts play a pivotal role socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

The Arts domain allows students to create and critically explore visual culture, performances in contemporary and traditional genres, and works that involve the fusion of traditional forms with digital media. Engagement in the Arts involves the inspired and passionate exploration of ideas and the resultant products and performances. By their very nature, the Arts nurture cultural understanding, invention, new directions and new technology. Imagination and creativity, pivotal to the Arts, are essential to our wellbeing because we create much of our world in order to enhance our experiences and understandings of the diverse perspectives that constitute our cultural heritage.

Learning in the Arts is sequential and students have a continuous experience in the different arts disciplines they undertake at a particular level. At all levels students experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts.

Assessment and Reporting

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to inform and improve future student learning.

Reporting is the process by which assessment information is communicated to help students, parents, teachers and the system to make decisions by providing information about what students know and can do, together with recommendations for their future learning.
Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching
- Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Parents/Carers will receive a formal report of their child’s progress in June and December. A portfolio, which is sent home at mid and end of year, will contain work samples. The samples will be accompanied by explanations relating student progress to the relevant AusVELS standards. The portfolio is not necessarily a collection of the student's best work, hence, some pieces will appear in draft form and others in published form.

In line with the Department of Education and Early Childhood Development (DEECD) guidelines, we offer sessions for parent/carer, teacher and student meetings. During these sessions there is an opportunity to celebrate the progress of your child in relation to the academic, social and emotional growth.

**National Assessment Program - Literacy And Numeracy (NAPLAN)**

In Year 3 and 5 students participate in the national NAPLAN tests in Reading, Writing, Language Conventions and Numeracy. These national tests provide information on how students are progressing at a point in time, contributing to improvements in teaching and learning, and providing a framework to compare student performance around Australia.

**Homework**

Homework is an opportunity for parents/carers to participate in their child’s education. Homework complements and reinforces classroom learning, and fosters good lifelong study habits. Regular homework allows students to develop individual organisational skills beyond the structure of the school day.

**Camps, Excursions and In-School Visits**

Students in Years 3 to 6 attend a school camp. The camping program teaches students to explore new environments, improve socialisation skills with teachers and peers and apply skills already learnt at school. Students in Year 2 experience an overnight stay at the school in the fourth term as a pre-cursor to the camping program in readiness for Year 3.

Excursions are linked to classroom programs and activities. The excursion program takes students out of the school and into the community where appropriate, and also brings relevant guests and performances into the school. Excursions are planned to coincide with and enhance the curriculum. Excursions motivate students to participate in and gain from a variety of learning experiences.
Enrichment activities

Parkmore Primary School proudly complements its teaching and learning programs with a number of further enrichment activities. Whilst these may vary from year to year, some include: instrumental music tuition; Buddies; Hoop Time basketball; athletics and swimming carnivals; Interschool Sports; Responsible Pet Ownership; Premier’s Reading Challenge and lunchtime activities.

Student Leadership

Students from Year 2 – 8 have opportunities to be involved in our Student Leadership program. Opportunities to participate in formal leadership roles extends to Student Representative Council membership, requiring leaders to engage in a specific portfolio of responsibility, such as Sustainability. In Year 6, opportunities for students to lead as either House or School Captains are offered.

All students at Parkmore Primary School are encouraged to take on leadership roles at some point in their time with us. Importantly, students demonstrate responsibility for, and engage in the process of influencing others toward a common endeavor, goal or cause, regardless of designated formal positions.

Student Voice

‘Student voice’ describes the distinct perspectives and actions of students at Parkmore Primary School focused on their education. Key research and DEECD papers and documents identify these perspectives and consequent actions are key to engagement. Parkmore Primary School is committed to providing students with opportunities to contribute feedback to school improvement processes.

General Information

Starting times
Each school day starts at 9.00am sharp and concludes at 3.30pm. The yard is supervised from 8.45am and it is requested that children not be delivered to school prior to this time unless they are booked into Out of School Hours Care program (OSHC), which begins at 7.30am. Similarly the yard is supervised until 3.45pm and children need to be collected by this time. Failing this, children not collected will be taken to the OSHC program by the duty teacher, resulting in a charge to the parents/carers for the services.

Absences
Please contact the school prior to or on the morning of student absences, this lets us know that you are aware of the absence.

- Telephone number: 9878 5556
- Email: parkmore.ps@edumail.vic.gov.au

It is required that parents/carers send a note to school on a child’s return explaining his or her absence. If a parent/carer wishes to collect a child from the learning space during the day, they must first fill in the early dismissal register at the Office. Only a parent/carers can collect students unless written consent has been provided.

When a child is sick at school their parents/carers may be notified to be collect them. Therefore, it is important that the emergency contact numbers are kept current. If you change your address or work number, it is imperative that you let the school know.
Medication

• All medication that is to be administered at school has to be accompanied by either a Short Term or Long Term Medication Registration and Log. These forms are available from the Office.

• All medication must be in original packaging and clearly labelled with the child’s name, dosage and time to be administered. Prescription medicine needs to have the pharmacist’s label.

• **All medication must be handed to the teacher by an adult and collected by the adult.** Medication will be kept as a daily supply or a weekly supply at the most unless in a long-term continuous care arrangement whereby a Medical Management Plan determined by the child’s doctor and parents is required.

• NB: **Under no circumstances will medication be administered to students unless it is handed directly to the teacher by a parent/carer,** along with the appropriate Medication Registration form. Permission by telephone is not acceptable.

Communication

General information that concerns the whole school is published fortnightly in the school newsletter. The newsletter is distributed via email. We ask that you provide us with your email address so we can send you a copy. The newsletter is also available on the school’s website: to all families who have subscribed via the school’s website:

www.parkmore.vic.edu.au

Christian Religious Education (CRE)

CRE is offered to students on a weekly basis. Parents/carers who are interested in the having their child participate in these classes should contact the Office.

School Uniform

A uniform dress code reinforces in students a pride in their own appearance and instils recognition of themselves as an integral part of the Parkmore Primary School community. Students are expected to dress in complete school uniform in a way that reflects a sense of pride in their school and themselves. It provides a means of identification and helps to ensure safety of our students, in the schoolyard and in transit to and from the school.

The School Uniform Policy can be viewed at:
www.parkmore.vic.edu.au/Our-School1/Policies-New/

Hats – Sunsmart

The official school hat is to be worn by all students from 1 September to 30 April whenever they are outside. Students without a bottle green bucket hat/slouch hat/broad brimmed hat will be restricted to play in designated shaded areas.

The Sunsmart Policy can be viewed at:
www.parkmore.vic.edu.au/Our-School1/Policies-New/

Lost Property

It is helpful if all articles of clothing are clearly labelled so that if they are misplaced or lost they can be returned to their rightful owners. The lost property boxes are located in the entry of each learning space. Please leave it neatly when you have searched through the boxes.
**Lunches**
The students are supervised eating their lunch for 15 minutes at the start of each lunch session. The students are encouraged to bring home any food they do not finish so you have an indication of how much they have eaten. Lunch orders are available on Mondays, and Fridays through **Classroom Cuisine**. Students with lunch orders require a separate snack to be brought from home for their recess.

Lunch orders can be purchased online at:
www.classroomcuisine.com.au

**Parents’ Association**
The school has an active Parents’ Association, which creates a sense of community through fundraising activities, with an emphasis of creating a friendly social network. New members and fresh ideas are always very welcome.

The Parents’ Association meet on the second Monday of each month at 9.00am in the Staff Room.

**School Council**
The School Council consists of 7 parent representatives, 4 teacher representatives and 1 community representative for the school community and the Principal as Executive Officer. Council meets at least twice each term, with at least eight meetings held in any year.

The Sub-Committees of School Council are:
- Finance
- Policy
- Community Partnership

Parents/Carers are encouraged to become members of School Council and its sub-committees. By attending these meetings, parents/carers can actively participate in continuing the growth and strengthening of Parkmore Primary School.

**School Term Dates and Student-Free Days**

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Student-Free Days</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>28 January to 4 April</td>
<td>Tuesday 28 January and Monday 17 March</td>
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<tr>
<td>Term 2</td>
<td>22 April to 27 June</td>
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<tr>
<td>Term 3</td>
<td>14 July to 19 September</td>
<td>Monday 14 July</td>
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<tr>
<td>Term 4</td>
<td>6 October to 19 December</td>
<td>Monday 6 October</td>
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